

# **SERVICES TO HELP YOUNG ADULTS WITH I/DD ACHIEVE EMPLOYMENT OUTCOMES**

**Prepared by Illinois Parents of Adults with Developmental Disabilities Unite (IPADDU) May 2013**

## **INTRODUCTION:**

Does your son or daughter have an employment goal as part of his or her school transition plan? Do you ever wonder about job supports while still in school versus after high school graduation or exit from transition services? These questions come up all the time on Illinois Parents of Adults with Developmental Disabilities (IPADDUnite) and we decided to put together this matrix for better understanding of the process. What is out there, what is and is not available, and what, if any, eligibility requirements must be met before services can commence?

FOR INFORMATIONAL PURPOSES ONLY, we have compiled a comparison of employment supports which may be available through your school district's Secondary Transition Services and through two divisions of the Illinois Dept. of Human Services - Division of Rehab Services/Vocational Rehabilitation (DRS) and Division of Developmental Disabilities (DDD). It is important to note eligibility, cost and service information in each section to help you better understand what you can expect as your son or daughter works toward an employment outcome. Wherever possible, we have copied language directly from State of Illinois sources for accuracy, and reference those sources for your convenience at the bottom of each section. That said, if you have additional questions or want clarification on anything you read here, we encourage you to work directly with your child's IEP Case Manager if still in school, or with your DRS Counselor or DDD Service Facilitator if exited from the school system.

Reminder: In order to be awarded Adult CILA or Home-Based Services, you MUST be on the Prioritization of Urgency of Need for Services (PUNS) list, which you access through your county PAS/ISC agency. If you are not on that list or have not updated your urgency of need in the last year or more, contact your PAS/ISC agency immediately.

BIG THANK YOU'S to three of our professional advisors to IPADDUnite who patiently read through drafts and made clarifications or corrections where necessary: Sue Walter from ISBE, Randy Staton from DRS and Ed McManus, Developmental Disability Consulting. Also thanks to IPADD parent, Kristin Nelson, who created and edited the format of this document. We hope it is a useful beginning for Illinois parents of adults with developmental disabilities who want to learn more about employment services. As always, feel free to post questions on these topics to the Yahoo group IPADDUnite and we are happy to moderate the discussion and help find answers whenever possible. Thanks!

Laurie Jerue and Ellen Bronfeld

Co-Moderators, IPADDUnite

<http://health.groups.yahoo.com/group/IPADDUnite/>

		<b>Secondary Transition Services</b>	<b>IDHS/DRS/VR</b>	<b>IDHS/DDD</b>
<b>Service Definition</b>		Employment Services within the Secondary Transition process are based on the individual child's needs as identified on the IEP and in the transition plan, taking into account the child's strengths, preferences, and interests; and can include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.	Employment Services in DRS encompasses a vast array of services of which Supported Employment Services are one.  Supported Employment Services (SES) means ongoing services needed to support and maintain an individual with the most significant disability in supported employment. These services are provided for a period of time not to exceed 18 months, unless, under special circumstances, the time is extended to achieve the rehabilitation objectives identified in the Individualized Plan for Employment or IPE.	Supported Employment Services (SES) consist of intensive, ongoing supports that enable participants, for whom competitive employment at or above the minimum wage is unlikely without supports, and who, because of their disabilities, need supports to perform in a regular work setting.

