



# EMPLOYMENT & ECONOMIC OPPORTUNITY FOR PERSONS WITH DISABILITIES (EEOPD)

RECOMMENDATIONS



2017

## THE MISSION

Removing barriers to competitive employment and economic opportunity for persons with disabilities





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# Employment and Economic Opportunity for Persons with Disabilities Taskforce Recommendations, June 2017

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## Overview and Purpose

The EEOPD Task Force was created by the General Assembly in 2009 to “analyze programs and policies of the state to determine what changes, modifications, and innovations may be necessary to remove barriers to competitive employment and economic opportunity for persons with disabilities. “This task force has worked for the last 2 years to create actionable recommendations state agencies can take to support the State of Illinois goal of increasing competitive, integrated employment for persons with disabilities. The Task Force makes recommendations to the General Assembly and the Governor including regulatory changes that would advance employment and economic opportunity for persons with disabilities in Illinois.”<sup>1</sup> The State of Illinois legislature passed legislation in 2013 declaring Illinois an Employment First State<sup>2</sup> with the objective to ensure that people with disabilities are given the option to engage in integrated, competitive employment at or above minimum wage. An executive order signed in 2014 set forth a process for Illinois to achieve this goal.<sup>3</sup> Illinois faces major challenges in unemployment and underemployment. The Illinois unemployment rate for people with disabilities is 16.2%, three times the statewide unemployment rate, with an additional 389,000 individuals with disabilities who are not participating in the labor force and 14,000 individuals with disabilities working for subminimum wage. After being charged with supporting the Employment First initiative, the Task Force embarked on a two-plus year process during which four workgroups created initial recommendations, engaged the public in a four month comment period and finally, the comments were incorporated into final recommendations presented by the Task Force to the Governor’s Children’s Council (State Executive Leadership). The implementation of these recommendations will be monitored by the Task Force.

<sup>1</sup> Illinois General Assembly. (20 ILCS 4095) *Employment and Economic Opportunity for Persons with Disabilities Task Force Act*. Springfield, IL: 8/13/2009.

<sup>2</sup> Illinois General Assembly. (Public Act 098-0091) *Illinois Employment First Act*. Springfield, IL: 07/16/2013

<sup>3</sup> Illinois Office of Governor Pat Quinn. *Executive Order Implementing Employment First in Illinois*. Springfield, IL: Illinois Executive Department. 6/3/2014.



# WORKFORCE DEVELOPMENT WORKGROUP

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## Executive Summary

The Workforce Development Work Group identified five areas of focus. First, the State must align its mandated requirements under the Workforce Innovation and Opportunity Act (WIOA) with Employment First principles. This will result in opportunities for competitive and integrated employment for students with disabilities and people currently receiving sub-minimum wage. Second, the State must transform into a model employer for people with disabilities. This will require significant changes, including modifying the existing “Rutan” process to ensure people with significant disabilities can receive reasonable accommodations, including exemptions from the current testing and interview process for state employees. Third, the State must modify two of its programs – the Business Enterprise Program (BEP) and the State Use Program – to be consistent with Employment First. This will require statutory and regulatory changes. Fourth, the State must ensure that its website structure and content on [www.illinois.gov](http://www.illinois.gov) is in compliance with federal and state accessibility laws. This will require a centralized and coordinated audit of current content, and policies and procedures for posting content moving forward. Fifth, the State must establish a training protocol on Employment First for new and existing employees. Using already existing materials and coordinating with ongoing training events will facilitate this process.

## Agency Involvement

The Workforce Development Work Group identified a number of state agencies and departments that will be centrally involved in undertaking the steps outlined in our recommendations. Notably Central Management Services (CMS) will play a key role given its responsibility for hiring policies, website management and training. Additionally, CMS oversees the two major programs that must change to comply with Employment First – the BEP and the State Use Program. Other agencies that will play key roles will be the Illinois Department of Human Services-Division of Rehabilitation Services and the Department of Commerce and Economic Opportunity, especially with respect to their work on the implementation of WIOA.

## Timeline

The timelines for the Work Force Development Work Group’s recommendations will vary. The WIOA/Employment First Alignment is subject to federal requirements. We believe the modifications of the Business Enterprise Program and State Use Program can be accomplished by the end of the 2018 legislative session. For the three remaining recommendations, we believe they can all be accomplished by January 2018 if sufficient resources and commitment can be made by the relevant state agencies.



### **Challenges/Perceived Barriers**

Each recommendation has its unique challenges and perceived barriers. However, a key challenge that exists in all of the recommendations is ensuring relevant state agencies work cooperatively and collaboratively. Another key challenge is the allocation of sufficient resources, both financial and temporal. Finally, the recommendations will require the State to change how it does business, sometimes to the consternation of key constituencies. This is especially true with respect to changes for the Business Enterprise Program and State Use Program. It is critical that the State remain committed to implementing the principles of Employment First by stopping political pressure and inertia from prohibiting the success of these important goals.

### **Cost Estimate**

The Workforce Development Work Group has not yet identified a specific cost estimate for the implementation of our recommendations. However, as noted above, the costs are primarily the time investment necessary to achieve the goals set forth in the recommendations. If this time commitment is made, it will undoubtedly result in an increase in the number of people with disabilities being employed in integrated and competitive settings. This will ultimately enhance the State's resources because fewer people with disabilities will be solely dependent on public benefits and will be contributing as employed tax paying citizens.

### **Indicators of Success**

Each recommendation has specific indicators of success, but the overarching indicator of success will be an increase of people with disabilities in integrated and competitive employment. This can only happen if the State transforms into a model employer for people with disabilities by instituting programs that promote competitive and integrated employment, accessible web-based information and employees who are well-versed on the principles of Employment First.





## Workforce Development Workgroup Activity & Recommendations

**Activity 1:** Align current workforce development system with Workforce Innovation and Opportunity Act (WIOA). The **projected start date** for the recommendations is ongoing, as required by WIOA.

**Long Range Goal**

Align vocational rehabilitation (VR) with current workforce system with one joint state plan and appropriate outcome measures, as required under WIOA and implementing regulations

**Perceived Barriers / Challenges**

Aligning systems and agencies that have not worked together previously; working siloed agencies into a single unified state plan; dealing with structural, funding, and programmatic changes required by WIOA



**Stakeholders Required**

Individuals with Disabilities, Social Service Providers, Workforce Development Providers, School Personnel, Employers

**Agencies Involved**

Four Core State Agencies under WIOA: DCEO, IDHS-DRS, ICCB, and IDES along with the Governor's office, HFS, ISBE, IBHE, IDHS

**Projected Plan Completion Date**

Due Dates in accordance with WIOA, including submission of Unified State Plan, VR state plans and state and local workforce development plans are rolling out continuously

**Product / Results Expected**

Alignment of the workforce development systems and further implementation of Employment First through implementation of WIOA with a focus on competitive, integrated employment opportunities for people with disabilities.



## Recommendations on Implementation

Entity	Implementation Recommendation
<b>Unified State Plan</b>	<p>DCEO, DRS, ICCB and IDES should ensure that the ongoing process for gathering stakeholder feedback on the Unified State Plan (as required under WIOA) incorporates feedback from people with disabilities, advocates, community rehabilitation programs, disability service providers and others who are knowledgeable about Employment First</p> <p style="padding-left: 20px;">→DCEO, DRS, ICCB and IDES should incorporate any feedback from the unified state plan in order to align its efforts with Employment First</p>
<b>State Workforce Development Boards</b>	<ul style="list-style-type: none"> <li>• Governor’s Office and DCEO should include people with disabilities, disability service providers, community rehabilitation programs and others knowledgeable about Employment First on the state Workforce Development Board</li> <li>• DCEO should oversee the development and dissemination of information both to the State Workforce Development Board and the Governor’s office to ensure that the activities and strategies developed by the Workforce Development Board as required by WIOA are in line with Employment First and carried out accordingly</li> <li style="padding-left: 20px;">→These strategies should emphasize competitive, integrated employment for people with disabilities, increase the accessibility of One Stop career centers and develop technological improvements to increase accessibility</li> <li>• The Governor should reserve as much of the 8.75% of WIOA funds as possible, after required uses, for innovative projects focused on efforts that support or encourage Employment First</li> <li style="padding-left: 20px;">→Training components focused on Employment First should be overseen by DCEO, DRS, ICCB and IDES</li> </ul>
<b>Local Workforce Development Boards</b>	<ul style="list-style-type: none"> <li>• DRS should facilitate cooperative agreements between each local workforce development council and the local DRS offices in order to serve and provide information on standing committees and the local 4 year plan</li> <li>• DCEO and DRS should identify and include people with disabilities, disability service providers, community rehabilitation programs and other individuals</li> </ul>



