

ACA

..... stands for

Another Confusing Acronym

D.H.S. / D.R.S. / PRE-E.T.S

What does it all mean?
How does it affect me?

ILLINOIS DEPARTMENT OF HUMAN SERVICES



- Illinois created IDHS in 1997, to provide our state's residents with streamlined access to integrated services, especially those who are striving to move from welfare to work and economic independence, and others who face multiple challenges to self-sufficiency.

ILLINOIS DEPARTMENT OF HUMAN SERVICES



- Created to:
Help families provide for their basic needs.

Medical Insurance

Food Stamps (SNAP, Link, EBT)

Childcare



ILLINOIS DEPARTMENT OF HUMAN SERVICES



Is Empathy the only reason the State of Illinois created DHS and uses both Federal and State Tax Dollars to support those in need?

NO!

The Economics make sense! It comes down to Tax Dollars. By helping folks live and work independently, they are more likely to become tax payers.



- DHS is funded by both state and federal dollars. Currently Illinois budgets over \$50 Billion to provide services.
- The issue for the agencies is not the money but how to get it in the hands of those who qualify.

STATE OF ILLINOIS

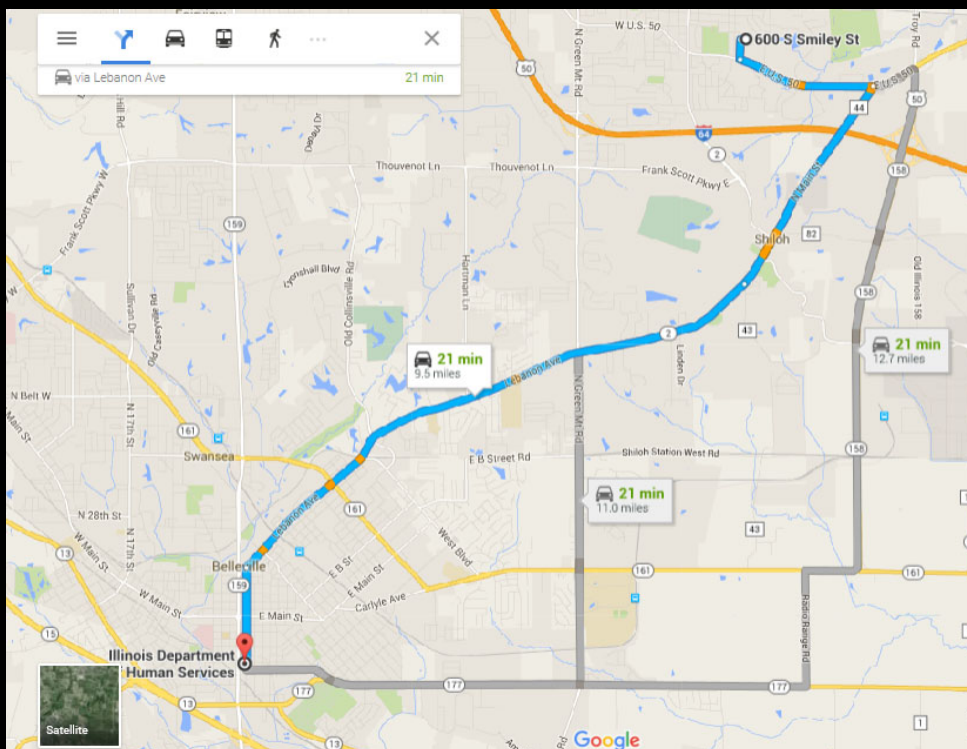


ILLINOIS DHS - DIVISION OF REHABILITATION SERVICES (DRS)



D.R.S. is a division of DHS.

DHS's **Division of Rehabilitation Services** 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.



Our closest DHS – DRS Office is in Belleville
601 S. High Street



WHO ARE THE PEOPLE WITH DISABILITIES – THEY SERVE?

**NOT JUST
PEOPLE WITH
DOWN
SYNDROME
OR AUTISM!**





WHO ARE THE PEOPLE WITH DISABILITIES – THEY SERVE?



**NOT JUST
PEOPLE IN
WHEEL-
CHAIRS!**



WHO ARE THE PEOPLE WITH DISABILITIES – THEY SERVE?

