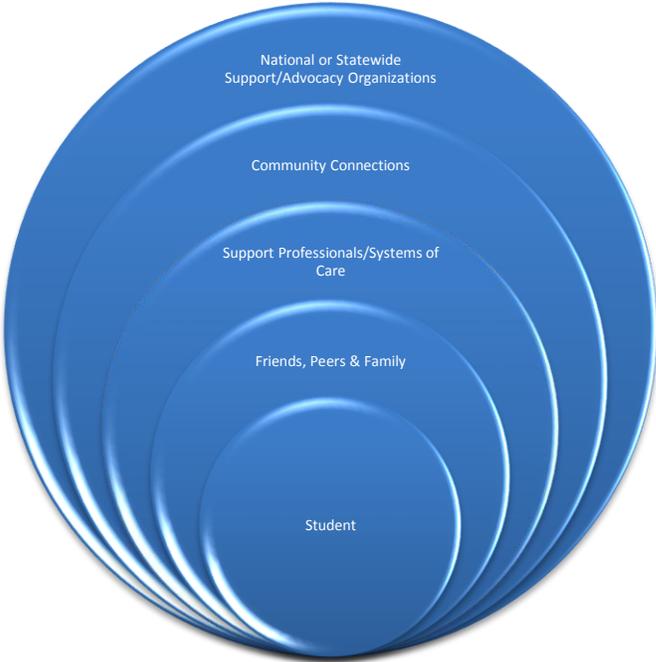




Illinois Employment First Transitions Tool Glossary

ABLE Accounts	<p>Achieving a Better Life Experience Act (ABLE) is a federally tax-advantaged savings program that allows Illinois families and individuals to save for disability-related expenses. ABLE is similar to 529 College Savings programs, in that families are allowed to set aside money for future qualified expenses, invest these funds in professionally designed savings accounts, and avoid some tax penalties on the fund.</p> <p>http://www.ablenrc.org/about/what-are-able-accounts</p>
AT	<p>Assistive Technology</p> <p>Assistive technology device -- The term 'assistive technology device' means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.</p> <p>Assistive technology service -- The term 'assistive technology service' means any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.</p> <p>https://www.iltech.org/</p> <p>The Arc of Illinois, through a generous donation, developed an Assistive Technology Program. This program funds, or partially funds, the purchase of assistive technology for individuals with intellectual and/or developmental disabilities who have received an evaluation/assessment from a qualified provider but the purchase is not subsidized by Medicaid, Medicare or Private Insurance.</p> <p>https://www.thearcofil.org/assistive-technology-program/</p>
Benefits Counseling	<p>Assistance provided to an individual who is interested in becoming employed but is uncertain of the impact work income will have on any disability benefits and entitlements being received, and/or is not aware of benefits, such as access to healthcare, that might be available to support any work attempt. This typically involves an analysis of an individual's current benefits, such as SSDI and SSI, the individual's financial situation, and the effect different income levels from work will have on the individual's future financial situation. This assistance is intended to provide the individual an opportunity to make an informed choice regarding the pursuit of employment. Ongoing assistance may also be provided as the individual decides on employment goals, searches for jobs, and becomes employed.</p> <p>UNITED STATES DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES, REHABILITATION SERVICES ADMINISTRATION, WASHINGTON, DC 20202, POLICY DIRECTIVE, RSA-PD-13-05, DATE: July 10, 2013</p>

<p>Circle of Support</p>	<p>A Circle of Support is a group of people and systems which come together to support an individual who has disabilities in achieving personal goals. The concept of Circle of Support evolved out of the work of Marsha Forest and Judith Snow who developed the “Circle of Friends” a system of organizing people with varying levels of connection/relationship complexity that can be mobilized to assist in personal goal obtainment. The Circle of Friends has 4 levels of relationship intensity: intimacy, friendship, participation and exchange.</p> <p>Figure 1 Circle of Support Example</p> 
<p>CIE</p>	<p>Competitive Integrated Employment- “competitive integrated employment” means work that—</p> <ol style="list-style-type: none"> 1) Is performed on a full-time or part-time basis (including self-employment) and for which an individual is compensated at a rate that— <ol style="list-style-type: none"> a) Is not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act or the rate required under the applicable State or local minimum wage law for the place of employment; b) Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and c) In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and d) Is eligible for the level of benefits provided to other employees; and 2) Is at a location—

