

# What's Next 101: Parent Modules

## *Working with Community Agencies*

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## ODLSS

Office of DIVERSE LEARNER  
SUPPORTS + SERVICES



# Objectives



***At the end of this session you will be able to...***

- Understand the difference between the *Individuals with Disabilities Education Act (IDEA)* and the *Americans with Disabilities Act (ADA)*
- Understand how outside agencies work with schools to prepare students for life after graduation
- Understand what the Division of Rehabilitation Services (DRS) can do for your child

# What can YOU do?



- The **What Can YOU Do?** video is a campaign for disability employment development
- The campaign is sponsored by the U. S. Department of Labor's Office of Disability Employment Policy (ODEP) to promote positive employment outcomes for people with disabilities

[http://www.youtube.com/watch?feature=player\\_embedded&v=J9aHT-syZxs](http://www.youtube.com/watch?feature=player_embedded&v=J9aHT-syZxs)

# Why Community Agencies?



- Post-secondary training opportunities
- Educational outcomes
- Employment opportunities
- Residential services
- Leisure/recreational possibilities

Brooke, V., Revell, W.G., McDonough, J., & Green, H. (2013). Transition Planning and Community Resources. In Wehman, P. (Ed.). *Life beyond the classroom: Transition strategies for young people with disabilities* (5<sup>th</sup> ed.) (143-171). Baltimore, MD: Paul H. Brookes Publishing Co.





IDEA & ADA

# YOUR LEGAL RIGHTS



# THE AMERICANS WITH DISABILITIES ACT (ADA)



President George H.W. Bush  
signing the Americans with  
Disabilities Act into law in  
July 1990.

# Americans with Disabilities Act (1990)



- The ADA seeks to provide concrete standards for addressing in the areas of:
  - Title I: Employment
  - Title II: Services Provided by Public Entities (transportation, park services)
  - Title III: Services Provided by Private Entities (hotels, shops, private education)
  - Title IV: Accessible Communication (telephones, closed-captioning)
  - Title V: Miscellaneous (technical provisions, anti-retaliation or coercion)

Americans with Disabilities Act of 1990, as Amended, Pub. L. No. 110-325, § 2, 104 Stat. 328 (2008).

# Disability Under The ADA



**Disability** is defined in the ADA as:

- (A) “a physical or mental impairment that substantially limits one or more major life activities of such individual;
- (B) a record of such an impairment; or
- (C) being regarded as having such an impairment’



Americans with Disabilities Act of 1990, as Amended, Pub. L. No. 110-325, § 2, 104 Stat. 328 (2008).



# Disability Under The ADA



- The ADA defines disability generally rather than listing specific medical conditions.
- ADA's definition of major life activities examples are:

caring for

sleeping

**learning**

oneself

walking

**reading**

performing

standing

concentrating

manual tasks

lifting

thinking

seeing

bending

**communicating**

hearing

speaking

**working**

eating

breathing



# MOVING FROM IDEA TO ADA

# Differences in Coverage



## IDEA

Based on meeting the criteria for a disability, IDEA covers students from kindergarten to 12<sup>th</sup> grade (or the day before 22<sup>nd</sup> birthday)



## ADA

Covers people with a disability (physical or mental impairment) that “substantially limits one or more major life activities”

Office of Adaptive Services. IDEA vs. ADA. <http://www.fgcu.edu/adaptive/idea-ada.html>

# Starting Services and Documentation



## IDEA

- Student is evaluated upon request of parents or teachers
- The school district covers the cost of evaluation



## ADA

- Student self-identifies as having a disability
- Student must obtain & supply documentation of an evaluation by a professional in order to receive services
- If a new evaluation is needed, the student must cover the cost

It is important to note **you** as a parent must seek services for your child and ensure they receive all the services they are entitled to.

Office of Adaptive Services. IDEA vs. ADA. <http://www.fgcu.edu/adaptive/idea-ada.html>

# Education Plans



## IDEA

Development and implementation of the IEP is monitored throughout the duration of the student's education



## ADA

Student receives “reasonable accommodations” on an individual basis

Office of Adaptive Services. IDEA vs. ADA. <http://www.fgcu.edu/adaptive/idea-ada.html>

# Group Discussion



How do you think the differences in IDEA and ADA will affect your child after high school?

Do you think your child qualifies as having a disability under ADA?  
Why/why not?