<p><b>Local Workforce Development Boards Continued</b></p>	<p>knowledgeable about employment first to serve on local workforce development boards</p> <ul style="list-style-type: none"><li>• DCEO should encourage the creation of standing committees on accessibility and youth services</li><li>• DRS, DCEO, ICCB, and IDES should encourage consistency among the creation, competency and operation of the local workforce boards and standing committees<ul style="list-style-type: none"><li>○ As Local Workforce Development boards ensure that there are sufficient numbers and types of providers they should focus on contracting with those that are familiar with Employment First</li><li>○ DCEO should consult with DRS to obtain advice on appropriate providers</li></ul></li><li>• DCEO should encourage that any standing committees at the local board level include disability employment stakeholders or representation by people with disabilities</li><li>• DCEO should work with local workforce boards to promote entrepreneurial services and microenterprise services to people with disabilities</li><li>• DCEO, DRS, ICCB and IDES should consult with DHS about Balancing Incentive Payment program funding projects that can be used as models<ul style="list-style-type: none"><li>○ DCEO, DRS, ICCB, and IDES should seek creative types of employment to broaden vocational assistance strategies</li></ul></li></ul>
<p><b>American Job Centers or One Stops</b></p>	<ul style="list-style-type: none"><li>• As state and local workforce boards work to establish practices that do not create disincentives for providing services to individuals who may require longer-term services, DCEO should ensure that training and technical assistance is provided on the services needed by individuals with disabilities</li><li>• As local workforce boards and One Stop centers work to create work opportunities for students with disabilities, DCEO, ISBE, IBHE, DRS, ICCB, and IDES should ensure that such opportunities are competitive and integrated<ul style="list-style-type: none"><li>→ These agencies should identify and replicate models that are successful, such as Project SEARCH, Youth Career Pathways pilot under the DEI Round 5 grant, or IPS (Individual Placement and Support) Programs for Transition Aged Youth</li></ul></li></ul>
<p><b>Rehabilitation Act Programs</b></p>	<ul style="list-style-type: none"><li>• As DRS sets aside 15% of funds to provide pre-employment transition services to students with disabilities, DRS, DCEO, ICCB, and IDES should ensure that these services are aimed at providing</li></ul>





competitive, integrated employment opportunities, including self-employment

- DRS should include optional activities as pre-transition activities such as: strategies to increase likelihood of independent living and inclusion, including developing a discovery process that documents an individual's strengths and weaknesses, strategies to help individuals with I/DD to obtain/retain competitive integrated employment, including customized employment, and provide instruction to VR counselors, school transition personnel, and others
- DRS should ensure that no students with disabilities are excluded by schools or DRS counselors from VR services based on their disability
- As DRS works to implement the requirement that any student with disabilities can receive pre-employment transition services (not just those eligible for VR services), DRS and ISBE should train VR counselors and school personnel on this requirement
  - DRS and ISBE should work together to define and ensure they are serving "any student with a disability"
- DRS, ISBE, HFS, DDD and the agencies coordinating other waiver programs should work together so that invitations are extended to local VR staff so they are aware of and attend IEP and waiver service planning meetings
  - These agencies should work together to educate parents and guardians about this requirement
- As DRS works to implement competitive, full-time employment as priority for VR services, VR counselors must be trained and policies should be amended
  - Particular emphasis should be placed on how to determine on a case-by-case basis whether a setting is integrated
- As part of its development of the state VR plan, DRS must execute agreements with HFS, DDD, and DMH to provide long term supports for those who need them
- DRS, DCEO, ICCB, and IDES should conduct outreach to employers, including unions to discuss providing work-based learning experiences, including providing technical assistance and training
  - Outreach should include Business Leadership Networks, Chambers of Commerce and other business associations



<p><b>Section 511 : Use of Subminimum Wage</b></p>	<p>Through its Real Work for Real Pay Initiative, DRS should diligently monitor the requirement that individuals currently employed at subminimum wage be provided ongoing career counseling and notification of opportunities to move into competitive, integrated employment and conduct outreach to ensure that individuals are actually able to move into such opportunities → DDD should also monitor and facilitate this along with Independent Service Coordination (ICS) agents</p>
<p><b>Training of VR Counselor</b></p>	<ul style="list-style-type: none"><li>• As DRS extends the time for supported employment services to 24 months, it should ensure that counselors are appropriately trained and are knowledgeable about providing services to those who may require more intense or specialized services. DRS will continue to explore funding options for long term extended services for individuals requiring support for an indefinite period of time after exiting VR-funded supported employment services</li><li>• DRS should work with ISBE to create collaboration amongst VR counselors and transition counselors to identify and develop services for youth up to age 24</li><li>• DRS should provide training for VR personnel on services such as supported employment, customized employment, self-employment or micro boards, CRSS competency and peer support trainings, business ownership, and telecommuting as permitted under WIOA</li><li>• DRS should provide training to counselors and amend its policies to comply with the requirement that eligibility for VR services be determined on an individual basis and re-emphasize the importance of not finding someone ineligible based on disability category</li></ul>
<p><b>Performance/Outcome Measures</b></p>	<ul style="list-style-type: none"><li>• DRS, DCEO, ICCB, and IDES should develop the required data system to track program participant characteristics, key education and employment outcomes and program costs now<ul style="list-style-type: none"><li>○ Data points should include individual’s disability type, support need, gender, age, race, and geographic location</li><li>○ Data should also include information on whether the job is integrated and the wage is competitive</li><li>○ A mechanism to review data regularly and identify weaknesses and discrepancies should be put in place</li></ul></li></ul>



## Workforce Development Workgroup Activity & Recommendations Continued

Activity 2: Develop strategies to make the state a model employer. The **Projected Start Date** was January 1, 2017 and **Projected Plan Completion Date** is January 1, 2019.

**Long Range Goal**

Increase employment of people with disabilities within state government; develop strategies that other employers can replicate

**Perceived Barriers / Challenges**

Existing state requirements for Rutan interview process, and union contracts; varying hiring processes for non-code agencies, fact that most positions are given to existing state employees



**Stakeholders Required**

Individuals with disabilities, parents/guardians, advocacy organizations

**Agencies Involved**

CMS, IDHR, DRS as lead with all agencies that conduct hiring contributing

**Projected Plan Completion Date**

Due Dates in accordance with WIOA, including submission of Unified State Plan, VR state plans and state and local workforce development plans are rolling out continuously

**Product / Results Expected**

Establish hiring goals with a plan for changes and tracking progress across agencies



**Recommendations on Implementation**

<b>Entity</b>	<b>Implementation Recommendation</b>
<b>Overall Recommendations</b>	<ul style="list-style-type: none"><li>• Set a goal for the number of employees with disabilities using available data and tailor each agency’s goal in accordance with their existing Affirmative Action Plans</li><li>• Establish a central accommodation fund to assist state agencies to draw on money outside of their particular state budgets to pay for reasonable accommodations for employees with disabilities<ul style="list-style-type: none"><li>→Include an inventory of available assistive technology and the ability to share/re-assign assistive technology from agency to agency as part of this fund</li></ul></li><li>• Establish a centralized reasonable accommodation process to encourage and promote consistency and fairness across all state agencies</li><li>• The State should develop a mentoring program for employees with disabilities to assist in career development and resolution of workplace issues such as reasonable accommodation and harassment</li><li>• Explore if there are ways Illinois could utilize the federal government hiring practices (“Schedule A”) for youth and young adults with disabilities</li></ul>
<b>Successful Disabilities Opportunities Program and Hiring Within Non-Code Agencies</b>	<ul style="list-style-type: none"><li>• Encourage all code state agencies to request the Successful Disabilities Opportunities list when filling a vacancy</li><li>• Non-code agencies should establish a program similar to the Successful Disabilities Opportunities program within each of their own hiring processes<ul style="list-style-type: none"><li>→These agencies should work closely with DMH, DDD, DASA, and DRS counselors to make them aware of open positions and to assist and encourage people with disabilities to apply</li></ul></li><li>• In the absence of a formal program, CMS and hiring personnel within non-code agencies should work to establish a protocol to notify DRS counselors of open positions</li><li>• DRS should work with CMS, hiring personnel from non-code agencies, and ICED (Interagency Committee on Employees with Disabilities) to establish a formal process to make them aware of qualified candidates seeking state government employment<ul style="list-style-type: none"><li>→DRS should set up a process to monitor the number of applications for state government positions submitted by DRS counselors to ensure that applicants are encouraged to apply, as appropriate</li></ul></li></ul>



<b>Data and Accountability</b>	<ul style="list-style-type: none"><li>• ICED should include links to information on each non-code agencies hiring process on its website</li><li>• Publish data on the total number of people with disabilities employed in state government, including the percentage of employees with disabilities in each agency, including non-code agencies, on the ICED website</li><li>• Share this data with DRS counselors who may have qualified candidates with disabilities</li></ul>
<b>Hiring, Testing and Application Process</b>	<ul style="list-style-type: none"><li>• Build upon the work of the Disability Hiring Initiative Committee to develop a process whereby applicants with certain disabilities (such as cognitive disabilities) would be permitted, as a reasonable accommodation and upon certification by a DRS vocational rehabilitation counselor, to demonstrate the ability to perform job skills</li><li>• Explore viability to provide an alternative or exemption to the Rutan interview process for applicants with disabilities</li><li>• Explore creating a disability hiring preference, similar to the veteran’s preference and Montana’s disability employment preference policy</li><li>• Develop additional job titles such as “ICED intern” or additional student work programs in state agencies and limit applications only to people with disabilities</li><li>• →Ensure that titles have an option to become permanent positions, similar to the Public Administration Intern position</li></ul>





## Workforce Development Workgroup Activity & Recommendations Continued

Activity 3: Evaluate the Business Enterprise Program (BEP) and the state use program in relationship with Employment First principles. The **Projected Start Date** was January 1, 2017.

