Development of Transition Plans in the IEP

Office of Special Education and Supports
Chicago Public Schools
Transition planning is the student’s road map to life after high school...

What will the student achieve and how will he/she get there?????
### Vocabulary and acronyms we’ll use...

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>OSEP</td>
<td>Office of Special Education Programs</td>
<td>U.S Department of Education</td>
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<tr>
<td>NSTTAC</td>
<td>National Secondary Transition Technical Assistance Center</td>
<td>A national Technical Assistance and Dissemination center funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP).</td>
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<tr>
<td>ISBE</td>
<td>Illinois State Board of Education</td>
<td>Illinois’ State Education Agency</td>
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<tr>
<td>Indicator 13</td>
<td>State Performance Plan Indicator measuring school districts’ compliance on transition plans.</td>
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</tbody>
</table>
What is transition?

A results-oriented process directed toward adult outcomes that:

• Includes academic, career, and extracurricular instruction and activities delivered through a variety of formats

• Is responsive to the local context and the students’ learning and support needs

• Maintains the expectation for all students to achieve a quality of life valued within the context of their family, school, and community.

National Secondary Transition Technical Assistance Center (NSTTAC), 2010

OSES/Transition-August 1, 2012
Transition services means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation...

34CFR §300.43(a)(1)
Federal Law

(2) Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and...

34CFR §300.43(2)
Federal Law

Includes—

(i) Instruction;
(ii) Related services;
(iii) Community experiences
(iv) The development of employment and other post-school adult living objectives; and
(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34CFR §300.43(2)
Federal Law

• To the extent appropriate, with the consent of the parents or a child who has reached the age of majority...the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.” 34CFR §300.320(b)(2)
**Federal Law**

**Transition services.** Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals.
State Law

- **Transition services.** Beginning not later than the first IEP to be in effect when the child turns 14 1/2, and updated annually thereafter, the IEP shall include:

  1) appropriate, measurable, postsecondary goals based upon age-appropriate assessments related to employment, education or training, and, as needed, independent living;

  2) the transition services that are needed to assist the child in reaching those goals, including courses of study and any other needed services to be provided by entities other than the school district; and

  3) any additional requirements set forth in Section 14-8.03 of the School Code [105 ILCS 5/14-8.03].

23 IAC 226.230(c)
When do I include a transition plan?

- No later than the first IEP to be in effect when the child turns 14 ½.
  - For example, if the child is 13 years, 7 months at the time of the annual review, a transition plan is developed because he will reach 14 ½ before the time of the next annual review.

  and/or

- During the child’s 8th grade year, before matriculation to high school.
  - If the child is in 8th grade and does not have a transition plan, the IEP team must convene to address this document in accordance with the established timeline.
Student participation/ Self-determination

• The public agency shall invite a child with a disability to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals... 34CFR 300.321(b)(1)

• If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child’s preferences and interests are considered. 34CFR 300.321(b)(2)
Student participation/ Self-determination

• Transition planning is about the student’s movement to post-school life.

• The student is invited to be part of the team no later than the first IEP for which a transition plan in included.

• The student may need preparation and practice in advance of the meeting.

• The needs and desires of the student and his/her family drive the planning.
How is a transition plan constructed?

Post School Outcomes

- Coordinated Set of Activities
- Measurable Annual Goals
- Course of Study

Age appropriate assessments

Student interests and desires

Family input and needs

OSES/Transition-August 1, 2012
How is a transition plan constructed?

Age appropriate assessments

OSES/Transition-August 1, 2012
Age-Appropriate Assessments

• Are conducted **annually** to form the basis of a transition plan.