	<p>a) Typically found in the community; and</p> <p>b) Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons; and</p> <p>3) Presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.</p> <p>LEAD CENTER POLICY BRIEF July 2016</p> <p>A definition of Customized Employment is now included in the Workforce Innovation and Opportunity Act (WIOA), and is defined as:</p> <p><i>“Competitive integrated employment, for an individual with a significant disability, that is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability, designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer, and carried out through flexible strategies...” (Workforce Innovation and Opportunity Act, H.R. 803, 113 Congress, 2009, p. 210)</i></p>
CRP	<p>CRP provides vocational rehabilitation services to individuals with disabilities, to enable those individuals to maximize opportunities for employment including:</p> <ul style="list-style-type: none"> A. Assessments and evaluation of job readiness, specialized training, career development services, trial work, and pre-employment skills. B. Employment preferences, job seeking skills, job placement and retention services. C. Psycho-social rehabilitation; and D. Supported Employment services and extended services. <p>http://www.dhs.state.il.us/page.aspx?item=25214</p>
Customized Employment	<p>Customized employment means competitive, integrated employment for an individual with a significant disability that is based on: an individualized determination of the unique strengths, needs, and interests of the individual with a significant disability; is designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer; and is carried out through flexible strategies, such as:</p> <ol style="list-style-type: none"> 1. Job exploration by the individual; and 2. Working with an employer to facilitate placement including: <ul style="list-style-type: none"> • Customizing a job description based on current employer needs or on previously unidentified and unmet employer needs; • Developing a set of job duties, a work schedule and job arrangement, and specifics of supervision (including performance evaluation and review), and determining a job location;

	<ul style="list-style-type: none"> • Using a professional representative chosen by the individual, or if elected self-representation, to work with an employer to facilitate placement; and • Providing services and supports at the job location. <p>LEAD CENTER POLICY BRIEF July 2016</p>
Discovery	<p>Discovery is the critical first step in the Customized Employment process; it guides job seekers through a process of finding out who they are, what they want to do, and what they have to offer. Think of Discovery as an alternate assessment; one that collects information about the job seeker’s interests, skills, environmental preferences, employment goals, and other topics related to the job seeker’s employment search, rather than outlining their deficits. It is a strength-based, individualized, qualitative assessment strategy that avoids some of the more comparative strategies that often exclude job seekers with significant disabilities and other barriers from generic workforce programs or the conventional job application process.</p> <p>The process opens up possibilities for further exploration by the job seeker rather than just trying to “fit” into a fixed job description. Discovery is grounded in a belief that assisting job seekers to develop a full understanding of who they are is a critical step in successfully securing employment that is rewarding and sustainable because it creates a good fit for both the job seeker and the business that hires the job seeker.</p> <p>http://www.leadcenter.org/system/files/resource/downloadable_version/CE-and-Group-Discovery-FAQs.pdf</p>
DRS	<p>The Illinois Department of Human Services, Division of Rehabilitation Services (DRS) is the state's lead agency serving individuals with disabilities. DRS works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities.</p> <p>Use the online Rehabilitation Services Web Referral to refer yourself or someone else for services.</p> <p>DRS staff provide services to people with disabilities in 48 local offices located in communities throughout the state. Use the DHS Office Locator and search for Rehabilitation Services to find the nearest local office or call toll-free: (800) 843-6154 (Voice, English or Español) or (800) 447-6404 (TTY). For general questions about DRS, email DHS.DRS@illinois.gov.</p> <p>http://www.dhs.state.il.us/page.aspx?item=29764</p>
DMH	<p>As the State Mental Health Authority, the Illinois Department of Human Services, Division of Mental Health (DMH) is responsible for assuring that children, adolescents and adults, throughout Illinois, have the availability of and access to public-funded mental health services for those who are diagnosed with a mental illness or emotional disturbance and an impaired level of functioning based on a mental health assessment. Service delivery in DMH is provided within five geographically organized service Regions, through 162 community mental health centers/agencies (called 'Providers') , 27 community hospitals with psychiatric units and seven state-operated hospitals, the</p>

