

# Transition Services Through IDHS-DRS

Presented by:

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# Agenda

- COMMON TERMINOLOGY
- WHO ARE WE?
- WORKFORCE INNOVATION AND OPPORTUNITY ACT
- PRE-EMPLOYMENT TRANSITION SERVICES
- TYPES OF TRANSITION SERVICES AVAILABLE THROUGH IDHS-DRS
  - WHO CAN PARTICIPATE?
  - CONTRACT TYPES
  - BENEFITS AND SKILLS GAINED
  - SPECIALIZED SERVICES

# Terminology

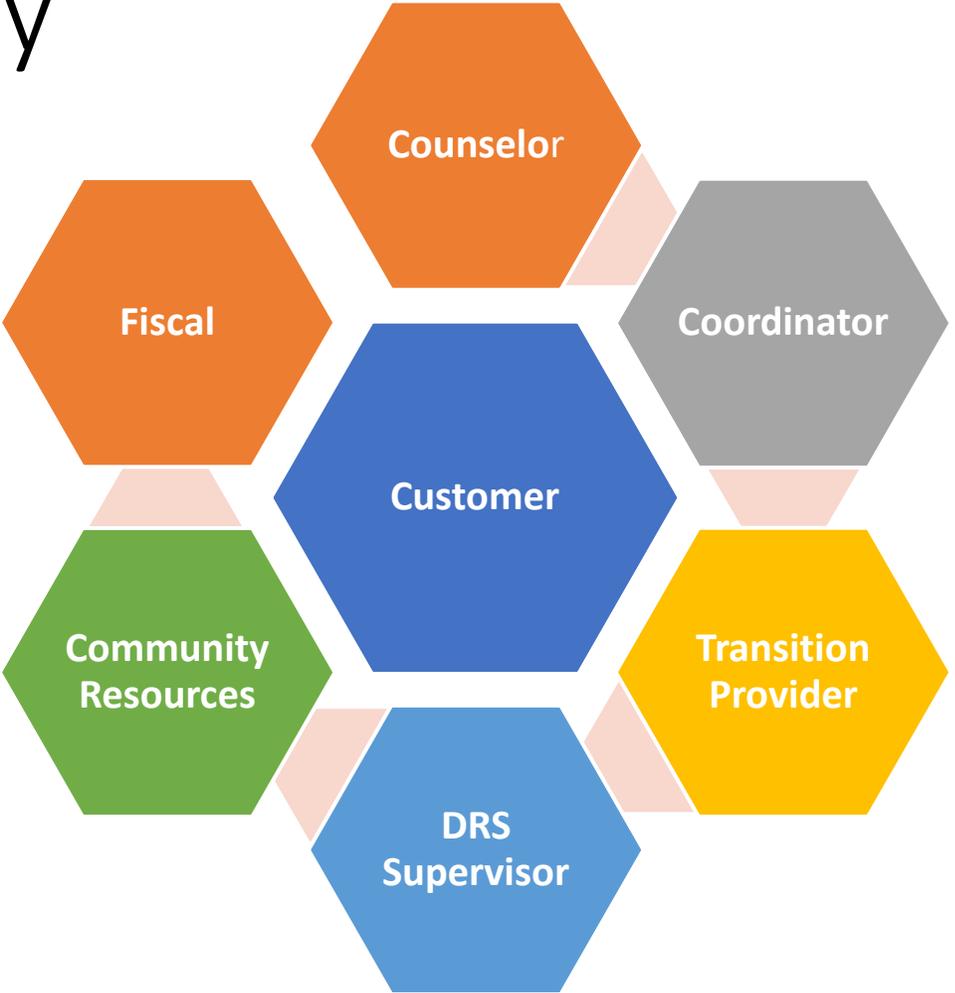
- BBS- Bureau of Blind Services
- CIL- Center for Independent Living
- CRP- Community Rehabilitation Providers
- IDHS-DRS Illinois Department of Human Services, Division of Rehabilitation Services
- FTT- Fast Track Transition
- OJE/OJT- On the Job Evaluation/On the Job Training
- PTS- Pre-employment Transition Services
- RCD- Rehabilitation Counselor for the Deaf
- SDHH- Services for the Deaf and Hard of Hearing
- STEP- Secondary Transitional Experience Program
- VR- Vocational Rehabilitation
- WIOA- Workforce Innovation and Opportunity Act

# IDHS-DRS- Who Are We?

## Our Vision:

- Improving the independence of our customers is our only reason for existing. We realize that the skills and abilities of our front-line staff are the keys to our success. Embracing, listening to and collaborating with our community partners will sustain our success.
- DRS will be a customer-driven organization, with all major decisions based on the needs of our customers. Our staff will be informed and valued, pursuing lifelong learning and striving to improve their professional skills. We will create an environment where customers and staff work in partnership, where customers enjoy working with staff, and staff look forward to coming to work. Finally, we envision an agency where customers feel confident that their goals will be reached.