		<b>Secondary Transition Services</b>	<b>IDHS/DRS/VR</b>	<b>IDHS/DDD</b>
<b>Services Available</b>		<p>Transition Services related to employment may include:</p> <ul style="list-style-type: none"> <li>• Guidance &amp; job exploration, shadowing, or job try-outs</li> <li>• Training &amp; supervision on workplace skills</li> <li>• Participation in Job Training sites within or outside of the school campus (usually unpaid, generally do not follow the student)</li> <li>• Participation in Competitive or Supported Employment (paid work, generally can follow the student)</li> <li>• Links to or preparation for Post-secondary education or training</li> <li>• Acquisition of Daily Living Skills</li> <li>• Transportation to/from home to job and back if appropriate per IEP.</li> <li>• Adapted Driver Education</li> <li>• Travel Training</li> <li>• Career and technical education</li> <li>• Transition/STEP</li> <li>• Instruction to develop skills including social skills, self-advocacy skills, work-place skills, self-management skills, etc.</li> </ul>	<p>Employment Services available through DRS include:</p> <ul style="list-style-type: none"> <li>• evaluation,</li> <li>• guidance and counseling,</li> <li>• education</li> <li>• training</li> <li>• physical &amp; mental restoration</li> <li>• job development</li> <li>• job placement</li> <li>• post-employment services</li> </ul> <p>Where agreed to by a counselor and based on customer need, additional support services may include</p> <ul style="list-style-type: none"> <li>• assistive devices</li> <li>• books and supplies</li> <li>• on-site job retention counseling/training</li> <li>• off-site job retention counseling/training</li> <li>• job coaching for the customer and/or employer</li> <li>• public transportation training</li> <li>• initial transportation costs through the first paycheck</li> <li>• others individualized by the customer that are in support of employment and agreed to by a counselor</li> </ul>	<p>Services may include:</p> <ul style="list-style-type: none"> <li>• supervision,</li> <li>• training,</li> <li>• assisting the participant to locate a job,</li> <li>• development of a job on behalf of the participant (also known as Customized Employment),</li> <li>• supports that assist the participant in achieving self-employment through the operation of a business,</li> <li>• transportation</li> </ul>

		<b>Secondary Transition Services</b>	<b>IDHS/DRS/VR</b>	<b>IDHS/DDD</b>
<b>Individuals Served</b>	<b>Eligibility</b>	Starting at age 14 1/2 in IL, all student IEPs must include a transition plan as part of the IEP process, through at least 12th grade. Eligibility determination for additional transition services through the 22nd birthday is made by the educational team, which includes the student & family, based on unmet post-secondary transition goals on the IEP.	Customers must have a disabling condition, be interested in becoming employed in the community, and be able to benefit from services as determined by a counselor.  Services can begin at employment age for individuals not in the school system. Individuals enrolled in school need to look to services provided by the school system and augmented by DRS.	Individual must be Medicaid-eligible and <ul style="list-style-type: none"> <li>• be a CILA resident or be enrolled in the Home-Based Services Program, and</li> <li>• be denied federal Vocational Rehabilitation funding or have exhausted Vocational Rehabilitation funding</li> </ul>
	<b>Priority/ Target Population</b>	Students aged 14 ½ and up who are eligible for an Individualized Education Program (IEP).  An eligible student who requires continued public school educational experience to facilitate his or her integration into society shall be eligible for such services through age 21, inclusive (i.e., through the day before the student’s 22nd birthday) (see 34 CFR 300.101(a)). Decisions regarding who remains eligible for 18-22nd birthday transition services are up to the IEP team and are individualized.	Before April 1, 2013, DRS had an order of selection (priority for service) in which only the most significant were served. As of April 1, 2013 the Director has opened the significant level of disability for services. A person must have a disabling condition impairing one of the seven functional capacities (mobility, communication, work tolerance, work skills, self care, self direction, interpersonal skills) and requiring one substantial service (job placement, mental or physical restoration, training)	Eligible individuals who desire to work, have a basic level of work skills and who require job coach services to work in an integrated environment.