Any other thoughts, questions, or concerns?



Community Agencies

# ADVOCACY, EMPLOYMENT & INDEPENDENT LIVING

# Things to know



Families and individuals with disabilities should understand the following things about an agency:

1. How services are coordinated
2. How services are provided
3. How funds are accessed for services



# Questions to ask



## **If you are looking for job support and placement, ask the following questions\*:**

1. What are the general characteristics of the program (e.g., location, program model, transportation)?
2. What are the types of jobs where other participants work?
3. How stable and supportive is job coaching staff?
4. What level of hours, pay, and benefits can my child expect?
5. How likely is my child to get a job and how long will it take to get one?
6. How satisfied were other families with the services of the provider?

\*Handout available as a resource

Brooke, V., Revell, W.G., McDonough, J., & Green, H. (2013). Transition Planning and Community Resources. In Wehman, P. (Ed.). *Life beyond the classroom: Transition strategies for young people with disabilities* (5<sup>th</sup> ed.) (143-171). Baltimore, MD: Paul H. Brookes Publishing Co.

# Access Living

- Run mostly by people with disabilities
- Assists people with disabilities in improving their advocacy & independent living skills
- Supports integration & inclusion of people with disabilities in the community
- Programs & groups empower people with disabilities regarding civil rights and healthy living



Contact: Carleda Johnson  
Independent Living Skills  
Coordinator  
115 West Chicago Avenue  
Chicago, IL 60654  
Phone: (312) 640-2159  
TTY: (312) 640-2179  
Email:  
cjohnson@accessliving.org  
Website:  
<http://www.accessliving.org>

# Center for Independent Futures



- Offers information about free governmental resources available for people with disabilities
- Assists people with disabilities with their independent living goals
- Provides family group sessions to support daily life issues

Ann Sickon, Executive Director

1015 Davis Street, Evanston, IL 60201

Phone: (847) 328-2044

Email: [center@independentfutures.com](mailto:center@independentfutures.com)

Website: <http://www.independentfutures.com>

# Easter Seals Disability Services



- Provides services for people of all ages with autism spectrum disorders
- Employment and training programs to help achieve and maintain a job
- Provides adult day services, in-home supports, and wellness programs

## Adult Vocational Program

Primary Contact: Allison Donnelly

1939 W. 13th St.

Chicago, IL 60608

Phone: (312)432-9167

Website

<http://www.easterseals.com/chicago/>



# El Valor



# el valor

1850 W. 21<sup>st</sup> St

Chicago, IL 60608

Phone: (312) 666-4511

Fax: (312) 666-6677

Website: <http://www.elvalor.org>

- Offers programs to children and youth with disabilities to enhance their development
- Supports parents and families to get involved in the educational process of their relative with disabilities
- Provides employment trainings and programs to adults with disabilities
- Provides services in both English and Spanish

# Career One Stop



**Chicago Workforce  
Center**  
**1700 W 18<sup>th</sup> Place**  
**Chicago, IL 60608**  
**312-994-8300**

- Find out about job openings
- Get help preparing for job interviews
- Get help preparing your resume
- Get information about schools and training programs
- Improve your job skills
- Learn about jobs in demand and rates of pay
- Assess your interests and skills
- Get information about employers in your community

<http://www.careeronestop.org/>

# Activity & Resources



Let's take a few minutes to talk about the variety of services available in the Chicagoland area. Many agencies will be represented at the **CPS Parent EXPO on March, 21<sup>st</sup>!**

## Resources:

- Community Agency List
- College List

## Activity:

- CPS Inventory



Center for Capacity Building on  
Minorities with Disabilities Research  
INSTITUTE ON DISABILITY AND HUMAN DEVELOPMENT



Accessing Adult Services

# THE ILLINOIS DIVISION OF REHABILITATION SERVICES (DRS)





# What is The Division of Rehabilitation Services (DRS)?



- Leading state agency serving individuals with disabilities
- Assists Illinois residents in achieving self-sufficiency, independence, and health to the maximum extent possible
- Staff work one-on-one with individuals who have disabilities and their families to empower them to reach their employment, education, and independent living goals



# Department of Human Services



## Illinois Department of Human Services (DHS)

Division of  
Mental  
Health

Division of  
Developmental  
Disabilities

Division of  
Rehabilitation  
Services (DRS)

Division of  
Family &  
Community  
Services

Division of  
Alcoholism &  
Substance  
Abuse

Bureau of  
Disability  
Determination  
Services

Bureau of Blind  
Services

Bureau of Home  
Services

Bureau of  
Field  
Services



# What services does DRS provide?

**Vocational Rehabilitation (VR) Services** - Assistance to individuals with disabilities in preparing for, finding, and maintaining quality employment

**Vocational  
Rehabilitation  
Services**

People w/ Disabilities  
can **WORK** for you!