• Each year, the transition assessments should be revisited in a more specific manner, targeting the student’s development. For a student close to age 14 1/2, a career exploration measure or interest inventory is typically satisfactory. For an older student, a vocational skills assessment is more appropriate.
Age-Appropriate Assessments

**Informal Measures**
- Interviews or questionnaires
- Direct observations
- Anecdotal records
- Environmental or situational analysis
- Curriculum-based assessments
- Interest inventories
- Preference assessments, and
- Transition planning inventories

**Formal Measures**
- Adaptive behavior and independent living assessments
- Aptitude tests
- Interest assessments
- Intelligence tests
- Achievement tests
- Personality or preference tests
- Career development measures
- On the job or training evaluations
- Measures of self-determination
Age-Appropriate Assessments

- Generally fall into 6 major categories:
  - Academic Assessments
  - Psychological Assessments
  - Vocational Interests; Career Exploration and Development Tools
  - Job Skills and Aptitudes
  - Self-Determination Measures
  - Adaptive Behavior and Independent Living
### Age-Appropriate Assessments related to Employment

<table>
<thead>
<tr>
<th>Vocational Interests; Career Exploration and Development Tools</th>
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<tbody>
<tr>
<td>What’s Next Illinois</td>
</tr>
<tr>
<td>Career Exploration Inventory</td>
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<tr>
<td>O*Net Career Interest Inventory</td>
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<tr>
<td>IDES CIS Junior Career Interest Inventory</td>
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<tr>
<td>Careers for Me interest Inventory series</td>
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<tr>
<td>Pictorial Inventory of Careers</td>
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<tr>
<td>Reading Free Vocational Interest Inventory 2(RFVII-2)</td>
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<tr>
<td>Plan/Explore Interest Inventories</td>
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<td>iTransition</td>
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<tr>
<td>Personal Preference Indicators</td>
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<tr>
<td>Parent/Student Interviews &amp; Questionnaires</td>
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<tr>
<td>Direct Observation/Situational Assessment</td>
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<tr>
<td>Environmental Analysis/Ecological Assessment</td>
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<tr>
<td>And many others</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Job Skills and Aptitudes</th>
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<tbody>
<tr>
<td>Armed Services Vocational Aptitude Battery (ASVAB)</td>
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<tr>
<td>Brigance Life Skills/Employability Skills Inventories</td>
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<tr>
<td>The Career Key</td>
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<tr>
<td>Test of Adult Basic Education (TABE)</td>
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<tr>
<td>Work Keys</td>
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<tr>
<td>Beery Test of Visual Motor Integration</td>
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<tr>
<td>Goldman-Fristoe Test of Articulation</td>
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<tr>
<td>Direct Observation/Situational Assessment</td>
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<tr>
<td>Environmental Analysis/Ecological Assessment</td>
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<tr>
<td>Social Work, Speech, OT, PT, Vision, Hearing, Nursing, Assistive Technology Assessments and Evaluations</td>
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<tr>
<td>Supports Intensity Scale</td>
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<tr>
<td>On the job or job training evaluations</td>
</tr>
<tr>
<td>And many others</td>
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</tbody>
</table>
# Age-Appropriate Assessments related to Education and/or Training

## Psychological
- Woodcock Johnson III Complete Battery
- Woodcock Diagnostic Reading Battery
- Woodcock Language Proficiency Battery Revised (WLP-R)
- Woodcock Reading Mastery Tests- Revised (WRMT-RNU)
- Wide Range Achievement Test (WRAT)
- Wechsler Intelligence Scale for Children (WISC III)
- Weschler Adult Intelligence Scale (WAIS III)
- Peabody Picture Vocabulary Test III (PPVT- III)
- Key Math-Revised-Normative Update (Key Math R-NU)
- Kaufman Test of Educational Achievement-Normative Update (KTEA-NU)
- And many others

## Academic/Related Services
- Illinois Standard Achievement Test (ISAT)
- Illinois Alternate Assessment (IAA)
- Prairie State Achievement Examination (PSAE)
- PSAT
- SAT
- Scantron Performance Series
- Explore
- Plan
- NWEA
- Social Work, Speech, OT, PT, Vision, Hearing, Nursing, Assistive Technology Assessments and Evaluations
- And many others

OSES/Transition-August 1, 2012
### Age-Appropriate Assessments related to Independent Living Skills

#### Adaptive Behavior and Independent Living
- Ansell-Casey Life Skills (ACLSA)
- Behavioral Assessment System for Children (BASC)
- Brigance Employability/Life Skills Inventories
- Brigance Transition Skills Inventory
- Myers-Briggs Type Indicator
- Vineland Adaptive Behavior Scales
- Transition Planning Inventory
- Hawthorne Adaptive Behavior Scale
- Endearle Severson Transition Rating Scales
- Parent/Student Interviews & Questionnaires
- Direct Observation/Situational Assessment
- Environmental Analysis/Ecological Assessment
- Social Work, Speech, OT, PT, Vision, Hearing, Nursing, Assistive Technology Assessments and Evaluations
- Supports Intensity Scale
- AAMR Adaptive Behavior Scales
- Personal Preference Indicators
- And many others