		Secondary Transition Services	IDHS/DRS/VR	IDHS/DDD
<b>Applying</b>	<b>Contact</b>	IEP Case Manager	If still in high school or a transition program (18-21), request opening a DRS case through your IEP Case Manager or School Vocational Coordinator. If exited from special education, use the DHS Office Locator ( <a href="http://www.dhs.state.il.us">www.dhs.state.il.us</a> ) and search for Rehabilitation Services to find the nearest local office or call toll-free: (800) 843-6154. You can also apply online using the Rehabilitation Services Web Referral to refer yourself or someone else for services. Visit: <a href="http://www.dhs.state.il.us/page.aspx?item=29737">www.dhs.state.il.us/page.aspx?item=29737</a>	In cooperation with the Adult Home-Based Service Facilitator and your county ISSA, requests for waiver Supported Employment Program (SEP) funding must be submitted to DDD Region staff and must include documentation that Vocational Rehabilitation funding for the individual is not available. In addition to HBS, a CILA agency can request SEP funding for an individual.
	<b>Process</b>	Employment-related transition services & supports are driven by goals developed in the transition plan and IEP process.	After initial contact is made with DHS/DRS/VR, <ol style="list-style-type: none"> <li>1. A Vocational Rehabilitation Case opened</li> <li>2. Initial Interview with Rehab Counselor to document and determine eligibility</li> <li>3. Individual Plan for Employment (IPE) developed</li> <li>4. Counseling, guidance &amp; if appropriate, referral to outside academic or community service providers</li> </ol> <p>Watch Welcome Video at:  <a href="http://www.dhs.state.il.us/page.aspx?item=56526">http://www.dhs.state.il.us/page.aspx?item=56526</a></p>	Documentation may take one of two forms: <ol style="list-style-type: none"> <li>1. Documentation from the DRS counselor that the individual is denied Vocational Rehabilitation services OR</li> <li>2. Documentation from the DRS counselor that the individual needs to transition from short-term Vocational Rehabilitation-funded services to extended/long term services and short-term Voc Rehab-funded services are being terminated.</li> </ol>