### Long Range Goal

Make changes to the Business Enterprise Program (BEP) and the State Use Program to decrease use of sheltered workshop settings while still providing opportunities for people with disabilities to benefit from state contracts

### Perceived Barriers / Challenges

People with disabilities working in these settings may enjoy and benefit from the work obtained through these contracts; Transition to another type of employment may be challenging for some; Providers rely on these programs as a source of income

### Stakeholders Required

Individuals with disabilities, parents/guardians, community rehabilitation providers, advocacy organizations

### Agencies Involved

CMS, Governor's Office, DRS, All agencies which purchase goods or services through the State Use Program

### Projected Plan Completion Date

Submission of amended language to JCAR and the General Assembly by 12/31/17

### Product / Results Expected

Updated versions of the BEP and State Use Program that align with Employment First Principles





## Recommendations on Implementation

Entity	Implementation Recommendation
<b>Business Enterprise Program</b>	<ul style="list-style-type: none"><li>• Repeal 44 Ill. Admin Code 10.40(b) which states that not for profit entities that meet the definition of a sheltered workshop will also be classified as a person with a disability owned business →The definition of business owned by a person with a disability contained in the BEP statute is sufficiently in line with Employment First and can be relied on going forward</li><li>• CMS should review existing data, combined with proposed removal of the sheltered workshop inclusion, and re-evaluate whether the 2% utilization goal for persons with disabilities owned business under the BEP is appropriate or should be increased</li><li>• BEP Council membership should include more people who are knowledgeable about the needs of people with disabilities owned businesses and can help CMS develop policies and conduct outreach that will increase the number of people with disabilities owned business certified to participate in BEP</li><li>• The BEP Council Business Development Committee should be revitalized and include new and existing members of the BEP Council to develop strategies, in consultation with CMS, DRS, DMH, DDD and DCEO to conduct outreach to existing people with disabilities owned businesses and educate them about BEP</li><li>• The BEP Council and CMS should work together with DRS to identify people with disabilities owned business that may be eligible to participate in the BEP.</li><li>• DRS should further encourage people with disabilities to start their own businesses and to become certified and participate in the BEP</li><li>• CMS should explore the use of peer support or mentoring groups that can assist and inspire people with disabilities to start their own businesses and also provide on-going support to businesses owned by people with disabilities (groups like the Illinois Self-Advocacy Alliance may be useful in setting up the peer support and mentoring groups)</li><li>• CMS should re-examine the current certification process for the BEP to determine whether annual re-certification is necessary for people with documented permanent disabilities</li><li>• DRS should work with ISBE and ICCB to encourage students with disabilities to consider starting their own</li></ul>



	businesses and CMS should develop materials about the BEP to assist them
<b>State Use Program</b>	<ul style="list-style-type: none"><li>• The existing state use program statute, 30 ILCS 45-35(a) should be amended to read, “Supplies and services shall be procured without advertising or calling for bids from any qualified non-for-profit agency for people with disabilities that pays at least minimum wage in a competitive, integrated environment”<ul style="list-style-type: none"><li>○ Explore the necessity to phase in mandated purchasing</li><li>○ Determine whether a percentage of a given contract shall be spent on efforts toward integrating and offering other competitive employment opportunities for people with disabilities participating in these settings</li><li>○ Explore requiring State Use contractors to offer employment options for people outside of the State Use Program</li><li>○ Determine what constitutes a “qualified not-for-profit”, including requiring a minimum percentage of employees be people with disabilities, as well as a mechanism for ensuring that the reported percentage is accurate</li><li>○ Explore strong or mandated purchasing arrangements used in other states, such as Kansas and New York</li></ul></li><li>• DRS should work with CMS and State Use Program participants to align State Use provision with the outreach to sheltered workshop participants required under WIOA</li><li>• Amend the language of the State Use Program statute at 30 ILC 500/45-35(c) to read, “There is created within the Department of Central Management Services a committee to facilitate the purchase of products and services from qualifying not-for-profit agencies that employ people with disabilities in integrated environments at competitive wages”</li><li>• Amend the language of the State Use Program regulation at 44 Ill Admin Code 1.4535(a) to require that state agencies consider whether a qualified not for profit agency pays minimum wage and offers competitive, integrated employment opportunities in deciding whether to purchase from a state use program participant</li><li>• Amend the language of the State Use Program Statute at 30 ILCS 400/45-35(c) regarding members of the State Use Committee to include language that requires</li></ul>





one or more of the Committee members to be familiar with and promote the concept of Employment First and to include a person with a disability

- CMS should work with the Governor’s office to identify new individuals to serve on the State Use Committee to replace those members who terms have expired, who fit the statutory categories and are knowledgeable about promoting competitive, integrated employment opportunities for people with disabilities
- Amend the duties of the State Use Committee at 30 ILCS 45-35(C)
  - Include a review of whether the qualifying not for profits participating in the state use program pay minimum wage and promote competitive, integrated employment
  - The Committee’s review of bids should include information on wages paid to people with disabilities and the number of people served by the agency that participate in competitive, integrated employment
  - The Committee’s duties should also include determining fair market values of a contract, which should include the following types of factors, at a minimum:
    - Amounts private business would pay for similar product/service
    - Amount paid by state for similar product/service
    - Actual cost of manufacturing the product or performing a service at a community rehabilitation provider offering employment services on or off premises to people with disabilities, with adequate weight given to legal and moral imperatives to pay workers with disabilities equitable wages
    - Usual, customary and reasonable costs of manufacturing, marketing and distribution



## Workforce Development Workgroup Activity & Recommendations Continued

Activity 4: Ensure that state agency web-based information and tools are readily accessible and usable by persons with disabilities.

### **Long Range Goal**

Ensure that individuals using a variety of assistive technologies are able to access and use information and tools provided by state agencies on their websites

### **Perceived Barriers / Challenges**

Information on accessibility of websites is not currently collected; information technology used by the state may deviate from best available tools; limited resources to update websites

### **Stakeholders Required**

A cross section of individuals with disabilities, family members, providers, advocacy organizations

### **Agencies Involved**

Governor's Office, Illinois' Chief Information Officer, Department of Human Services, CMS

### **Projected Plan Start / Completion Date**

Start date: January 1, 2017 / Completion date: January 1, 2018

### **Product / Results Expected**

Compliance of information and tools with the Illinois Information Technology Accessibility Act and the Americans with Disabilities Act





## Recommendations on Implementation

### Recommendations

- Ensure that all State of Illinois employees who have responsibilities for developing and posting web content are trained on how to make such content accessible under the Illinois Information Technology Accessibility Act and the Americans with Disabilities Act; accessibility includes content that provides clear and concise language for people with intellectual and developmental disabilities
- Develop policies and procedures for developing and posting accessible web content to ensure consistent practices
- Conduct an audit of State of Illinois websites to identify any access barriers and establish a procedure for the timely removal of the identified barriers, either in conjunction with existing audits or as part of a separate process
- Establish an ongoing auditing process that includes regular testing of the illinois.gov websites to ensure that there are no new barriers to accessibility  
→ Utilize people with disabilities, including current state employees who are members of the Interagency Committee of Employees with Disabilities as part of this testing process
- Confirm that all employment-related forms utilized on state websites are accessible and put in place a process for accessibility reviews as new forms are developed or old forms are modified





## Workforce Development Workgroup Recommendations

Activity 5: Establish a training protocol on Employment First for new and existing state employees.

### Long Range Goal

All state employees will be knowledgeable about Employment First and the necessary mechanisms to provide the appropriate services and supports across disabilities and across agencies

### Perceived Barriers / Challenges

Staff within state agencies, who may be siloed from initiatives, may not be knowledgeable or committed to Employment First; lack of resources to engage in widespread outreach to all state employees

### Stakeholders Required

A cross section of individuals with disabilities, providers and advocacy organizations

### Agencies Involved

Governor's Office, CMS, DHS, IDHR, DMH, DCEO, DRS, ICCB, DDD, and IDES

### Projected Plan Start / Completion Date

Start date: January 1, 2017 / Completion date: January 1, 2018

### Product / Results Expected

Establish training protocol that incorporates Employment First principles consistent across agencies





## Recommendations on Implementation

<b>Entity</b>	<b>Implementation Recommendations</b>
<b>Content of Employment First Training</b>	<p>Utilize materials created nationally through DOL ODEP initiatives including through the Employment First Community of Practice and available on the Employment First website to develop a centralized training curriculum for state employees; some state employees working more directly on employment related issues will receive more in depth training on Employment First, including in venues outlined below</p>
<b>Venues in which to offer training</b>	<ul style="list-style-type: none"> <li>• Contract with outside experts, including people with disabilities, who are knowledgeable about Employment First to conduct training</li> <li>• Explore adding on training about Employment First to other existing mandatory training for state employees, such as training on the ADA</li> <li>• Make Employment First training a component of DHS' Management Training Series and IDHR's Training Institute</li> <li>• Combine training about Employment First with trainings on Individualized Placement &amp; Support to be delivered in conjunction with the SAMSHA grant within DMH</li> <li>• Integrate training on Employment First with training offered by the Interagency Committee on Employees with Disabilities, such as the training on the SD Options</li> <li>• Offer training on Employment First at annual agency conferences, such as the Department on Aging conference</li> <li>• Integrate Employment First training with trainings for DCEO, DRS, ICCB, and IDES to be conducted regarding WIOA            → Include members of the state and local workforce development boards and the state rehab council in these trainings</li> </ul>



## PROVIDER SUCOMMITTEE

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 Francisco Alverado, *DHS*  
 Allen Bergman, *High Impact Consulting*  
 Michael Diaz, *Misericordia*  
 Brock Dunlap, *DMH*  
 Jamie Durdel, *TCRC*  
 Vince Everson, *Jewish Child and Family Service*  
 Emily Fencl, *Clearbrook*  
 Sheila Fisher, *Devora's Dream*  
 Dan Fitzgerald, *Horizon House*  
 Susan Fonfa, *HFS*