	<p>latter containing both civil and forensic beds. The DMH also provides statutorily required treatment services for sexually violent persons through its Treatment and Detention Facility.</p> <p>http://www.dhs.state.il.us/page.aspx?item=29763</p>
DDD	<p>The Illinois Department of Human Services, Division of Developmental Disabilities provides leadership for the effective management of the design and delivery of quality outcome-based, person-centered services and supports for individuals who have developmental disabilities. These services and supports will be appropriate to their needs, gifts, talents and strengths; accessible; life-spanning; based on informed choice; and monitored to ensure individual progress, quality of life, and safety.</p> <p>http://www.dhs.state.il.us/page.aspx?item=29761</p>
DEI	<p>The Disability Employment Initiative (DEI) is a collaboration of the U.S. Department of Labor's (DOL) Employment and Training Administration (ETA) and the Office of Disability Employment Policy (ODEP) to improve effective and meaningful participation of person with disabilities in the workforce system with grant awards to state workforce agencies to support American Job Centers.</p> <p>https://dei.workforcegps.org/resources/2016/03/22/15/06/Disability_Employment_Initiative_Fact_Sheet_2015</p> <p>https://www.illinoisworknet.com/DEI/Pages/default.aspx</p>
Employment First	<p>Illinois Employment First is supported by Illinois State Law, Executive Order and policies that promote community-based, integrated employment as the first option for employment-related services for individuals with disabilities: physical, intellectual, or behavioral. The idea is that all Illinois citizens, regardless of disability, are capable of full participation and integration in their communities and that includes employment.</p> <p>http://www.dhs.state.il.us/page.aspx?item=80571</p>
IEP	<p>Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly <i>individualized</i> document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.</p> <p>To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability.</p> <p>https://www2.ed.gov/parents/needs/special/iepguide/index.html</p>

ILP	<p>Individual Learning Plan- a formalized plan and process that involves a student setting goals based on personal, academic and career interests, beginning in 9th grade and continuing throughout high school, with the close support of adult mentors that include parents, counselors, coaches, and teachers (<i>Adapted from the New Jersey Department of Education</i>). Students with concrete plans are more likely not only to graduate from high school but also to enroll in postsecondary education.</p> <p>https://chooseyourfuture.cps.edu/sites/default/files/2011-12-cps-wni-users-guide-2nd-semester.pdf</p>
ISBE	<p>Illinois State Board of Education</p> <p>https://www.isbe.net/Pages/Home.aspx</p>
IPE	<p>Individualized Plan for Employment is a plan developed between the DRS counselor and the customer that identifies a vocational goal and services to be provided in order to achieve that goal.</p> <p>http://www.dhs.state.il.us/page.aspx?item=25214</p>
IPS	<p>Individual Placement and Support (IPS) supported employment is an evidence-based approach to help people find competitive employment that fits their preferences. Once a person finds a job, IPS programs provide ongoing workplace support.</p> <p>http://www.illinoisips.org/ips-basics.html</p>
Life Book	<p>A self-directed, interest and skills-focused, person-centered exploration of an individual’s accomplishments and new goals. This is a living document that can include goals and accomplishments in such things as building social capital, community-based activities, academics, sports, housing and vocational goals. Life Books can and should include personalized pictures of an individual engaged in preferred activities or meaningful pictorial representations of unique interests and goals. Consider using SAMHSA’s 8 Dimensions of wellness to develop Life Book content in diverse categories.</p> <div data-bbox="695 1346 1159 1850" data-label="Diagram"> </div>