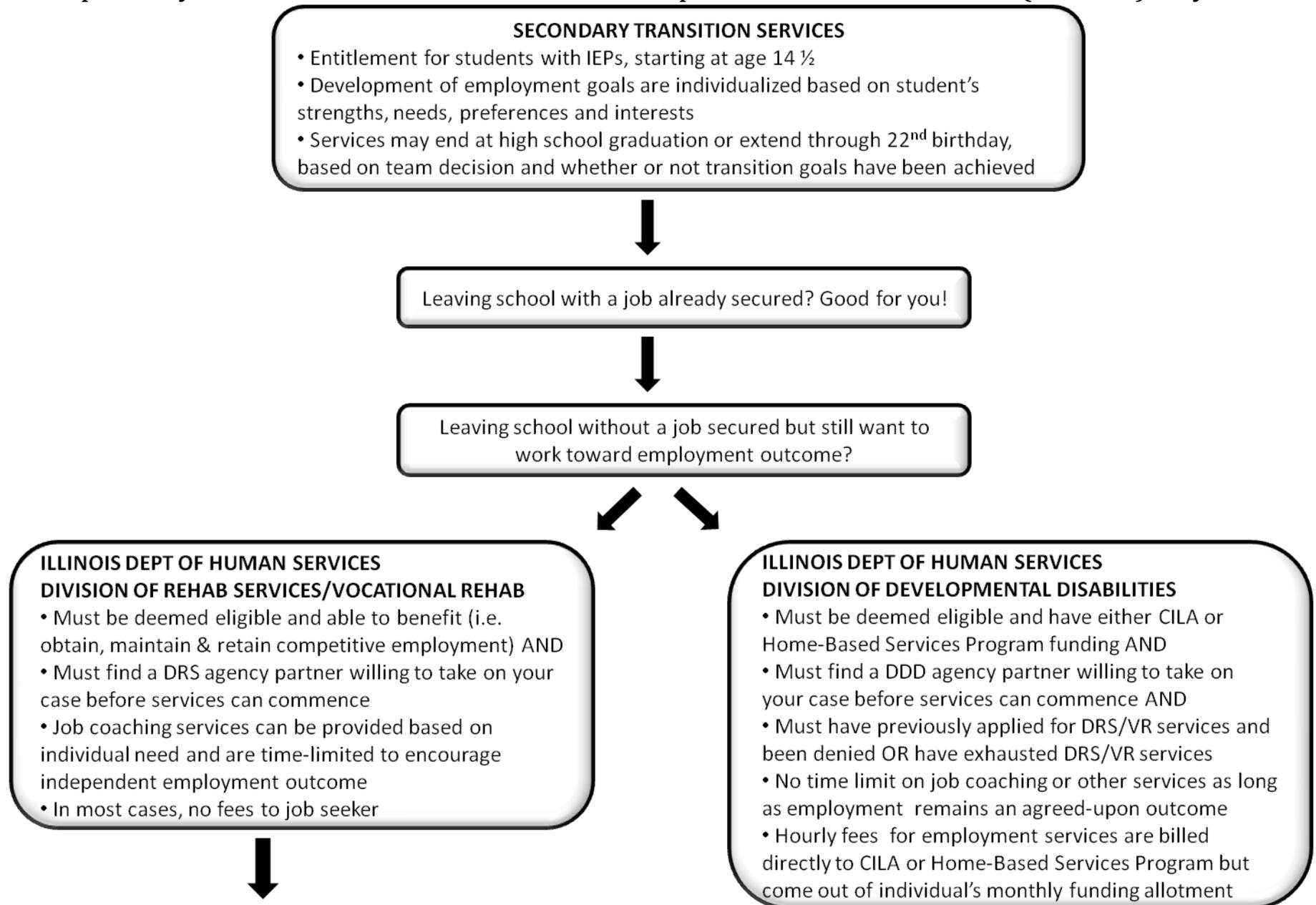
		<b>Secondary Transition Services</b>	<b>IDHS/DRS/VR</b>	<b>IDHS/DDD</b>
<b>Funding</b>	<b>Source</b>	Transition services are typically funded through local school districts, or in some cases, through joint agreements with IDHS/DRS/VR for Secondary Transition Education Planning funding (STEP). No direct charges to client.	DRS/VR services are funded through federal and state funding. There is no charge for most of the services. For some services (restoration, van conversion, i.e.) families may be asked to participate in some degree of service provision depending on 1) family income and 2) the type of service.	Supported Employment Services are billed to your Adult Home-Based Service Program ranging from \$11.63 to \$13.03 per hour and come out of your monthly HBS allotment. For CILA, all residents are automatically funded for Developmental Training. They can be upgraded to SES upon request (if denied by DRS). Same \$ amounts.
	<b>How long can service last?</b>	Determined by IEP goals and team decision.  Transition planning begins at age 14 1/2 and services are driven by the transition plan and IEP goals; a decision regarding student's graduation date is a team decision.	Employment Services can be provided until the customer has obtained, maintained, and retained employment successfully for a minimum of 90 days.  Supported Employment Services are time-limited, meaning no more than 18 months in accordance with a support reduction or fading schedule. Under special circumstances this time period may be extended with agreement between customer and counselor when an extension is needed to achieve the employment outcome. These services may also discontinue if the customer becomes successful as indicated above. 18 months is an outer limit not a minimum.	Service may continue for as long as is necessary to find and sustain paid employment or self-employment, as long as employment remains an agreed-upon outcome on the client's Individual Service Plan (ISP).
<b>Limits</b>				