Teresa Garate  
 Rob Gould, *UIC*  
 Louis Hamer, *DRS*  
 Margie Harkness, *ICDD*  
 Daryl Jackson, *DDD*  
 Cheryl Jansen, *Equip for Equality*  
 Susanne Logsdon, *DMH*  
 Amparo Lopez, *DMH*  
 Kathy Luelling, *UCP Land of Lincoln*  
 Sheila Lullo, *Clearbrook*  
 Kim Mailey, *Thresholds*  
 Mark McHugh, *Envision Chicago*

Jose Mendez, *DRS*  
 Dale Morrissey, *DSC*  
 Doug Morton, *DRS*  
 Tony Paulauski, *ARC of Illinois*  
 Michael Predmore, *Marcfirst*  
 Gus Vandenbrink, *Sertoma*  
 Cyrus Winnett, *IARF*  
 Beth Wyman, *Jewish Child and Family Services*  
 Brenda Yarnell, *UCP Land of Lincoln*  
 Kim Zoeller, *Ray Graham Association*

### Executive Summary

The Provider Committee identified key policies, practices and strategies that must be addressed and embraced in order for all citizens of Illinois to achieve the goal of employment. Chief among the committee's recommendations is the need to align policies, practices and funding mechanisms with the ideal that all citizens are capable of competitive employment, and that employment should be the first consideration for adults of working age. The Committee recognizes that the current service delivery system will require considerable redesign, and made detailed recommendations for specific steps and strategies required for existing services to be re-aligned toward supporting the goal of community integrated employment. The Committee identified systemic barriers that currently impede the pursuit of community integrated employment and crafted concrete steps for remedying these obstacles. Finally, the Committee addressed the issue of adults who may not be employed on a full-time basis and who are in need of supports to construct a meaningful and productive daytime routine. This parallel issue is an essential component of assuring that the resources being expended on daytime supports are focused on preparing people to pursue and achieve competitive employment, and supporting people to become full and productive members of their communities.

### Agency Involvement

The Committee identified a multitude of state agencies and departments that will be centrally involved in undertaking the steps outlined in our recommendations. Divisions within the Department of Human Services, specifically the Division of Rehabilitation Services, Division of Mental Health and the Division of Developmental Disabilities are the most critical entities to pursuing and accomplishing the steps outlined in our recommendations, though other state departments are referenced as well. The Committee also hopes that the Illinois Council on Developmental Disabilities will play a critical role in supporting the evolution toward a more employment-focused system.



### **Timeline**

The Committee recognizes that some activities we included in our recommendations are already underway and that others are contingent upon the completion of related steps before they can be undertaken. We are encouraged that the importance of aligning resources, policies and practices with the objective of community integrated employment seems to be guiding recent decisions within state agencies, and anticipate this trend will continue as standard practice.

### **Challenges/Perceived Barriers**

While each of the recommended strategies identified specific challenges and perceived barriers, a common theme among these is the present misalignment between policies, practices and resource allocation decisions with the objective of supporting all working age adults to pursue and maintain competitive community integrated employment. Illinois has not kept pace with other states that long ago realigned and invested in the community system to support the objectives of Employment First, and is now faced with having to complete a substantial overhaul of the community service system in order to support the objective of community integrated employment, and demonstrate compliance with federal policies and trends.

### **Cost Estimate**

The Committee did not delineate an exact price tag for achieving the recommendations submitted to the Task Force. However, we do know that on countless measures of investment in the community system, Illinois consistently ranks at or near the bottom in comparison to other states. Illinois must evaluate its commitment to its citizens that require support to realize the goal of community integrated employment, and realign its funding decisions to achieve this priority.

### **Indicators of Success**

While success measures were not established for each of the specific recommendations, an easily measured and objective indicator will be the number of working age adults who are in fact working in competitive community integrated employment. Additional indicators include the number of hours working, benefit and wage data and the level of resources required to support the person over time. We recommend the state establish concrete benchmarks for employment outcomes for populations requiring support to achieve this goal and closely monitor and report on progress on an annual basis.





## Provider Subcommittee Activity & Recommendations

Activity 1: Identify long-term policy changes required to support systems change to align with the principles of Employment First.

### Long Range Goal

Identify rule, resource and policy changes required to update employment services and infrastructure

### Perceived Barriers / Challenges

It will be imperative to have a robust stakeholder process, clear consensus on recommendations may be difficult to achieve

### Stakeholders Required

A cross-section of individuals with disabilities, providers, case management agencies, family members, advocacy organizations



### Agencies Involved

The Governor's Office, Division of Developmental Disabilities (DDD), Division of Rehabilitation Services (DRS), Division of Mental Health (DMH), Department of Commerce and Economic Opportunity (DCEO), Department of Healthcare and Family Services (HFS), Illinois Council on Developmental Disabilities (ICDD), Illinois Network of Centers for Independent Living (INCIL)

### Projected Plan Start / Completion Date

Start date: February 18, 2016 / Completion date: TBD

### Product / Results Expected

Clear recommendations from the provider community on needed policy and rule changes to promote competitive, integrated employment and wrap around community integrated supports based upon person-centered planning and practices based on informed choice





## Recommendations on Implementation

<p><b>Recommendations</b></p>	<ul style="list-style-type: none"><li>• Acknowledge funding and investment must be addressed in order to enact long-term policy changes</li><li>• Enhance system of person-centered planning to comply with the new Medicaid HCBS waiver regulations, ensuring informed personal choice and prioritization of community-integrated employment for all recipients of HCBS funding inclusive of Home Based Services</li><li>• Ensure any changes to employment and employment-related services are compliant with new HCBS waiver regulations</li><li>• Increase utilization of successful, evidenced-based approaches to employment services and supports</li><li>• In compliance with the Workforce Innovation and Opportunity Act (WIOA), increase utilization of vocational rehabilitation supported employment services<ul style="list-style-type: none"><li>○ Also increase utilization of customized employment</li><li>○ Advocate for restoration of SEP Extended Services in the DHS DRS</li><li>○ Establish clear understanding amongst VR counselors and providers of concurrent utilization of VR and Medicaid HCBS waiver services</li></ul></li><li>• Develop a process of seamless transition between VR and HCBS employment and employment-related services and supports<ul style="list-style-type: none"><li>→Address the funding disparity between VR and Medicaid HCBS for supported employment services</li></ul></li><li>• Acknowledge and support the Flexible Day Services workgroup and incorporate its product into Life Choices Workgroup 5's recommendations, including, but not limited to Rule 119 and Rule 116</li><li>• Acknowledge and support the Employment First - Transitions workgroup recommendations</li><li>• Acknowledge and support the Employment First - Workforce Development workgroup recommendations</li><li>• Evaluate current system of both public and private sector delivery of direct employment support services to assure that limited resources are being used in the most efficient and effective manner</li><li>• Assure adequacy of training that will be required for all public and private stakeholders to achieve desired policy objectives</li></ul>
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## Provider Subcommittee Activity & Recommendations Continued

Activity 2: Identify current employment strategies that providers have used successfully.

### Long Range Goal

Across populations, identify successful employment models. The expectation is data obtained through this process will assist the Task Force in making informed policy, procedural, regulatory and funding decisions as Illinois moves forward with its Employment First initiative

### Perceived Barriers / Challenges

Obtaining information from a wide variety of providers who serve different populations, differences in models and language. Concern on the part of providers that information obtained from surveys will be used by the State to evaluate their programs

### Stakeholders Required

A cross section of individuals with disabilities, provider agencies, families and advocacy organizations such as National Alliance on Mental Illness; Speak Up, Speak Out; and the Family Support Network

### Agencies Involved

Division of Rehabilitation Services (DRS), The Governor's Office, Division of Mental Health (DMH), Division of Developmental Disabilities (DDD), Department of Healthcare and Family Services (HFS), Illinois Council on Developmental Disabilities (ICDD), Illinois Department of Employment Services (IDES)

### Projected Plan Start / Completion Date

Start date: July 1, 2016 / Completion date: TBD

### Product / Results Expected

Develop a list of programs and strategies that have resulted in successful employment outcomes, identifying where they are geographically located to enable provider to provider support





## Recommendations on Implementation

<b>Recommendations</b>	<b>Implementation</b>
<b>Survey providers statewide on employment services</b>	<ul style="list-style-type: none"><li>• Form a work group consisting of representatives from each of the existing Provider Sub-committee work groups to develop a comprehensive survey of providers of employment services across the State. This would allow for the development of a survey that would capture data that address focus areas of all of the work groups</li><li>• Include survey items regarding how DRS and DDD employment services, policies and procedures relate and impact service delivery</li><li>• Providers who will be surveyed include I/DD providers, Mental Health providers, SEP providers and agencies that support disabled veterans. It is recommended that State agencies with contact information for employment providers share that information with the work team</li><li>• Use the draft of the survey developed by work group 2 as a starting point for the development of a more comprehensive survey. In order to promote participation in the survey, provider anonymity needs to be protected. Moreover, there needs to be a guarantee that information obtained through the survey is not used by state agencies to assess the performance or quality of services of any provider</li><li>• Provide assurances to provider agencies that survey results will not be used to penalize agencies or as a performance measure</li><li>• Consider surveying families and individuals receiving services regarding their employment interests and experiences</li></ul>
<b>Identify strategies to expand and duplicate programs that have successful outcomes</b>	<ul style="list-style-type: none"><li>• Using data from State Agencies identify employment outcomes by region; and where applicable, barriers to successful outcomes in each region</li><li>• The survey developed by the work team will ask that providers indicate which region they are from. Information from the survey will be used in conjunction with data from state agencies to identify strategies that have been effective as well as barriers to employment, by region</li><li>• Work has been done in prior years to identify strategies being used in other states that have been successful in terms of outcomes. The Equip for Equality Blueprint and the Illinois Employment First Summit each identify strategies being used by other states to promote Employment First. Illinois' participation in the Employment First State Leadership Mentor Program also provides opportunities for identifying successful programs being used in other parts of the country. It is recommended that a standing sub-committee or work group be formed to research employment strategies being used and provide regular reports to the Task Force</li></ul>



## Provider Subcommittee Activity & Recommendations Continued

Activity 3: Support community providers to convert existing infrastructure to support competitive integrated employment.