**DRS  
SUCCESS**

# What can DRS do for your child?



## Categories of Services

- VR/Guidance
- Info & Referral
- Assessment
- Job Search Assistance
- Job Placement Assistance
- Treatment
- Job Readiness
- Transportation
- On-the-job Supports
- On-the-job Training
- Vocational Training
- Assistive Devices
- Miscellaneous Training
- College Training
- Literacy Training
- Technical Assistance
- Argumentative Skills
- Maintenance
- Interpreter Services
- Personal Attendant
- Reader Services
- Other Services



# What can a VR counselor do for your child?



## The VR counselor will:

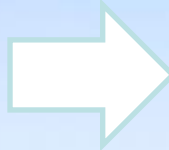
- Determine if a student is eligible for services
- Provide career guidance, counseling, and assessment to help identify a student's interests and abilities
- Work together with a student's teachers, parents or guardians, and others who can help the student plan for the future
- Coordinate employment goals with the transition plan in the Individual Education Plan (IEP)

# Working with a VR Counselor



## Decide on an employment goal

Students work with the DRS counselor and CPS teacher to determine their job interests and an employment goal.



## Develop a plan

The Individual Plan for Employment (IPE) will be developed with the DRS counselor and include services needed and how they will be provided.



## Reach the goal

The student and DRS counselor will work together to reach the final employment goal.



## Follow the plan

Student progress will be monitored by the DRS counselor.

# Who is eligible for DRS services?



- High school students in special education programs with an IEP, those who have a 504 plan and receive special accommodations in school, or students who have significant health issues may be eligible
- Eligibility requires a valid social security number



# Who is eligible for DRS?



Eligibility is considered on an individual, case-by-case basis. A student with a disability may be eligible if s/he needs assistance in the following areas:

- transitioning from high school to employment and/or postsecondary education
- preparing for and finding a job
- skill development needed to enter the workforce
- support services and/or assistive technology for college or for entering the workforce



# DRS Referral Process



## Student/Family

Student/Family requests a DRS referral



Student/Family receives DRS referral packet from school or online



Student/Family completes DRS referral packet



Student/Family returns DRS referral packet to Case Manager



## Case Manager/Service Provider

Case Manager/Service Provider submits required documents to CPS Transition Services



Case Manager/Service Provider enters referral packet information into CPS online referral form



Case Manager/Service Provider collects required referral documentation



Case Manager/Service Provider ensures full completion of referral packet



## CPS Transition Services

CPS Transition Services verifies DRS referral and receipt of documents



CPS Transition Services contacts Student/Family and collects Student's Social Security Number



CPS Transition Services submits online referral to DRS



CPS Transition Services sends required documents to DRS

# How to Apply for DRS/VR Services?



Who can refer the student with a disability to VR?

- School
- Parent/Guardian
- Student
- Anybody can ultimately refer a student for VR services
  
- Online Referral system:

<https://wr.dhs.illinois.gov/wrpublic/wr/setReferral.do>



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# How to Apply for DRS/VR Services?



The following **documentation is needed** for a referral to DRS:

- Social Security Number
- Individual Education Program (IEP) or 504 Plan paperwork
- Most recent medical, psychological, and/or social history evaluations
- High school transcript\*
- Current course schedule\*

**\* Required for students planning to attend college/pursue postsecondary education**

# How to Apply for DRS/VR Services?



- Your school will help you collect documentation and submit the completed referral packet.
- To request a referral on behalf of your son or daughter, please contact your **special education teacher** or case **manager**.
- If you would like to contact CPS transition personnel directly, please email [drsreferrals@cps.edu](mailto:drsreferrals@cps.edu)

# Contact Information



## **Chicago Public Schools**

Phone: 773-553-1851

[drsreferrals@cps.edu](mailto:drsreferrals@cps.edu)

## **Division of Rehabilitation Services**

Phone: 800-843-6154