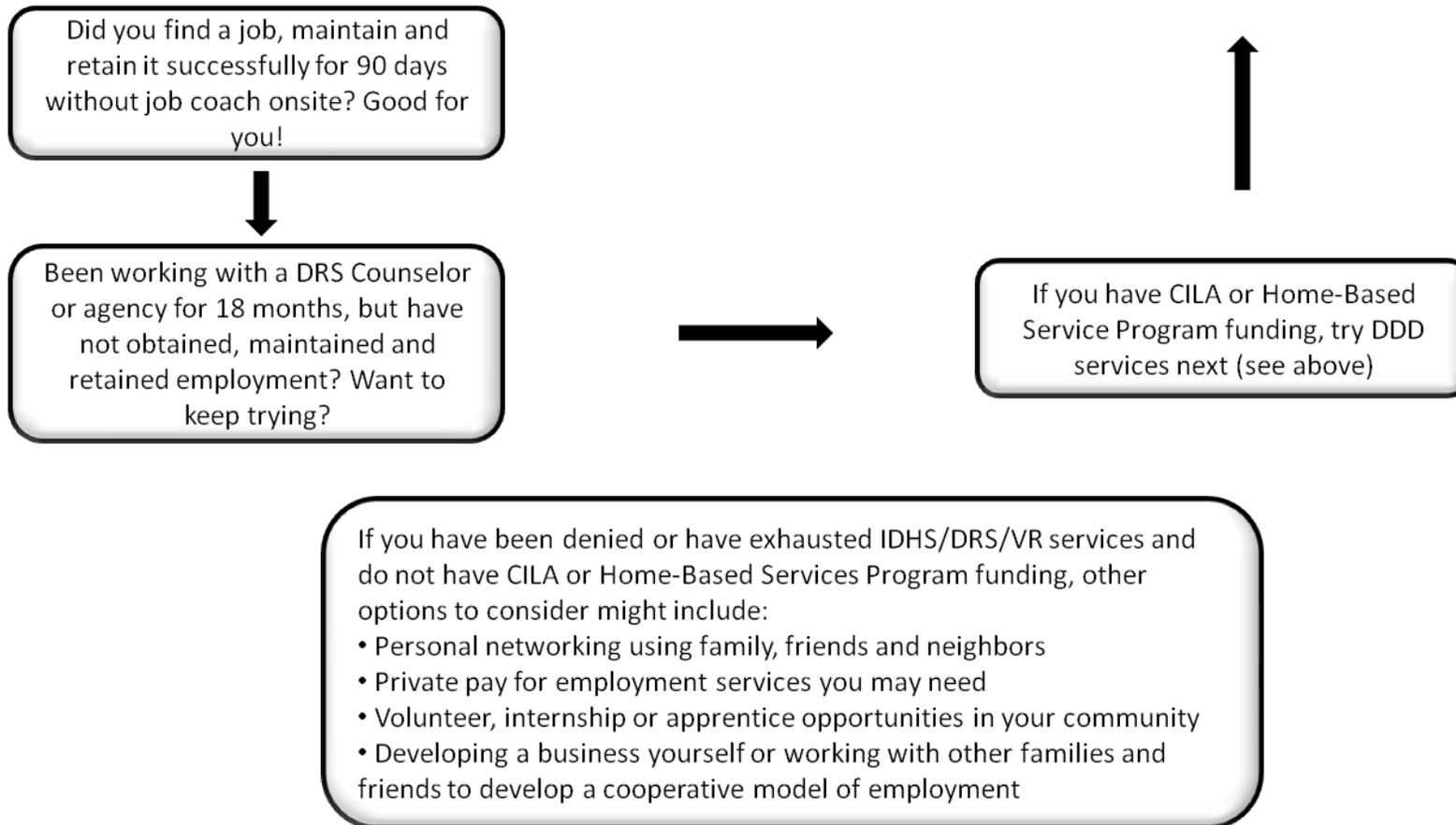
		<b>Secondary Transition Services</b>	<b>IDHS/DRS/VR</b>	<b>IDHS/DDD</b>
<b>Job Coaching</b>	<b>Job Coach Training or Background</b>	Job Descriptions are developed and maintained by LEAs and so may vary from school district to school district. However, generally job coaches are similar in training and background to Instructional Assistants or Teacher Aides.	There is no training requirement for job coaches through DRS. Community Rehabilitation Programs usually provide these services and are required to meet an accreditation standard.	Community service providers develop and provide their own training to employees who become Job Developers and Coaches.
	<b>Service Reduction Schedule?</b>	The need for job coaching services, their intensity and duration are driven by student needs as documented on the IEP and transition plan.	Generally, file closure occurs after a customer has successfully maintained competitive employment for a period of 90 days. When a case is closed services provided by DRS, including any job coaching services, stop. Concerning Supported Employment a pre-arranged service provider may continue job support service funded by another entity. Job coaching is faded during this time per an agreed upon schedule.	Job coaching may continue for as long as the individual is employed, or as long as is necessary to sustain employment.
<b>Jobs</b>	<b>Setting</b>	Services may be provided within the school district campus, in an approved community job training work site, in integrated, competitive work settings (including self-employment) with job coaching services as determined on the IEP, or in any relevant setting where student is working towards an employment goal.	Full or part-time work in an integrated, competitive work setting where customer is paid a customary wage and level of benefits, but not less than the minimum wage or self-employment where customer is working for him or herself in a business selling goods or services for the purpose of making a profit.  While DRS strives for full time employment with benefits, there is no standard amount of wage or work hours to be closed. This decision is individualized by the customer's ability to work and financial needs.	Services must be provided in an integrated, competitive work setting in a business or industry that primarily employs people without disabilities, including self-employment enterprises.  They may be provided in individual placements or in group settings of no more than eight individuals with disabilities (team or enclave work).