### Long Range Goal

Align employment services with the new Federal Home and Community Based Services Rule that will take into account community involvement and opportunities for interactions with non-disabled peers

### Perceived Barriers / Challenges

Funding, required culture shifts, safety concerns, transportation, regulations such as Rule 116 (Medication Administration) and community and family acceptance

### Stakeholders Required

Individuals with disabilities; families of individuals with disabilities; providers; school districts; DDD, DRS, DMH; advocacy organizations, case management agencies

### Agencies Involved

The Governor’s Office, Division of Developmental Disabilities (DDD), Division of Rehabilitation Services (DRS), Division of Mental (DMH), Department of Healthcare and Family Services (HFS), Illinois Council on Developmental Disabilities



### Projected Plan Start / Completion Date

Start date: January 1, 2018 / Completion date: TBD

### Product / Results Expected

Specific tools, resources, materials to prepare all stakeholders to convert existing infrastructure to support competitive integrated employment. These tools will need to be readily available and easily accessed by all stakeholders



	<p>accepting that individuals do not need to be symptom/disability free to be able to work</p> <ul style="list-style-type: none"><li>• Develop a plan for providing training and technical assistance to providers, families, school districts, DRS, employers. Some areas to be addressed include: capacity building, maintenance of benefits, customized employment, use of the IPS model, realignment of resources, retraining of current provider and DRS staff, structuring employment service workflows to cue staff to offer integrated options, and develop and train peer mentors or ambassadors</li><li>• Create a model for providers, including both public and private sector entities, to self-evaluate their current organizational alignment with the Employment First mission. This would entail developing or locating a self-assessment or fidelity scale as well as guidance materials on moving the organization closer to Employment First based on the self-assessment. Included in this would be an internal evaluation of staff beliefs and client stated work wants/goals as well as organizational values, beliefs and the practices or behaviors that support them. It was suggested that ODEP may have such an assessment or materials that could be vetted for applicability. This self-assessment/evaluation would help guide the cultural shift that will be needed. Additionally, this could entail continuation or firming up of the IPS model for individuals with I/DD</li><li>• Develop guidance for organizations to move from traditional workshop settings to community based employment by documenting the work of the first and second year of the Provider Transformation work with select providers and informing this process by the work represented in Vision Quest. A manual should be developed to be used by other providers based on the successes and challenges faced by the providers selected to be involved. One of the areas that is critical to learn from is the true cost of transformation compared to the current reimbursement rates</li><li>• State must assure the adequacy of funding, resources and training to support transition activities proposed</li><li>• Accurate and complete assessments of the "true cost of transformation compared to the current reimbursement rates" are needed. The state must change the rate structure to support the new expectations for services and staffing ratios needed to meet these requirements</li><li>• Assure that the service delivery system is flexible enough to support people with diverse interests and support needs to pursue employment</li><li>• Address transportation barrier to employment in many areas of the state</li><li>• Support the work of Activity 4 to address the significant barrier represented by the rate structure</li></ul>
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## Provider Subcommittee Activity & Recommendations Continued

Activity 4: Create a rate structure that incentivizes providers who utilize Employment First models and employment outcomes and assure that it applies equally to individuals with the most complex and challenging disabilities.

**Long Range Goal**

Updated Rate Structure

**Perceived Barriers / Challenges**

Outdated rate structure, lack of consistent funding across agencies and lack of funds

**Stakeholders Required**

Providers, individuals with disabilities, family members of consumers, case management agencies, advocacy organizations



**Agencies Involved**

The Governor's Office, DHS DDD, DHS DRS, DHS DMH, DHFS, ICDD

**Projected Plan Start / Completion Date**

Start date: February 18, 2016 / Completion date: TBD

**Product / Results Expected**

Rate system that adequately funds employment services and supports that meet the intent of Employment First



## Recommendations on Implementation

### **Recommendations**

- Acknowledge and support recommendations developed by the Vision Quest subject matter expert from U.S. Department of Labor (EFSLMP), and public and private stakeholders regarding HCBS waiver services for employment and employment-related services, in addition to employment and employment-related services and supports in other service settings  
→ Acknowledge and support research on the fiscal and personal benefits of employment and employment-related services and supports
- Examine the option for performance-based funding under 1915(c) and 1915(i) Medicaid HCBS waivers
  - Any additional funding options under that waiver that support Employment First must also be explored
  - Understand some individuals will always need some level of services and supports
- Address transportation costs, that far too often go unaddressed, but can be a significant barrier to employment  
→ Support waiver option of monthly payment for community access, which may include transportation
- Create greater parity between VR SEP and HCBS SEP
- Develop and test a system for measuring acuity levels of people requiring employment services and develop a reimbursement mechanism that takes support intensity level into account
- Assure reimbursement rates are adequate to attract and retain competent staff to support people in obtaining and maintaining employment
- Evaluate minimum number of hours worked per week to be considered successful employment outcome
- Ensure recommendations address needed reform/investment in services for those with mental illnesses





## Provider Subcommittee Activity & Recommendations Continued

Activity 5: Develop a plan to rebalance the current service structure to wrap-around day services that support employment outcomes.

### Long Range Goal

People receiving services have access to a full range of innovative and flexible options with supports to pursue a personally defined meaningful day. Community providers are equipped with the necessary tools and resources to be responsive to people’s evolving interests and support needs

### Perceived Barriers / Challenges

- Inadequate and rigid rate structure
- Inability to recruit qualified staff to provide the direct supports and services
- Lack of transportation
- Limited community resources in many communities
- Restrictive regulations:

⇒ Rule 116 – Medication Administration

⇒ Rule 119 – Developmental Training Licensure



### Stakeholders Required

Providers, individuals with disabilities, family members of consumers, case management agencies, advocacy organizations

### Agencies Involved

DHS, DDD, HFS, DMH, DCEO, DRS, ISBE, BALC

### Projected Plan Start / Completion Date

Start date: July 1, 2016 / Completion date: TBD

### Product / Results Expected

- Increased range of options for flexible and innovative services and supports
- Documented strategies to support community providers to enhance array of services and supports
- Increased rates to transform the system, including customized options during the day and supported employment
- Alignment with the new CMS HCBS Rules





## Recommendations on Implementation

Key Indicators	Implementation
<b>Values</b>	<ul style="list-style-type: none"> <li>• Establish a clear set of shared values and vision for day opportunities that promote employment outcomes by listening to and learning from individuals presently receiving services, as well as those seeking the opportunity to enter the system in the future (e.g. transition students). Priorities:               <ul style="list-style-type: none"> <li>○ A full array of productive and challenging opportunities exist in the system to compliment community employment</li> <li>○ Services are customized for individuals with more significant support needs, including high behavioral supports and medical needs</li> <li>○ Services should be flexible to accommodate varying work schedules</li> <li>○ Options for individualized and small group opportunities exist</li> </ul> </li> <li>• Utilize the work and efforts of the Innovative and Flexible Day Services Committee, which is comprised of families, self-advocates, community providers, and personnel from the Division of Developmental Disabilities</li> <li>• Assure that person-centered practices and planning is central to each person’s life and daily activities, regardless of provider type or funding source</li> <li>• Develop a strategy for system re-balancing that invests resources in people regardless of location of setting and is sufficient to meet the support needs of all, including those with the most significant support needs</li> </ul>
<b>Regulatory</b>	<ul style="list-style-type: none"> <li>• Align Illinois’ policies and practices with the new Home and Community Based Waiver CMS Rule</li> <li>• Support the work of the Innovative and Flexible Day Services Rule 119 Subcommittee to review/revise the current rule for Developmental Training. Specifically:               <ul style="list-style-type: none"> <li>○ Community providers to be licensed for services and not limit the licensure to a specific physical location of the provider.</li> <li>○ Maximum flexibility for the individual, including services that originate out of the person’s home and promote participation in the life of the community</li> <li>○ Establish the basic requirements for community providers to offer an array of</li> </ul> </li> </ul>