# We All Have a Part to Play



# WIOA and the 5 Required Services

- A Federal Act that was signed into law on July 22, 2014.
- Allows for a better match in employment for both employers and job seekers.
- Designed to increase access to services such as Education, Training, Employment, and Support Services.
- It supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.
- State agencies are required to spend at least 15% of funding on provision of PTS.

WIOA

- Job Exploration Counseling
- Work-Based Learning Experience
- Counseling on Post-Secondary Education
- Workplace Readiness Training to Develop Social Skills and Independent Living
- Instruction on Self-Advocacy

WIOA 5 Required Pre-employment Transition Services (PTS)

# Job Exploration Counseling

Classroom instruction usually conducted within the school setting. Some examples could include:

- Career exploration for in-demand occupations.
- Career exploration for non-traditional employment.
- Reviewing and discussing labor market trends.
- Career interest inventories.
- Identifying careers of interest to the student.

# Work-Based Learning Experience

- Work-based learning experiences, can be in-school or after school opportunities.
- Experiences are typically outside the traditional school setting.
- These are provided in an integrated environment to the maximum extent possible.
- They can be a learning experience, a volunteer position, or an employer-paid position.

# Work-Based Learning Experience Examples

## Learning Experiences-

- Mentoring opportunities with individuals in the community
- Job Shadowing
- Work site tours to learn about necessary job skills

## Volunteer Positions-

- *Apprenticeships or Fellowships (could be paid or unpaid)*
- *Internships (could be paid or unpaid)*
- On-campus OJE/OJT
- Community OJE/OJT

## Employer Paid Opportunities-

- Employer paid competitive, integrated positions
- Short term employment

# Counseling on Post- Secondary Education

Counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs at institutions of higher education.

This could include:

- Providing counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs at institutions of higher education.
- Advising students and parents/guardians on academic curriculum.
- Providing information about college applications and/or the admission process.
- Completing the FAFSA and other related paperwork.
- Providing guidance and navigation of disability support services.

# Workplace Readiness Training to Develop Social Skills and Independent Living

Classroom or community-based instruction beyond skills provided in a work-related class.

Training in skill areas other than vocational development that students will need to function independently within the community.

- Some examples could include:
  - Understanding employer expectations and tailoring to the individual's needs.
  - Public transportation training.
  - Meal preparation training.
  - Money management skills and training.
  - Training on household management and all skills needed.
  - Working on and improving communication and interpersonal skills in the workforce.
  - Job seeking skills training.

# Instruction on Self-Advocacy

Learning about rights and responsibilities.

Learning how to request accommodations or services when needed.

Communicating any thoughts or concerns.

- Some examples could include:
  - Conducting informational interviews.
  - Mentoring with educational staff, employers, individuals in the community.
  - Participating in youth leadership activities.
  - Opportunities to work with other in specific targeted areas.

# How are PTS Provided?

Statewide there are a variety of ways that these WIOA Required Services are provided to both students with a disability and youth with a disability.

Contracts with school districts/cooperatives.

Contracts with CRP and CIL's that target this population.

DRS Counselors who provide direct services.

# Transition Contracts and Specialized Services

# Contract Types

# Who Can Participate?

- Students with a disability according to WIOA.
- For most Transition related contracts, students between the ages of 14 ½ through 22.
- For those in Fast Track Transition, services may begin at age 14.
- Individuals with 504 Plans, IEP, medical documentation from physician, social and/or psych reports, audiology testing, low vision exam, or other documentation demonstrating disability and functional limitations.
- Includes any medical, physical, mental, hearing, or vision impairment.

# Contracts for Students at Chicago Public Schools (CPS)

A unique partnership that allows division of the Pre-employment Transition Services to students into two different types of contracts.