#### Self-Determination Measures
- The Arc’s Self-Determination Scale (Adolescent Version)
- AIR Self Determination Scale
- Field and Hoffman Self-Determination Assessment Battery
- Choicemaker Self Determination Assessment
- And many others

**OSES/Transition-August 1, 2012**
Age-Appropriate Assessments
Free assessments available online or as downloads.

What’s Next Illinois?
• Tool used by CPS
  • [https://secure.whatsnextillinois.org/Default.aspx](https://secure.whatsnextillinois.org/Default.aspx)

Casey Life Skills
• Leveled, available in Spanish/French
• Supplements for pregnancy, homelessness, LGBTQ
• Rating scale- can be taken by student, caregiver, teachers
  • [http://www.caseylifeskills.org/index.htm](http://www.caseylifeskills.org/index.htm)

IL Department of Employment Security- CIS Junior
• Career Interest Inventory with simple text, rating scale
• Easy to supplement with visuals or read aloud
• “Reality Check” module for building knowledge independent living skills

Drive of Your Life
• Online career exploration game that helps middle-school and high school students learn more about themselves, higher education and careers. Developed in Indiana.

iTransition
• Designed for deaf and hard of hearing students
• Can also be used with other students (skip D/HH questions)
• Good visual supports
  • [http://itransition.pepnet.org/gatesDeparture.asp](http://itransition.pepnet.org/gatesDeparture.asp)

Self Determination and Preference Indicator Assessments
• Free and available for download at [http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html) and [http://www.ou.edu/content/education/centers-and-partnerships/zarrow/preference-indicators.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/preference-indicators.html)
• Other transition education materials available.
Age-Appropriate Assessments
Free tools available online or as downloads.

➢ The Career Index
  • Research occupations, salaries, job trends, requisite skills, education requirements, related jobs and more.
  • Includes age-appropriate closed-captioned career videos
  • www.thecareerindex.com

➢ National Collaborative on Workforce and Disability Assessment Guide
  • Comprehensive manual on assessment
  • Intended for Professionals Serving Youth with Educational And Career Development Challenges

➢ National Secondary Transition Technical Assistance Center Transition Assessment Toolkit
  • Comprehensive manual and printable tool to analyze what assessments are available at a school and find more resources
  • http://www.nsttac.org/products_and_resources/Tag.pdf

➢ Transition Coalition
  • Provides online information, support, and professional development on topics related to the transition from school to adult life for youth with disabilities.
  • http://transitioncoalition.org/transition/index.php

➢ ISBE Total Project Training Videos
  • Series of multimedia training modules includes nine individual modules focused on research-based, best practices in transition planning and services for youth with disabilities.
  • http://www.isbe.state.il.us/spec-ed/html/transition_video.htm
How is a transition plan constructed?

Post School Outcomes

Measurable Annual Goals
Post-secondary Outcomes

- Measurable statements of what the student will achieve after leaving high school.

Measurable Annual Goals

- What will be worked on this year to help build the student’s skills in achieving the post secondary outcome.

- Post = AFTER
- Secondary = HIGH SCHOOL
- Annual = EACH YEAR
Post-Secondary Outcomes

• Relevant law requires that at least two post-secondary outcomes be developed:

  Employment

  Post-secondary outcomes for employment are always developed.  REQUIRED

  Education AND/OR training

  One of these two areas must be addressed.  For certain students, one of these areas may be N/A.  REQUIRED

  Independent living skills

  Objectives are developed if age appropriate assessments and the student’s team identify a need.  AS NEEDED
Post-Secondary Outcomes

• If a postsecondary outcome is stated in a manner that can be counted as occurring or not occurring, it is a measurable postsecondary outcome.

• It is an outcome that occurs after the person has left high school, not a process that occurs after a student leaves school.

• Statements that indicate what a student “will” do rather than “plans” or “hopes to” do, indicate measurable postsecondary outcomes.