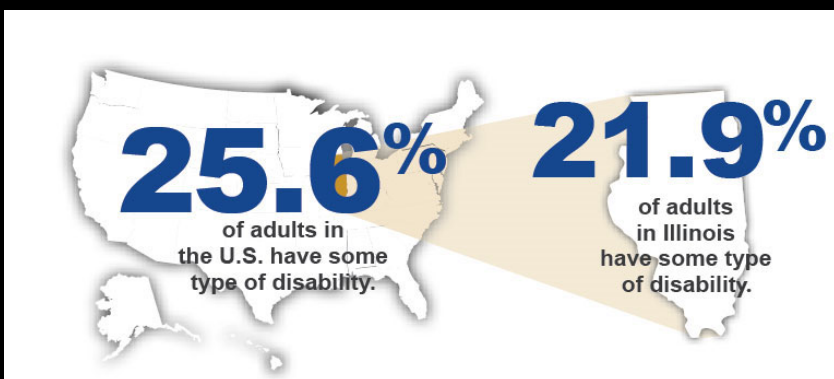


**NOT JUST
PEOPLE WHO
ARE DEAF OR
BLIND!**



WHO IS A PERSON WITH A DISABILITY?

The (ADA) American's with Disabilities' Act Is a Federal Law that defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. This only includes people who have a record of such an impairment.



O FALLON HIGH SCHOOL (9 - 12)
O FALLON TWP HSD 203

Demographic	2024	2023	2022	2021	2020	2019
w/ Disabilities	378	366	539	511	491	453

Essentially, do you have a medical or school diagnosis of a disability (**504 or IEP**)?

- Medical Disability (Diabetes, Anxiety, Depression, ADHD)
- Learning (Math, Reading, Writing, ADHD)
- Physical (Spina bifida, 1-Arm)

If so, you would also qualify as being a person with a disability.

#1 GOAL OF DEPARTMENT OF REHABILITATION



Employment: Ages 21 - 64

This summary lists employment rates by state of non-institutionalized working-age (ages 21 to 64) people with disabilities using data from the 2013 American Community Survey (ACS). The employment rate in the US for this population was 34.5% for people with disabilities and 76.8% for people without disabilities.

Location	People with Disabilities 2013	People without Disabilities 2013	Location	People with Disabilities 2013	People without Disabilities 2013
Alabama	27.2	73.3	Montana	36.0	77.5
Alaska	50.8	79.0	Nebraska	45.9	84.4
Arizona	33.5	73.2	Nevada	41.1	74.8
Arkansas	28.0	75.3	New Hampshire	40.5	82.1
California	32.8	73.8	New Jersey	37.5	77.1
Colorado	42.7	79.7	New Mexico	35.6	71.9
Connecticut	41.7	78.7	New York	32.6	75.9
Delaware	36.1	76.3	North Carolina	31.4	76.4
District of Columbia	32.8	76.9	North Dakota	56.0	85.5
Florida	30.8	74.6	Ohio	33.9	78.0
Georgia	32.4	74.7	Oklahoma	37.0	77.8
Hawaii	42.2	79.4	Oregon	35.3	75.7
Idaho	37.6	77.3	Pennsylvania	33.6	78.0
Illinois	37.0	77.4	Puerto Rico	22.5	56.3
Indiana	35.1	78.3	Rhode Island	34.6	79.5
Iowa	43.8	83.4	South Carolina	31.5	75.1
Kansas	42.3	81.1	South Dakota	49.1	84.6
Kentucky	27.6	75.2	Tennessee	30.2	76.3
Louisiana	31.9	75.0	Texas	38.8	77.1
Maine	32.1	81.0	Utah	42.2	77.5
Maryland	41.2	81.0	Vermont	34.6	82.1
Massachusetts	34.6	80.6	Virginia	36.8	79.7
Michigan	30.4	75.3	Washington	37.5	77.1
Minnesota	44.0	83.8	West Virginia	25.3	73.9
Mississippi	26.7	73.2	Wisconsin	41.7	81.7
Missouri	32.4	79.0	Wyoming	51.4	81.9

GET INDIVIDUALS WITH DISABILITIES WORKING – Vocational Rehabilitation (VR)

TO GET CLIENTS WORKING, DRS BELIEVES:

1. Obtaining a High School Education is Important.
2. They must promote and teach Self-Advocacy.
3. They must support some working experience.
4. They must provide assistance to obtain additional training or education after high school.
5. The skills necessary to work and live independently can be learned.