CPS provides and documents services under Job Exploration Counseling, Workplace Readiness, Counseling on Post-Secondary Education, and Instruction in Self-Advocacy only.

Community Rehabilitation Providers (CRP) assist students interested in work experiences. Job development, placement, and job retention in competitive, integrated employer paid positions are provided under this contract.

# Fast Track Transition

Available to customers that meet the following criteria:

- Are “potentially eligible” for VR services
- Between the ages of 14 through 21
- In an education program

Under this contract, PTS are provided to increase knowledge and awareness to better prepare this population. Skills can be built upon each year, and allow for students to explore areas while still in high school.

These skills are necessary for transitions from school into employment, post-secondary education, or other services as needed.

# STEP

STEP is a program which includes evaluation, training, and work-based learning components designed to prepare students with disabilities for transition to employment and community participation during and after high school.

Students work towards independence and self-sufficiency through engagement in a variety of STEP experiences.

There are three types of STEP contracts:

- STEP Menu
- STEP Performance
- STEP Specialized

# POS-Youth With A Disability

This is a unique contract based on the guiding principals of WIOA. Individuals that qualify as a Youth with a Disability, as defined by WIOA, are served. Under this contract, those ages 16-24 are eligible for services. Once they reach 25, they are no longer eligible to participate.

Independent living services are seen as a valuable service that is provided to youth in order to prepare them for employment. The core service under this contract, is the residential services at SIU-EDC. Individuals work on individualized goals with the goal of living independently upon completion.

Individuals are also offered job seeking skills training based on their needs while in residential services.

# Project SEARCH

There are three partners that are principal to the success of this program. Customers participate in internships and then obtain competitive, integrated employment and maintain for at least 90 days. This program is only for students in their last year of high school, and between the ages of 18-22.

The host business provides the space for the classroom portion and the internship sites. Often this is a hospital where there are many options.

The school district provides a teacher to teach the classroom portion of the training.

The CRP provides a job coach to the customers while performing the internships. They also work with the customer after the completion of the internships with obtaining complete, integrative employment. The CRP holds the contract and is paid for the services.

# Youth Initiative

Services under this contract are based upon an additional or augmented need in specific PTS categories per customer. A justification must be written by the DRS counselor prior to the beginning of services. These can be provided during the school day, but often are provided nights, weekends, holidays or breaks. Services vary across the state.

These are not a duplication of services provided under the school. All services are provided based on the customers unique needs to extend their knowledge.

Pre-employment Transition Services are provided to high school students already in plan status with DRS.

Some examples include:

- Specific programming for those on the Autism Spectrum, those with a hearing impairment, or a visual impairment.
- Taking what the student has prepared or learned in school and taking that into the community for continued learning and review by outside agencies.
- Services for individuals that have been provided information but continue to have difficulty with the concepts.
- Many, many opportunities for collaboration to make the customer successful!

# Benefits and Skills Gained

- Participation leads to an increased understanding of PTS and students are better prepared for employment.
- Individuals just beginning job exploration to those that have held employment and need additional skills all see benefits.
- Multiple year participation allows for building on concepts.
- Work-based learning experiences provide opportunities to learn and grow personally and in the workforce.
- Ability to navigate the online application and interview systems.
- Exploration of career options and what works best for their unique needs.
- There is an increase in confidence and ability to interact with others.
- Skills needed to transition to life after high school are learned and built on. Including knowledge of adult services, work, and learning to live independently.

# Additional Services Available Within The Last Year of School

# Customized Employment

Customized Employment is designed to meet the unmet needs of the employers, that also match with the skills and interests of the individual. This includes job creation, self-employment, and a business within a business.

Services are paid under Phases. Discovery, which is the first Phase, is the core of the model. It involves looking for information in a nonjudgmental, descriptive and optimistic manner with the individual.

This contract type is for individuals that are certified as Most Significant, meaning that they have multiple functional limitations, and are in need of intensive long-term supports.

**Students in their last year of high school can now participate in Phase 1 (Discovery) and 2 (Assessment and Plan) under this contract. This allows the student to be ready for job placement services upon exit.**

# Supported Employment

SEP is intended for individuals that are certified as Most Significant and need long term supports to be successful. The timeframe is up to 24 months of support on the job.

Services are paid under Phases.