<p>Next Steps</p>	<p>Next Steps is a Parent Training and Resource Network focused on the topic of Planning for a Students Successful Transition from High School to Adult Life. More than 16 teams of trainers have been developed around the state of Illinois and have been trained in the Parent Educational Advocacy Training Center (PEATC) curriculum, NEXT STEPS: the Transition Series.</p> <p>Next Steps Training Team members are parents, professionals and people with disabilities who have personal experience with transition planning. Each team member is committed to the education and empowerment of parents and/or caregivers in planning for positive outcomes for their child and/or other young adults with disabilities.</p> <p>The local team does this through offering workshops on various topics that support the four goals of transition:</p> <ul style="list-style-type: none"> • Education and Employment • Independent Living • Interpersonal and Social Relationships • Self Advocacy <p>Next Steps: the Transition Series is an 8-workshop curriculum that is designed to be offered in sequence or in individual segments, based on the needs of the audience. There is no charge to participants. The titles of the workshops are:</p> <ol style="list-style-type: none"> 1. Transition: Making it in the Real World 2. Transition Plans: Roadmaps to the Future 3. Self Advocacy and Supports: Keys to Independence 4. Moving On: Life in the Community 5. Getting Ready: Preparing for Work While in School 6. Planning Ahead: Future Finances and Supports 7. Adult Life: Effective partnerships 8. Adult Life: Accessing Services <p>http://www.nextstepsillinois.org/home</p>
<p>Peer Support</p>	<p>According to the International Association of Peer Supporters peer support is provided by “people with a personal experience of recovery from mental health, substance use, or trauma conditions who receive specialized training and supervision to guide and support others who are experiencing similar mental health, substance use or trauma issues toward increased wellness.” https://inaops.org/definition-peer-specialist/</p> <p>Illinois established a special certification for peer support known as a Certified Recovery Support Specialist or CRSS. The CRSS certification system also provides an opportunity to add an employment endorsement which attests to their skills and training specific to the Individual Placement and Support (IPS) supported employment model. More</p>

	<p>information can be found here: http://www.illinoismentalhealthcollaborative.com/consumers/consumer_crss.htm https://www.illinoisips.org/crss-e.html</p> <p>It is important to note that peer support is possible and effective for many different populations and can be delivered in many different settings. Peer support has been utilized in primary care as a chronic disease management tool. Additionally, peer support has been very effective when helping individuals who have disabilities pursue work opportunities and maintain employment.</p> <p>Peer support was used successfully in Maine to support conversion from sheltered workshops to integrated employment via the <i>It's Your Life: Building Connections Through Work</i> Project.</p>
<p>Person-Centered Planning</p>	<p>Person Centered Planning (PCP) is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "person-centered" team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the focus person. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.</p> <p>http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp</p>
<p>PRE-ETS</p>	<p>The Rehabilitation Act, as amended by WIOA includes a new Section 113 that requires State VR agencies to coordinate with local educational agencies in providing, or arranging for the provision of, pre-employment transition services for all students with disabilities in need of such services.</p> <p>Pre-employment transition services:</p> <ul style="list-style-type: none"> (i) Job exploration counseling; (ii) Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible; (iii) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; (iv) Workplace readiness training to develop social skills and independent living; and (v) Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment). <p>LEAD CENTER POLICY BRIEF July 2016</p>
<p>PUNS</p>	<p>PUNS (Prioritization of Urgency of Need for Services) is a statewide database that records information about individuals with developmental disabilities who are potentially in need of Medicaid Waiver Long Term Services and Supports (LTSS). The</p>