Goals

Independence

- **Goal:** Provide services that will enable DRS customers to achieve the highest level of independence
- **Key indicators:** The number of persons moved out of nursing homes, the number of persons prevented from nursing home placement, the number of persons successfully completing independent living training and the number of persons receiving services through independent living centers.

Productivity

- **Goal:** Achieve a high level of productivity by efficiently serving eligible customers and helping them attain successful outcomes
- **Key indicators:** The number of persons employed in competitive jobs, the number of students entering employment after leaving high school, and a composite index that measures the productivity of VR counselors.

Job Quality

- **Goal:** Increase the quality of jobs obtained by VR program customers
- **Key indicators:** The average hourly wage earned and average hours worked per week by customers who become employed through the VR program, as well as the percentage of those workers who receive medical insurance from their employers.

Service Quality

- **Goal:** Continually improve the quality of services provided by DRS in all program areas
- **Key indicators:** A quality assurance index, the percentage of VR cases meeting RSA timeliness requirements, and the percentage of HSP cases with timely redeterminations.

Customer and Staff Experience

- **Goal:** Create a work environment that results in a positive experience for customers and staff.
- **Key indicators:** Survey measures of customer, employer and provider satisfaction, as well as a staff morale survey.

DRS currently serve about 20,000 graduating Illinois High School Seniors each year through contracts with schools!

OTHS has a contract with DHS-DRS. We have expanded our program to try to connect as many students with DRS as we can.

It is estimated that only 1/5 eligible students are getting served in Illinois.

OTHERS' CURRENT VOCATIONAL REHABILITATION COUNSELOR

TRACY WILLIAMS – From Belleville Office

Belleville DRS Office
Rehabilitation Services
601 South High Street
Belleville, IL 62220
Phone: (618) 235-5300
TTY: (888) 460-5133
Fax: (618) 235-5163

She can be reached at: (618) 235-5721.

WHY IS A PERSON AT OTHS CONTACTING YOU ABOUT THIS?



1. We want to provide Pre-Employment Transition Services and are required by law (IDEA & WIOA).
2. DRS has funding available to schools to provide these Transition Services. For those funds, our requirement is to direct families to services available to them.
3. By connecting Students with DRS now, they are less likely to fall through the cracks and not get support afforded to them after high school.
4. We want our students better prepared for employment, education, and independence in adult life.

WHAT IS PRE-ETS AT OTHS?

PRE-EMPLOYMENT TRANSITION SERVICES

- Assist students in developing desirable work habits, and realistic career goals!
- Provide an opportunity for students to explore careers.
- Offer meaningful work experience through on-the-job school credit.
- Encourage students to develop social and personal skills needed to maintain employment.
- We, promote the Goals of DRS to students enrolled in the program.





WHAT DOES PRE-ETS LOOK LIKE AT O'FALLON TOWNSHIP HS?

- **At OTHS, in partnership with DHS-DRS, we offer a Special Education Cooperative Education Program that helps students with disabilities:**
 - Explore career interests through job exploration counseling
 - Gain real-world experience through work-based learning opportunities
 - Develop skills for postsecondary education by learning about college programs, training options, and support services
 - Build workplace readiness by practicing job interview techniques, creating resumes, and understanding employer expectations
 - Strengthen self-advocacy skills by learning about individual rights, responsibilities, and how to request accommodations
 - Demonstrate employability skills in real and simulated work environments
 - Learn how to write resumes, apply for jobs, and use online tools for applying or looking for employment.
 - Understand the challenges of independent living as young adults
 - Develop a personal career and life plan tailored to their strengths and goals

How is it done?