National Secondary Transition Technical Assistance Center (NSTTAC) FAQs

OSES/Transition-August 1, 2012
Post-Secondary Outcomes

Non-measurable

• Edwin needs to be made aware of job opportunities and should be directed to either finding a part-time job or volunteering in a field that may be of interest to him.

• Mileah would like to go to college.

• Tristian will be able to know that his community center has sports teams he can join.

Measurable

• Upon graduating from high school, Edwin will obtain a full-time job in a field of interest.

• After completing high school, Mileah will attend a two-year vocational training program in culinary arts.

• After exiting high-school, Tristan will participate in an community-center adaptive sports program two days per week.

OSES/Transition-August 1, 2012
Post-Secondary Outcomes - NSTTAC FAQ

If the outcomes is stated as a measurable outcome that occurs after students have left the LEA (local district), I’m concerned about liability issues when students don’t meet those stated outcomes after school?

• IDEA 2004 does not require that LEAs are held accountable for the attainment of postsecondary outcomes.

• The stated measurable postsecondary outcomes are required components of transition planning.

• There are numerous mediating factors that positively or negatively affect an adult’s acquisition of outcomes, for which a school could not be held accountable.

• The purpose of the legislation and this indicator is that a student’s education program support their goals beyond secondary school.

National Secondary Transition Technical Assistance Center (NSTTAC) FAQs

OSES/Transition-August 1, 2012
How is a transition plan constructed?

- **Post School Outcomes**
- **Measurable Annual Goals**

OSES/Transition August 1, 2012
Measurable Annual Goals

- For each area where a post-secondary outcome is identified, a measurable, annual IEP goal and benchmarks must be developed.

- What will be worked on this year to help build the student’s skills in achieving the post school outcome?

An academic goal can be a transition goal, IF it is relevant to the student’s post-secondary outcome in the transition plan.

At times, transition goals will stand-alone, separate from the student’s other academic goals.
How is a transition plan constructed?

Course of Study
Course of Study

• The **planned course of study** in the transition plan reflects the expected courses the student will take to achieve the post-secondary outcomes.

• **ALL credit requirements should be projected over ALL YEARS of high schools, and extended age, as needed.**

• The team’s recommendations of what courses support the student meeting his/her outcomes should be reflected.

• 8th grade team should make the best attempt to talk with their neighborhood high schools to project a course sequence for the student at the time the IEP is developed. This is a projection and recommendation— it will become more specific once the student’s IEP is developed at the high school level.
How is a transition plan constructed?

Coordinated Set of Activities
Coordinated Set of Activities

These delineate **who will do what this year** to assist the student in achieving the annual goals as related to the post-secondary outcomes.

Per ISBE’s rubric, for each postsecondary outcome:

1) There should be at least one transition service listed that corresponds or connects to each postsecondary outcome; and,

2) The student’s IEP should document transition services that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school; and,

3) Transition services include academic and functional activities, supports and services
Coordinated Set of Activities

• Who will do what this year to work toward achieving the post-secondary outcomes?
  
  • The special and general education teachers will use task analyses to assess the student’s life skill competencies.
  
  • The social worker will collaborate with the student’s family to initiate a referral to DRS. (IF the child is receiving this related service, and the team determines it is necessary).
  
  • The occupational therapist will continue to provide services, with a focus on the student’s needs in performing vocational tasks.
  
  • The student’s family will take him on three college visits during the current school year.
Outside Agencies

• If appropriate, a **representative of a participating agency** that is likely to be responsible for providing or paying for transition services should be invited to the IEP Team meeting with the prior consent of the parent (or student who has reached the age of majority).

• Documentation of parental consent to invite an outside agency should be maintained. The conference notification should reflect this invitation as well.

• If it is too early to determine if the student will need outside agency involvement, the IEP can reflect that this is not applicable at the time.
Who might be invited?

- Department of Human Services- Division of Developmental Disabilities
- Department of Human Services- Division of Rehabilitation Services
- Disability Services Coordinator from a local college
- Military Recruiter/Representative
- Community Program Representative
Department of Human Services-
Division of Developmental Disabilities

Possible services include:
- **In-Home Supports** to help individuals live more independently.
- **Respite Care** to provide temporary relief to caregivers.
- **Job Coaches** to help you succeed in the workplace.
- **Residential Living Arrangements** to provide individuals with the security and care needed.
- **Adaptive Equipment** to make individuals more independent.
- **Other Supports** to improve an individual’s quality of life.