	<p>meaningful and productive opportunities to maximize choice</p> <ul style="list-style-type: none"><li>• Establish an ad hoc committee to review Rule 116 (Medication Administration) with the specific charge of recommending changes that would allow for greater community participation and integration. The committee should include appropriate state agencies and stakeholders</li><li>• Convene an ad hoc committee to recommend draft language for the adult DD waiver to expand options that align with future vision of service delivery. The committee should include appropriate state agencies and stakeholders</li><li>• Address barriers within the state agencies to assure services are fluid and flexible to promote successful individualized outcomes</li></ul>
<p><b>Rates</b></p>	<ul style="list-style-type: none"><li>• Make available the Vision Quest report</li><li>• Assure that rates address the need for the hiring of qualified staff, level of support job seeker requires, adequate reimbursement to incentivize supported employment, customized services, and community participation</li></ul>
<p><b>Technical Assistance</b></p>	<ul style="list-style-type: none"><li>• Create technical assistance for community providers to enhance the array of supports and services offered. Training to providers should give full understanding of the requirements in the new Home and Community Based Services rules and all of the implemented changes through DHS of revised rules, rates, and/or waiver language</li><li>• Create a network of providers that share resources and expertise to support the overall advancement of services around the state</li></ul>
<p><b>Capacity Building</b></p>	<ul style="list-style-type: none"><li>• Network among service systems (e.g. DD, aging, veterans, behavioral health) to determine opportunities for collaboration and expanding opportunities that meet the needs across populations</li><li>• Create strategies for community development, especially in rural communities and geographic locations with limited or no supported employment services and opportunities around the state</li><li>• Strengthen relationships among community providers and schools to create opportunities that are in alignment with the desires of young adults exiting the school system</li></ul>



## **EMPLOYER WORKGROUP**

### Members

Anna D'Ascenzo, *Co-Chair*  
(*Manager, IDES*)

Maria Doughty, *Co-Chair*  
(*Corporate Counsel, Allstate Insurance Company*)

Brittany Dowell, *Co-Chair*  
(*Craft Training, Coordinator, ABCIL*)

Homer Bizzle  
Paul Bafficio  
Margret Vimont

### Executive Summary

The EEOPD Taskforce Employer Workgroup has developed recommendations for achieving Illinois' goal of Employment First. The recommendations are as follows: develop an awareness campaign to educate employers, both private and public, regarding the benefits, incentives and value proposition of hiring, training, retaining and advancement of persons with disabilities; create a shared service portal for employers and vocational providers (including but not limited to community rehabilitation programs); implement a functional system to connect employers with vocational providers; and develop and execute a meaningful and validated measurement process.

### Agency Involvement

The Committee identified a multitude of state agencies and departments that will be centrally involved in undertaking the steps outlined in our recommendations, particularly: Governor's Office, Central Management Services, Department of Employment Security, Department of Commerce and Economic Opportunity, Department of Information Technology, Department of Rehabilitation Services, Department of Human Services. Additionally, all the agencies identified or required to be involved in the Employment First Act, and any agency that does not rely solely on general revenue funds.

### Timeline

Depending on the activity different timelines will be expected. For instance, the first activity-our marketing recommendation-must take place before we proceed with anything else. However, before we enter into our marketing campaign, we must secure resources and funding. In doing that we will explore pro bono partnerships and various sources of federal funding that can be used. Next, activity two recommends creating a portal. We have done minor research into other states that have successful portals. We will continue looking across the U.S. to see what works and what does not. We also have to secure funding and resources for this. We do have internal resources that can be used for this but use of these resources are an extra burden on that state agency. Consequently, we will explore funding which will affect the timeline on this activity and overall project. Additionally, we cannot move into the third activity of linking the vocational providers to the functional portal securing employment for PWD until our portal is created. Lastly, implementing an appropriate and validated measurement process has to take place after all the previous activities. Funding and resources essentially determines any proposed timeline.



### **Challenges/Perceived Barriers**

Challenges relate to having sufficient resources to properly develop, market, execute, and maintain (including but not limited to: funding, staffing, and technology). Ways to mitigate include: an appropriation of funds, technology, and staffing to ensure achievement of recommendations.

### **Cost Estimate**

The cost estimate is unknown. The costliest component would be creating the shared service portal.

### **Indicators of Success**

Measurement of success will include: a sustainable, and user friendly portal; increased connection of vocational providers, employers, and state agencies; increased employment of persons with disabilities in competitive, integrated jobs and into a broader array of private industries and sectors; and a high degree of satisfaction with process and results by the employers.





## Employer Workgroup Activity & Recommendations

Activity 1: Develop an awareness campaign to educate employers, both private and public, regarding the benefits, incentives and value proposition of hiring, training, retaining and advancement of persons with disabilities.

### Long Range Goal

- Broad awareness and acceptance of the benefits of hiring, training, retaining, and advancement of persons with disabilities in competitive, integrated jobs
- Campaign awareness and acceptance of employers resulting in increased hiring persons with disabilities in competitive, integrated jobs
- Sustained bipartisan political support and promotion

### Perceived Barriers / Challenges

- Resources to properly market
- Lack of commitment to have targeted funds



### Stakeholders Required

Private advertising agencies, Service Providers (share current awareness efforts), Business Leadership Networks, Federal Contractors, Illinois Network of Centers for Independent Living (INCIL), SHRM, Illinois Chamber of Commerce, Chicagoland Chamber of Commerce

### Agencies Involved

- Governor's Office, all agencies identified or required in the Employment First Act, Central Management Services (CMS)
- Department of Employment Security (DES), Department of Commerce and Economic Opportunity (DCEO). any agency that does not rely solely on general revenue funds.

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product / Results Expected

- Consistent understanding of private employers regarding the benefits of hiring individuals with disabilities
- Having more individuals with disabilities hired in the private and public sectors, in addition to those individuals earning competitive wages



## Employer Workgroup Activity & Recommendations Continued

Activity 2: Create a shared service portal for employers and vocational providers (including but not limited to community rehabilitation programs).

### Long Range Goal

- Provide employers with easy access to critical information and resources
- Improve and increase the placement and retention of persons with disabilities in competitive, integrated jobs
- Sustained bipartisan political support and promotion

### Perceived Barriers / Challenges

- Resources to properly develop, execute, and maintain
- Lack of commitment to have targeted funds
- Awareness of portal
- Create a simple, accessible, and user friendly portal



### Stakeholders Required

Vocational providers, state agencies, employers, people with disabilities (broad sampling)

### Agencies Involved

Governor's Office, all agencies identified or required in the Employment First Act, DOIT, DES, DRS, DHS, DCEO

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product / Results Exnected

- Current, sustainable, and user friendly portal
- Increased connection of vocational providers, employers, and state agencies
- Increased employment of persons with disabilities in competitive, integrated jobs



## Employer Workgroup Activity & Recommendations Continued

Activity 3: Implement a functional system to connect employers with vocational providers.

### Long Range Goal

- To connect employers to vocational providers with the objective of employment through a seamless hiring, on boarding, and retention processes through the use of the portal
- A highly, individualized hiring process tailored to the needs of each employer and job seeker
- Solicit and identify employers to serve as advocates for the employment of persons with disabilities in competitive, integrated jobs
- Sustained bipartisan political support and promotion



### Perceived Barriers / Challenges

- Identifying a knowledgeable, professional, and qualified facilitator to manage the connection between employers and vocational providers
- Resources to properly develop, execute, and maintain
- Lack of commitment to have targeted funds

### Stakeholders Required

Vocational providers, state agencies, employers, people with disabilities (broad sampling)

### Agencies Involved

Governor's office, all agencies identified or required in the Employment First Act, DOIT, DES, DRS, DCEO

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product / Results Expected

- Increased employment of persons with disabilities in competitive, integrated jobs and into broader array of private industries and sectors
- Increased connection of vocational providers, employers, and state agencies
- High degree of satisfaction with process and results by the employers



## Employer Workgroup Activity & Recommendations Continued

Activity 4: To develop and execute a meaningful and validated measurement process.

### Long Range Goal

- The measurement process is accepted as a reliable, validated, meaningful assessment of the success of the entire process, including the campaign, portal, and implementation
- Create measurements that can be accessed across state agencies enabling data sharing
- Measurement results are used for continuous improvement
- Supports the goal of long term successful employment of persons with disabilities in competitive, integrated jobs
- Sustained bipartisan political support and promotion



### Perceived Barriers / Challenges

- Resources to properly develop, execute, and maintain
- Lack of commitment to have targeted funds
- Agreement on what to measure
- To track, maintain, and share data

### Stakeholders Required

Governor's Office, vocational providers, state agencies, employers, people with disabilities (broad sampling), facilitator (see activity 3)

### Agencies Involved

Governor's Office, all agencies identified or required in the Employment First Act, DOIT, DRS, DCEO, DES

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product / Results Expected

Meaningful measurements are collected, maintained, analyzed, and assessed to be used for continuous improvement





## TRANSITION WORKGROUP

### Members

Phil Milsk, *Co-Chair*

*(Arc of Illinois, IATP)*

Sharon Slover, *Co-Chair*

*(Executive Director of Education and Careers, The Menta Group)*

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Brian Schwartz, *IPA*

Chris Putlak, *AERO Special*

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Daryl Jackson, *DHS-DDD*

Deb Fornoff, *ARC of IL*

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Deb Einhorn, *Family Matters*

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Olga Prybl, *Equip for Equality*

Ron Mulvaney, *IATP/WIPA*

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Susy Woods, *IATP/ISAC*

Suzanne Lee, *UIUC/ISAC*

### Executive Summary

The Transition Work Group identified five areas of focus. First, the transition plans and services prepared for all students with disabilities in Illinois must provide consistent high quality individualized services to prepare them for employment and other facets of adult life. This will be accomplished by ensuring high quality transition planning and service coordination personnel at the local and regional levels and using Transition Planning Committees (TPC) effectively. Second, the State must improve its collection, analysis and reporting of post-transition outcome data for students. This will require the Interagency Coordinating Council (ICC) member agencies to work collaboratively to design an effective tracking process and reporting system. Third, the unique needs of at-risk students with disabilities, (e.g., those coming out of youth corrections systems and diversion programs, DCFS custody, and students with significant mental health needs, social and emotional learning deficits and behavioral issues) must be specifically targeted for appropriate and timely interventions and service coordination. Fourth, students with significant disabilities who will likely qualify for Home & Community-Based Services (HCBS) Medicaid waiver services should have person-centered planning (PCP) incorporated into the transition planning process. This will ensure that the PCP process starts early in the transition process and continues as required under the HCBS waiver rules into adult services and employment. Fifth, Illinois must provide meaningful access to post-secondary education for students with disabilities. This requires, among other things, effective communication with high schools, parents and students to ensure full understanding of the eligibility and verification requirements for accommodations and modifications under section 504 and the ADA, and information about services available at post-secondary institution.