**Students in their last year of high school can now participate in Phase 1 (Assessment and Plan) under this contract. This allows the student to be ready for job placement services upon exit.**

# Criteria for Customized Employment and Supported Employment

Customers must meet the Most Significant eligibility criteria, which is an individual who is determined to have a most significant disability has been determined to have at least three serious limitations and requires multiple services to achieve an employment outcome.

Customers are in need of long-term supports to become successful.

There are four questions that must be answered as a “YES” to be moved into SEP.

- Customer has a most significant disability and is eligible for vocational rehabilitation services?
- Customer has not worked or has worked only intermittently?
- Customer has a need for ongoing support services in order to perform competitively at work?
- Customer has the ability to work in a supported employment setting?

# BBS and SDHH Specialized Services

# Services for People who are Blind or Visually Impaired

Who can receive services?

- Illinois residents who are blind or visually impaired and are seeking employment.

What services are offered?

- **Vocational Rehabilitation Program** - Our staff work with individuals with visual impairments to help them find jobs or get ready to go to work. We also recommend assistive technology to help people perform tasks on the job.
- **Illinois Center for Rehabilitation and Education-Wood (ICRE-W)** - Some people choose to enroll in ICRE-W, our residential center in Chicago. ICRE-W offers a vocational and independent skills training program. Other individuals who can commute to ICRE-W can also attend classes at the facility.
- **Business Enterprise Program for the Blind (BEPB)** - This program offers management opportunities in the food service industry to individuals who are legally blind. After completing a training course, certified graduates operate vending facilities throughout the state and average more than \$40,000 a year in earnings.

# BBS Services available

- Individualized to customer needs.
- Referrals to community providers for low vision exams as needed.
- Orientation and Mobility instruction that enables blind and visually impaired individuals how to safely navigate their environments. Individuals are taught how to use a white cane at school, home, their community, and place of employment.
- Rehabilitation Instruction involves teaching another level of independent living skills. This could include getting dressed, assistive technology, navigating the home, being safe at home, braille training, and others based on need.
- Currently have a contract with National Federation of the Blind, a national Provider who specializes in providing Pre-employment Transition Services for this population.

# BBS Assistive Technology Available\*

- Continual evaluation for technology needs.
- Referrals to Illinois Assistive Technology Program for advanced needs. This would include assessment of tech needs in community, employment, and home.
- Devices can include an OR cam, OCR's (optical character recognition)-Ruby, Topaz, Pearl, and/or a CCTV.
- Specialized software: Zoom text, JAWS, fusion (both zoom text and jaws combined)

\*Financial analysis required

Specialized knowledge of the impact of hearing loss on an individual's ability to seek, obtain, and retain employment.

Access to statewide and national resources serving individuals who are Deaf, hard of hearing, late-deafened, and DeafBlind. This includes free equipment distribution programs in addition to those for post-secondary training.

Works with divisions within DRS to ensure that persons with a hearing loss have communication access and equity.

# SDHH Services

- IDHS-DRS does not use the medical model when determining if someone with a hearing loss qualifies for services. This is different than many other state and federal programs. The functional model is utilized. Services are based around an individual's functional limitations.
- Rehabilitation technology is a service that is frequently provided to customers with a hearing loss. This includes hearing aids, cochlear implants, and upgrades. Rehabilitation Counselors for the Deaf (RCD) are aware of state and national programs that provide specialized equipment used by persons with hearing loss.
- Collaboration with customers to ensure that they have communication accessibility. This may be provided using speech-to-text services such as Computer Assisted Real Time captioning (CART) and the use of sign language interpreters. Both CART and interpreting can be provided on a remote basis.
- Newly graduated students are often unaware that the process for obtaining accommodations is different than the way they are provided in high school. RCD work with the students and post-secondary training program to ensure the student receives appropriate accommodations.

# DEAFBLIND Services

- An individual who is DeafBlind has a dual sensory loss (hearing & vision). The ability to use residual hearing and vision varies amongst individuals. Services are customized to fit the hearing and vision needs of the customer.
- RCD and Bureau of Blind Services (BBS) will work together to ensure that the DeafBlind customer has the appropriate supports.
- Currently have a contract with Helen Keller, a national Provider who specializes in providing Pre-employment Transition Services for this population, as well as adult job placement services.

IDHS: Transition Services Program  
Manual - FY23 (state.il.us)

Transition Services FY23 Program Manual

# Questions?

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