		Secondary Transition Services	IDHS/DRS/VR	IDHS/DDD
	<b>Wages</b>	<input checked="" type="checkbox"/> Minimum wage <input checked="" type="checkbox"/> Competitive wage <input checked="" type="checkbox"/> Other: Job tryouts, job training sites, internships, or volunteer sites are generally unpaid or may have stipend pay available through grants or school district.	<input checked="" type="checkbox"/> Minimum wage <input checked="" type="checkbox"/> Competitive wage <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Minimum wage <input checked="" type="checkbox"/> Competitive wage <input checked="" type="checkbox"/> Other: Subminimum wages may apply in certain situations per Department of Labor standards.
<b>Web Links</b>		<a href="http://www.dhs.state.il.us/page.aspx?item=35176">http://www.dhs.state.il.us/page.aspx?item=35176</a> <a href="http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,17_">http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,17_</a> <a href="http://www.isbe.state.il.us/spec-ed/pdfs/TOTAL_module4_instructor_guide.pdf">http://www.isbe.state.il.us/spec-ed/pdfs/TOTAL_module4_instructor_guide.pdf</a> <a href="http://www.isbe.state.il.us/spec-ed/pdfs/parent_guide/ch8-secondary_transition.pdf">http://www.isbe.state.il.us/spec-ed/pdfs/parent_guide/ch8-secondary_transition.pdf</a>	<a href="http://www.ilga.gov/commission/jcar/admincode/089/089005210000200R.html">http://www.ilga.gov/commission/jcar/admincode/089/089005210000200R.html</a> <a href="http://www.ilga.gov/commission/jcar/admincode/089/089005900L07300R.html">http://www.ilga.gov/commission/jcar/admincode/089/089005900L07300R.html</a> <a href="http://www.dhs.state.il.us/page.aspx?item=29764">http://www.dhs.state.il.us/page.aspx?item=29764</a>	<a href="http://www.dhs.state.il.us/page.aspx?item=59536">http://www.dhs.state.il.us/page.aspx?item=59536</a> <a href="http://www.dhs.state.il.us/page.aspx?item=53695">http://www.dhs.state.il.us/page.aspx?item=53695</a> <a href="http://www.dhs.state.il.us/page.aspx?item=53699">http://www.dhs.state.il.us/page.aspx?item=53699</a> <a href="http://www.dhs.state.il.us/page.aspx?item=52664">http://www.dhs.state.il.us/page.aspx?item=52664</a>

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Consult with relevant professionals from each agency for specific information about program descriptions, eligibility requirements, service providers in your area, and if applicable, costs to the job seeker.