### Agency Involvement

The ICC must play a key role in the implementation of the Work Group’s recommendations. It is comprised of the State agencies and departments whose participation is critical to this process. The ICC is co-chaired by the State Superintendent of Education and Secretary of DHS, and IDHS and ISBE must be



leaders in this endeavor. We also identified some key non-State participants such as local school districts, special education joint agreements, Transition Planning Committees, the Illinois Assistive Technology Program (due to the well-established and growing importance of AT in preparing students with disabilities for adult life, including post-secondary education, vocational training and employment), centers for independent living, adult service providers and others.

### **Timeline**

The timelines for the Transition Work Group’s recommendations will vary. The PCP requirement may require a statutory and/or rules amendment, so that could take up to two years. The new data collection and reporting process may take six months to a year to create. However, it should not take more than three months for the ICC to start meeting on a regular basis to develop a work plan and establish interagency agreements.

### **Challenges/Perceived Barriers**

There are challenges for each of the Work Group’s recommendations. The ICC does not meet on a regular basis and is essentially non-functional. The TPCs are working well in some areas of the State, but not in others. The quality of transition plans and services vary widely across the State. A significant barrier continues to be low expectations and has infected efforts to educate children with disabilities, and has been a persistent and stubborn obstacle for successful transition outcomes. Students with significant social, emotional and mental health needs often end up in the criminal justice system instead of being provided the therapeutic and restorative services they need.

### **Cost Estimates**

Most of the recommendations are already required in statute and rule. The main cost factors are staff time and resources for the participating agencies and departments to carry out what is already required. For example, State law describes the role of the ICC. IDEA and Illinois School Code set forth the required elements of transition plans. TPCs are created by statute. Institutions of higher education are already required to provide individualized 504 services to eligible students. There will be some cost to any 4-year university that makes available a new Learning Behavior Specialist (LBS) II Transition Specialist course of study and degree.

### **Indicators of Success**

Ultimately the key indicators of success will be rates of employment in integrated competitive settings, higher college graduation rates and rates of completion of vocational and career training. Our report sets forth other benchmark indicators. A noteworthy indicator of success is the revitalization of the ICC.





## Transition Workgroup Activity & Recommendations

Activity 1: Develop a comprehensive system of transition services/practices that is seamless, easily accessed, culturally competent, geographically sensitive and results in desired post-school outcomes that allow school districts to prepare transition plans and offer services to students based on the presumption that all individuals can work in the community after appropriate academic outcomes, on an individual basis.

### Long Range Goal

Revitalize the Interagency Coordinating Council and its duty to annually review, analyze and report on transition data and provide specific recommendations for improving transition services, resources and avenues for accessing and sharing information

### Perceived Barriers / Challenges

- Currently data is collected but the data collection and reporting must continue into adult services so that districts can track the employment outcomes
- Lack of communication between ISBE and adult services agencies
- Lack of appropriate staff development and knowledge base on transition



### Agencies Involved

High Schools; Special Education Joint Agreements; Four-Year Colleges and Universities; Community Colleges; Vocational; Trade and Career Schools; Department of Employment Security (DES); Social Security Administration (SSA); Department of Commerce (DCEO); Illinois Longitudinal Data System (ILDS); Independent Service Coordination Agencies; Adult Services Agencies; the Governor's Office; Division of Developmental Disabilities (DDD); Division of Rehabilitation Services (DRS); Division of Mental Health (DMH); Illinois State Board of Education (ISBE); Illinois Board of Higher Education (IBHE); Illinois Community College Board (ICCB); Illinois Council on Developmental Disabilities

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product / Results Expected

Data system with outcomes tracked from entry into transition through 5 years post-graduation  
⇒ DHS-DRS has administrative responsibility over TPCs. WIOA rules (see 81 Fed. Reg. 161, 8/19/16) address DRS staff participation in IEP transition meetings by requiring each local office of the State VR agency to attend IEP meetings for students with disabilities when invited. Assuming compliance, this will address part of the coordination problem



## Recommendations on Implementation

Recommendations	Implementation
<b>Learning Behavior Specialist (LBS) II Transition Specialists</b>	<ul style="list-style-type: none"> <li>• Make LBS II Transition Specialist training more widely available in Illinois. (Four-course sequence that prepares secondary transition personnel to develop, implement, and evaluate secondary transition programs across disability categories, including program components related to student-focused planning and development, family collaboration, and interagency collaboration)</li> <li>• Each school district shall have available the services of at least one LBS II Transition Specialist or a person that has the qualifications of a research-based Division of Career and Transition/Council of Exceptional Child Transition Standards</li> </ul>
<b>Employment First and Transition Alignment</b>	<ul style="list-style-type: none"> <li>• Review existing State and Federal transition rules and regulations to ensure that planning requirements are leading to appropriate evidence-based transition services that align with the principles of Employment First</li> <li>• Contribute to the professional knowledge base and improve transition practices by determining the effectiveness of the transition process and its components through the use of multiple measures, and producing detailed procedures that will enable other professionals to replicate and implement a transition framework that will ensure successful transitions for children and their families from preschool through high school</li> </ul>
<b>Coordination Across School Districts</b>	<ul style="list-style-type: none"> <li>• Ensure that students with disabilities are properly prepared for employment as adults by creating an expectation early on among youth, parents and educators that when students with disabilities leave school, they will have careers/jobs</li> <li>• Develop and support a system of professional learning around transition planning, transition practices and the connection to Employment First that can be accessed by school districts and cooperatives and can be used by these entities to develop district level, systemic plans for improving transition outcomes for all students</li> <li>• Provide information, consultation, and technical assistance to state and local stakeholders, including information about and sharing of regional resources that already exist or could be developed</li> </ul>



	<ul style="list-style-type: none"><li>• Assist state and local stakeholders in establishing interagency transition agreements</li><li>• Conduct an annual statewide evaluation of student transition outcomes and needs</li><li>• Provide in-service training for students, families and others developing and improving awareness of transition services</li><li>• Ensure that appropriate school staff, students and families are aware of the WIPA program and have accurate information on the effects of earnings on eligibility for public benefits and services</li><li>• Implement a multi-tiered system that supports district level, systemic change around<ol style="list-style-type: none"><li>1) High expectations for all students, academically, functionally &amp; post-school e.g., all individuals can be employed in their communities;</li><li>2) Developing and implementing individualized transition plans;</li><li>3) Implementing evidenced-based transition services and interventions;</li><li>4) Continuous improvement based on data and fidelity of implementation;</li><li>5) Addressing the individual social and emotional needs of students consistent with the State’s social and emotional learning standards</li></ol></li></ul>
<b>State Board of Education and Higher Education Collaboration</b>	Recommend the State Board and Higher Education work together to provide coursework that prepares high quality educators and ensures they acquire the required competencies to effectively serve youth with disabilities in the area of transition





## Transition Workgroup Activity & Recommendations

Activity 2: Revise and expand tracking system for students through transition into adult services, in order to properly monitor services and outcomes.

### Long Range Goal

To ensure that all school districts in Illinois consistently provide high quality individualized post-secondary transition plans and services for students with disabilities, irrespective of the cognitive ability of the student, in compliance with applicable laws and regulations

### Perceived Barriers / Challenges

- Transition plans and services are inconsistent across districts, lack of communication between districts and between ISBE and other state agencies
- Lack of appropriate staff development and knowledge base on transition services



### Agencies Involved

Illinois State Board of Education (ISBE), School Districts; Special Education Joint Agreements; Local Governmental Units; Private Sector businesses; Four-Year Colleges and Universities; Community Colleges; State of Illinois Board of Higher Education (IBHE); Illinois Community College Board (ICCBP); Illinois Network of Centers for Independent Living, Work Incentives Planning and Assistance (WIPA) grantees; Department of Human Services – Division of Developmental Disabilities (DHS-DDD), Division of Rehabilitation Services (DRS) Division of Mental Health (DMH); the Illinois Assistive Technology Program (IATP) and other Assistive Training and Services Entities such as University of Chicago (UIC); Adult Service Agencies; Independent Service Coordination (ISC) Agencies; The Illinois Alliance of Administrators of Special Education (IAASE); State, Local and Regional Business Associations; Illinois Department of Commerce and Economic Opportunity (DCEO) and the Governor’s Office

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product / Results Expected

Collaboration that will lead to increasing outcomes through adoption of broad-based partnerships across disability-related and general systems that serve youth and young adults to ensure that youth in transition have access to a comprehensive set of services and supports to help them develop the skills they will need to manage their life, health and wellness; graduate from high school; access postsecondary education; and secure meaningful employment at a sustaining wage with pathways to career advancement