For students likely to need these services, it is important to create this linkage early. Waiting lists for these services after high school are long, and it can take several years for funding to be allocated.
Connection with PAS Agency

Is required for all individuals with developmental disabilities seeking funding for home-based, day, and/or residential programs.

Planning should begin no later than the first Transition Plan IEP due to the complexity of the state’s funding situation. Families are encouraged to start planning earlier.

Placement on PUNS list and discussion of services needed

PAS assessment leads to placement on the PUNS list, the state’s database of unmet service needs. Yearly updates are required.

PUNS stands for Priority Utilization of Needed Services.

This must be completed before any adult services can be offered to individuals with developmental disabilities.

Families may need to consider Social Security, Medicaid, Guardianship, Special Needs Trusts.

Funding for services through Medicaid Waiver

PUNS selections are based upon funding availability and ability to fill program vacancies.

The selection criteria include length of time on database, urgency of need and geographic area of the state.

Selection of services

Through linkage with local agencies, service plans are designed, allowing individuals to obtain the supports they require.

Individuals selected from the database will receive a letter directly from the Department of Human Services inviting them to apply for services.

Please Note: Enrolling in PUNS does not confirm an individual is eligible for services nor guarantee that services will be provided. It does ensure that the IDHS’ Division of Developmental Disabilities knows about an individual’s need for services. Families are encouraged to map out multiple post-high school options.

Developmental Disability typically refers to individuals with a Full Scale IQ below 70, Cerebral Palsy, or Autism.
Parents must contact their local coordination agency (PAS Agency)

North of Roosevelt Road
Community Alternatives Unlimited
8765 W Higgins Rd, 3rd Floor
Chicago, IL 60631
Phone: (773) 867-4000
TTY: (773) 867-4168
Website: http://www.cau.org

South of Roosevelt Road
Community Service Options
6845 S Western Ave
Chicago, IL 60636
Phone: (888) 276-4467
TTY: (773) 884-1002
Fax: (773) 838-9362
Website: http://www.cso1.org

Call the DHS Helpline: 1-888-DD-PLANS or 1-866-376-8446 (TTY)
Website: www.dhs.state.il.us

Resources:
• Guidebook of Laws and Programs for People with Disabilities, Chapter 11, Section 2.
• Building Bridges to the Future manual and the Arc of Illinois Family Manual are available for download at www.cpssspecialeducation.org, under Supports and Services → Transition Services → Documents.
Department of Human Services  
Division of Rehabilitation Services

Who gets connected?  
A student whose disability causes problems in preparing for, finding, or keeping a job.

• DRS helps individuals with disabilities find a job or get ready to go to work. They also make sure that people have the supports they need to stay on the job.

• A referral should be made to DRS especially in the following situations:
  – there is a need for assistance transitioning to employment
    OR
  – a student needs additional skill development after high school to succeed in the work force.