	<p>State of Illinois uses the data to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs.</p> <p>http://www.dhs.state.il.us/page.aspx?item=47620</p>
Self-Determination	<p>Self-determination is a person's ability to control his or her own destiny. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead children or individuals to set goals for themselves, and to take the initiative to reach these goals. To do this one must be in charge, which is not necessarily the same thing as self-sufficiency or independence, make his or her own choices, learn to solve problems effectively, take control and responsibility for his or her life, learn to experience and cope with the consequences of making decisions on his or her own.</p> <p>https://www.naset.org/selfdetermination2.0.html</p>
SBA	<p>Small Business Administration</p> <p>https://www.sba.gov/</p>
Self-Advocacy	<p>Self-Advocacy according to the Collins English Dictionary is, “the act or condition of representing oneself either generally in society or in formal proceedings, such as court.” Another definition showing the impact of Self-Advocacy is, “[...]one form of advocacy, occurring any time people speak or act on their own behalf to improve their quality of life, effect personal change, or correct inequalities” (Concunan-Lahr and Brotherson as cited in Brown, 1999).</p> <p>More information on teaching self-advocacy skills to students can be found here: https://teachingselfadvocacy.wordpress.com/description-of-self-advocacy/</p> <p>A resource on self-advocacy for individuals who have developmental disabilities in Illinois is the Illinois Self-Advocacy Alliance: http://selfadvocacyalliance.org/</p>
Social Capital	<p>Social Capital is an essential component of establishing connections and relationships that facilitate the creation of impactful relationships and connections that benefit both individuals and the broader community.</p> <p>One way to examine and set goals for the expansion of social capital is to complete a brainstorming session on an individual’s Circle of Friends or Circle of Support. It is beneficial to complete this activity with people who know the capital seeking person well. A knowledgeable facilitator may be helpful. This activity may be conducted as part of the Customized Employment Discovery Process or as a stand-alone activity.</p> <p>Additional resources on social capital can be found on the Council on Quality and Leadership website: https://c-q-l.org/resource-library/resource-library/social-capital</p>
SSDI Benefits	<p>Social Security pays disability benefits (SSDI) to people who can’t work because they have a medical condition that’s expected to last at least one year who have worked enough and paid Social Security taxes. To find out if you qualify and how Social Security can help you, go to https://www.ssa.gov/disabilityssi/</p>

SSI	<p>Supplemental Security Income (SSI) provides cash assistance to people with a financial need (limited income and resources) who are age 65 or older, blind or disabled. Children with disabilities can get SSI, too. To find out if you can get SSI and learn how to apply, go to Supplemental Security Income Benefits (SSI).</p>
Supported Employment	<p>The Workforce Innovation and Opportunity Act defines “supported employment” as competitive integrated employment, including customized employment, or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working on a short-term basis toward competitive integrated employment; and that is individualized and customized, consistent with the individual’s unique strengths, abilities, interests, and informed choice, including with ongoing support services for individuals with the most significant disabilities.</p> <p>Because the definition of “employment outcome,” in section 7(11) of the Act, requires all employment outcomes achieved through the VR program to be in the “integrated labor market,” all supported employment outcomes must be in integrated settings with the additional expectation that individuals with the most significant disabilities can and will achieve competitive wages. This means that despite the payment of competitive wages, employment in a non-integrated work setting does not meet the requirement under the Act, for an employment outcome in supported employment. Therefore, employment in sheltered workshops and enclaves and group employment settings does not constitute supported employment because an individual achieves a supported employment outcome only if the supported employment meets the integrated setting requirement. More information regarding “integrated setting” may be found at Integrated Location Criteria of the Definition of “Competitive Integrated Employment” FAQs.</p> <p>https://www2.ed.gov/programs/rsasupemp/program-faq.html#q3</p>
Transition Assessment	<p>A transition assessment is “the ongoing process of collecting data on the individual’s strengths, needs, preferences and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP” (Sitlington, 1996).</p> <p>http://specialneedsplanning.net/wp-content/uploads/2011/07/Transition-Assessment-Toolkit.pdf</p>
WIOA	<p>Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.</p> <p>https://www.doleta.gov/wioa/</p>

WIPA	<p>Work Incentives Planning and Assistance is a federally funded program created to help individuals receiving SSI/SSDI make informed choices about being employed. Anyone who gets Social Security disability benefits (SSI/SSDI) between age 14 and retirement age and wants to go to work is eligible to get free benefits planning services.</p> <p>https://www.iltech.org/repository/wipa</p> <p>Contact the IATP WIPA Program toll free at (800) 852-5110(voice/tty), (217) 522-7985 or email at iatp@iltech.org</p>
WorkNet Center or American Job Center	<p>Illinois WorkNet or American Job Centers, along with affiliates and community partners, provide one-stop delivery of services, connecting individuals, employers, and education and workforce partners to career planning, education and training, employment resources and tools and workforce programs. Illinois WorkNet seamlessly connects people to local and statewide in-person and online services and is open to all Illinois' citizens, employers, and education and workforce partners.</p> <p>https://www.illinoisworknet.com/</p>