## Recommendations on Implementation

Recommendations	Implementations
<b>Data Tracking Systems</b>	Provide input into the Governor’s proposed Information Technology Transformation through the Department of Innovation and Technology (DoIT) system that would provide school personnel with resources and track employment outcomes in the area of employment
<b>Interagency Coordinating Council (ICC)</b>	<ul style="list-style-type: none"> <li>• Revitalize the Interagency Coordinating Council and its duty to annually review, analyze and publicly report on transition data and provide specific recommendations for improving transition that align with Employment First</li> <li>• Gather and coordinate data on services for transition-age youth with disabilities in transition from school to employment; post-secondary education and training; and community living and develop a Status Report</li> <li>• Re-establish regular mandatory meeting schedule with an emphasis on face to face interaction by video or in person meetings with members</li> <li>• Debrief with former ICC members and agency representatives to gain perspective regarding what was accomplished and what the barriers and challenges were in the past</li> <li>• Based on best practices, develop and pilot an integrated data system to track students with disabilities across school systems, human service agencies, post-secondary education, training and employment with a representative sample of youth with disabilities across the state</li> <li>• Complete a final report that provides accountability for a core set of outcomes and all work product and initiatives completed and identifying gaps in service provisions to students with disabilities</li> </ul>
<b>Prioritization of Urgency of Need for Service (PUNS)</b>	Track PUNS to see how many students with DD/ID are not receiving services and are at home with parents or other caretakers
<b>Privacy</b>	Ensure that the privacy of the individuals is protected under applicable laws and regulations.



## Transition Workgroup Activity & Recommendations

Activity 3: Ensure that students who have been part of the Juvenile Justice System or Department of Children and Family Services or in the eligibility categories of an Emotional Disability have access to school-based preparatory experiences; career-preparation and work-based experiences; youth development and leadership opportunities; connecting activities (support and community resources); family involvement and support; are appropriately placed, supported and that those students retain the services required under the Individuals with Disabilities Act and that Employment remain the desired outcome of their Transition.

### Long Range Goal

Tracking and outcome reporting for these populations. Enhance the ability of state and local systems to effectively utilize data to identify needs, initiate programs, deploy resources, and track outcomes

### Perceived Barriers / Challenges

Lack of current services once an individual is incarcerated or ages out of DCFS, lack of appropriate communication for continued support, insufficient understanding of evidence based practices requiring departmental orientation and training. Many agencies have neither the capacity nor the resources to implement data tracking systems. This is evidenced by the lack of consistent data, the inability to collect consistent data and to share this information across agencies. If they did, sharing the data would still be problematic because of the absence of an integrated system for transition aged youth. This affects the state's ability to plan for and provide comprehensive services to adults, youth and children with mental health conditions



### Agencies Involved

Division of Rehabilitation Services (DRS), Division of Mental Health (DMH), Illinois State Board of Education (ISBE), Department of Children and Family Services (DCFS), Department of Corrections, Department of Juvenile Justice, Illinois Council on Developmental Disabilities (ICDD), Division of Developmental Disabilities (DDD), the Governor's Office, Illinois Department of Healthcare and Family Services (HFS)

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product / Results Expected

- Tracking mechanism to ensure placement, support and transition outcomes. Initiate pilot Individualized Education Programs in the school system for transition age youth and utilize process of validity review to ensure evidence based protocols
- Develop specific training tools for needed state agency, school personnel and individuals to ensure that the appropriate services are provided





## Recommendations on Implementation

Recommendations	Implementation
<b>Tracking Mechanism</b>	<ul style="list-style-type: none"> <li>Analyze current trends to set baseline information about the frequency of this problem</li> <li>Access how other states have handled these issues</li> </ul>
<b>Hold Regular Meetings</b>	<ul style="list-style-type: none"> <li>Hold regular quarterly meetings between Department of Children and Family Services, Department of Juvenile Justice, Illinois State Board of Education, Division of Rehabilitation Services for data sharing and education forums to track current outcomes for youth with mental health needs ages 16 to 24</li> <li>Identify data set to be shared and how outcomes from each department are tracked</li> </ul>
<b>Framework</b>	<p>Provide a framework that includes reaching the youth before leaving the educational, Department of Children and Family Services and Juvenile Justice’s systems. Provide services delivered by teams of individuals that are supportive, knowledgeable professionals at all levels. Ensure warm hand off from one system to another: educational, Juvenile Justice, and/or Department of Children and Family Services to community to behavioral health</p>
<b>Braided Funding</b>	<p>Identify braided funding mechanisms to support Individual Placement and Support (IPS) services, whether through a school system or agency after graduation</p>
<b>Core Mental Health Services</b>	<ul style="list-style-type: none"> <li>Ensure that IPS services are viewed as a core mental health service to help employ transition age youth and individuals with mental illnesses</li> <li>Ensure strength based person centered planning approach is used as an ongoing problem-solving process used to help transition age youth with mental illnesses plan for their future</li> <li>Expand training and education IPS services</li> <li>Identify funding sources</li> </ul>



## Transition Workgroup Activity & Recommendations

Activity 4: Given the Person-Centered Requirements of the new Federal Home and Community Based Services (HCBS) Medicaid Waiver Rules, ensure alignment with the IDEA transition planning requirements to create a seamless transition from school to adulthood for youth who have developmental disabilities and may be eligible for the HCBS waiver.

### Long Range Goal

Create consistency in the transition process and the requirements for person-centered planning included in the Federal Home and Community Based Services Waiver Rules (HCBS)

### Perceived Barriers / Challenges

A person centered process can be, but doesn't have to be, time consuming. If completed in a systematic way over time, it can be effectively integrated into the transition process through classroom strategies and related services. Communication between school and adult agencies is challenged with the lack of consistent documentation of interests, preferences, and needs in regards to work



### Agencies Involved

The Governor's Office, Division of Developmental Disabilities (DDD), Division of Rehabilitation Services (DRS), Division of Mental Health (DMH), Illinois State Board of Education (ISBE), Illinois Council on Developmental Disabilities (ICDD), Individuals with Disabilities, Family Members, Adult Providers, Advocacy Organizations, Illinois Board of Higher Education (IBHE), Community College Board (CCB), Independent Service Coordination (ISC) Agencies

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product / Results Exnected

A consistent process that can be utilized for transition and can be easily translated for adult services. Measurement would be obtained in the data collection for Indicator 14



## Recommendations on Implementation

Recommendations	Implementation
<b>Person-Centered Plan</b>	<ul style="list-style-type: none"><li>• Create a Person-Centered Planning and Medicaid HCBS rules section in Illinois State Board of Education – Transition Resources website to include an array of employment support services and how to complete with each student that is in alignment with the requirements in the new Medicaid HCBS rules and Employment First that creates a vision for the individual’s future and engages their family and personal support networks in working toward their goals</li><li>• Create consistency in transition assessment and planning using a documented strength-based person centered approach that includes individualized, age appropriate assessment when writing effective transition plans. Transition plans ensure informed personal choice and prioritization of community-integrated employment</li></ul>
<b>Summary of Performance</b>	Review and revise the current Summary of Performance to provide better communication in transition





## Transition Workgroup Activity & Recommendations

Activity 5: Ensure that Post-Secondary Education Services and Supports are available and in-line with the protections provide by Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

### Long Range Goal

Enhance and extend the scope of services and opportunities for accessing post-secondary education (PSE) as required by the Higher Education Act of 2008 (HEOA) and in accordance with National Standards outlined by Post-Secondary Education - 2010 (ThinkCollege.net)

### Perceived Barriers / Challenges

- Currently the protections offered to individuals once they age out of the education system are limited and there is a lack of understanding of the supports required
- Lack of consistent services and supports and establishing eligibility



### Agencies Involved

The Governor’s Office, Division of Developmental Disabilities (DDD), Division of Rehabilitation Services (DRS), Division of Mental Health (DMH), Illinois State Board of Education (ISBE), Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Illinois Council on Developmental Disabilities (ICCD), Illinois Department of Healthcare and Family Services (HFS)

### Projected Plan Start / Completion Date

Start date: TBD / Completion date: TBD

### Product /Results Exnected

- Increase post-secondary education enrollment and persistence for students with intellectual disabilities through transition planning and orientation to higher education
- Increase desired postsecondary educational and quality of life post-school outcomes that reduce school drop-out rate, create opportunities for productive community participation, develop independent living skills, and promote integrated employment



## Recommendations on Implementation

<b>Recommendations</b>	<b>Implementation</b>
<p><b>Successful Post-Secondary Experiences</b></p>	<ul style="list-style-type: none"><li>• Increase engagement through meaningful career and transition planning as required by IDEA</li><li>• Establish and maintain interagency collaboration in order to secure essential linkages and systems of support for students with intellectual disabilities and their families through ISBE, Office of Higher Education, DRS-VR, and DDD<ul style="list-style-type: none"><li>→ Each school district shall have dedicated, proficient and qualified personnel, preferably (LBSII) to facilitate and promote access to post-secondary programs and supports</li></ul></li><li>• Increase postsecondary education enrollment and persistence for students with intellectual disabilities through transition planning and orientation to higher education</li><li>• State wide interagency planning and training that will focus on implementing inclusive models of comprehensive transition and post-secondary programs for persons with Intellectual and Developmental Disabilities</li></ul>