• Work Incentive Planning and Assistance Programs help people who receive SSDI/SSI benefits understand how working will affect their benefits.
<table>
<thead>
<tr>
<th>Office Name</th>
<th>Address</th>
<th>Phone</th>
<th>TTY</th>
<th>Fax</th>
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</thead>
<tbody>
<tr>
<td><strong>Arlington Heights DRS Office</strong></td>
<td>Rehabilitation Services 715 W Algonquin Rd Arlington Heights, IL 60005</td>
<td>(847) 758-3483</td>
<td>(888) 614.5-2380</td>
<td>(847) 758-3473</td>
</tr>
<tr>
<td><strong>Avalon Park DRS Office</strong></td>
<td>Rehabilitation Services 8840 S Stony Island Ave Chicago, IL 60617</td>
<td>(773) 768-6700</td>
<td>(888) 261-8562</td>
<td>(773) 768-0467</td>
</tr>
<tr>
<td><strong>Chicago Heights DRS Office</strong></td>
<td>Rehabilitation Services 1010 Dixie Hwy Chicago Heights, IL 60411</td>
<td>(708) 709-3333</td>
<td>(888) 472-0943</td>
<td>(708) 709-3328</td>
</tr>
<tr>
<td><strong>Ford City DRS Office</strong></td>
<td>Rehabilitation Services 7600 S Pulaski Rd Chicago, IL 60652</td>
<td>(773) 838-5745</td>
<td>(888) 261-8570</td>
<td>(773) 838-5748</td>
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<tr>
<td><strong>Hiawatha DRS Office</strong></td>
<td>Rehabilitation Services 6200 N Hiawatha Ave Chicago, IL 60646</td>
<td>(773) 794-4800</td>
<td>(888) 440-8997</td>
<td>(773) 794-4833</td>
</tr>
<tr>
<td><strong>ICRE Wood DRS Office</strong></td>
<td>Rehabilitation Services 1151 S Wood St Chicago, IL 60612</td>
<td>(312) 633-3570</td>
<td>(888) 261-7913</td>
<td>(312) 633-3575</td>
</tr>
<tr>
<td><strong>Illinois Institute of Technology DRS Office</strong></td>
<td>Rehabilitation Services 10 W 35th St Chicago, IL 60616</td>
<td>(312) 328-2900</td>
<td>(888) 261-7925</td>
<td>(312) 328-2940</td>
</tr>
<tr>
<td><strong>Humboldt Park DRS Office</strong></td>
<td>Rehabilitation Services 2753 W North Ave, 3rd floor Chicago, IL 60647</td>
<td>(773) 292-4400</td>
<td>(888) 261-2824</td>
<td>(773) 292-4432</td>
</tr>
<tr>
<td><strong>North Pulaski DRS Office</strong></td>
<td>Rehabilitation Services 743 N Pulaski Rd Chicago, IL 60624</td>
<td>(773) 638-3070</td>
<td>(888) 340-0897</td>
<td>(773) 638-3079</td>
</tr>
<tr>
<td><strong>South Pulaski DRS Office</strong></td>
<td>Rehabilitation Services 8600 S Pulaski Rd Chicago, IL 60652</td>
<td>(773) 838-5660</td>
<td>(888) 440-8982</td>
<td>(773) 838-5693</td>
</tr>
<tr>
<td><strong>Wrightwood DRS Office</strong></td>
<td>Rehabilitation Services 8620 S. Pulaski Rd Chicago, IL 60652</td>
<td>(773) 838-5070</td>
<td>None yet</td>
<td>(773) 838-5087</td>
</tr>
</tbody>
</table>

Call DRS Toll-free:
1-800-843-6154 (Voice)
1-800-447-6404 (TTY)

Office Locator
www.dhs.state.il.us/officeLocator/

Client Assistance Program
1-800-641-3929 (Voice)
1-888-460-5111 (TTY)
dhs.cap@illinois.gov

OSES/Transition-August 1, 2012
Other Useful Transition Websites

- **Going to College**
  - Website with information about living college life designed for high school students with disabilities. The site provides video clips, activities, and resources that can help them get a head start in planning for college. It’s designed for high school students and provides video clips, activities and additional resources that can help students get a head start in planning for college.

- **I’m Determined**
  - Website with resources and materials for instruction in self-determination skills
  - Virginia Department of Education Self-Determination Project
  - [http://www.imdetermined.org/](http://www.imdetermined.org/)

- **Think College**
  - A initiative focusing on college options for people with intellectual disabilities.
  - Developed by the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.
  - [http://www.thinkcollege.net/](http://www.thinkcollege.net/)

- **The Youthhood (developed by the National Center on Secondary Education and Transition)**
  - Transition information for students and parents/teachers
  - [www.youthhood.org](http://www.youthhood.org)
Wrap-up

• Feedback?
• Questions?
• Concerns?
Contact Information

• Jillian Andrade, Transition Specialist (North/Northwest Side)
  – jandrade22@cps.edu

• Adam King, Transition Specialist (South Side)
  – awking@cps.edu

• Mike Nickson, Transition Specialist (Far South Side)
  – mdnickson@cps.edu

• Christine Turner, Transition Specialist (West Side)
  – cturner16@cps.edu

• Nathan Neely, Travel Training Coordinator
  – nlneely@cps.edu

• Allison Donnelly, Transition Manager
  – aldonnelly@cps.edu