SPECIAL EDUCATION DEPARTMENT

Brandon Joggerst, Department Chairperson

be formatted to enhance the student's knowledge and application of these software programs. *B115*

TECHNOLOGY ESSENTIALS

1 Semester 1/2 credit
Open to freshmen only
Prerequisite: None

This course is designed to develop and enhance the abilities to key by touch, proofread, correct errors, and format a variety of documents used throughout the OTHS curriculum. Students enrolled in Technology Essentials will obtain necessary skills related to the daily use of technology in education. Students will also learn about media literacy and learn the skills needed to access, analyze, and evaluate all forms of communication. They will learn to properly utilize the OTHS student data drive, develop important file management skills, format documents in Microsoft Word utilizing features in Word and develop the ability to organize work and meet deadlines. *B100*

PERSONAL FINANCE

1 Semester 1/2 credit
Open to juniors and seniors
Prerequisite: None

This course is designed to familiarize students to their role as consumers in the free enterprise system. This course will teach students how to manage their personal resources by making informed choices as consumers in the marketplace. Specific consumer problems that students will encounter during both their school years and adult lives will be discussed. The abilities to make personal financial decisions in the areas of budgeting, record keeping, insurance, credit, investing, and financial institutions and services will be emphasized in the learning activities.

COOPERATIVE OCCUPATIONAL EDUCATION

Full Year 1/2 credit per semester
Open to seniors
Prerequisite: None

This class provides students the opportunity to participate in work-related classroom instruction. Students will become aware of their present and future role as a worker in today's society. Illinois Learning Standards are included throughout the course. The course will explore the requirements to be employed in today's work world, including resume writing, job interviewing, and the skills to maintain successful employment. Students will develop self-reflection, critical thinking, reading, writing, and communication skills throughout the course. Those skills will better allow students to be informed decision makers, make economic choices, improve vocational skills, and

plan for their future. Second semester instruction will focus on the skills required for young adults to live independently and will require students to successfully develop a post-secondary plan. To be eligible to take the additional Cooperative Occupational Experience course, students must be enrolled in this Cooperative Occupational Education course.

COOPERATIVE OCCUPATIONAL EXPERIENCE

2 Semesters 1 credit per semester
Open to seniors
Prerequisite: None

Students who enroll in the Work Experience Course must also be enrolled in the Cooperative Occupation Education course. This class allows students to be released from school to receive their cooperative education work experience at a job. The classroom is each student's job site. This course provides credit for students who are getting on-the-job experience in the working world. Written training agreements are developed and maintained by the course coordinator. The coordinator, student, and employer must assume compliance with federal, state, and local laws and regulations in the job setting. Students are required to work, on average, a minimum of ten hours per week but no more than 35 and provide proof of hours worked. While the instructor can direct students towards open positions, the student is ultimately responsible for obtaining work placement. Students are also required to maintain employment for the entirety of the semester. Failure to obtain employment or employment termination, can result in removal from the class. The Illinois Learning Standards are applied throughout the course.

SPECIAL COURSE OFFERINGS

RSS 9, RSS 10, RSS 11, RSS 12

(Resource Study Skills)
1 or 2 Semesters 1/2 credit per semester
Open to all levels
Prerequisite: None

RSS is a one-semester elective credit class split up by grade level (usually taken a full year at a time). Curriculum differs depending on grade level and is specific to the needs of that age group. (Ex. Junior RSS focuses on ACT test preparation). Further daily instruction focuses on basic study skills that students need for academic success. Students learn about note taking, textbook reading, goal setting, test taking and other study skills appropriate to grade level material. A large amount of class time is also devoted to completing homework, preparing for tests, and individual and group tutoring. Frequent contact is made with parents and with students' academic teachers to foster responsibility and academic success.



COOPERATIVE EDUCATION COURSE DESCRIPTION

WORK PLACEMENT FOR CO-OP WORK EXPERIENCE

- The instructors do their best to help students secure competitive employment or find a location to volunteer for work experience. However, it will require participation, effort, and a great attitude about the job searching process. All students will have until the last day of August to secure employment on their own or may need to drop the work experience portion of the course. While, the Co-Op teacher will assist and help, the student is ultimately responsible for obtaining work placement.



WHY WOULD YOU BE INTERESTED IN OPENING A CASE WITH DRS?

- **When a student with a case open graduates high school, the DRS office can provide on-going support to you as an adult in the form of vocational training services, and money for training or college.**

DRS is paying for college (Up to 2 years of schooling, books, and fees), if you qualify. (Community College Initiative - <https://www.dhs.state.il.us/page.aspx?item=52046>)

- Have a DRS case opened.
- Have a 2.0 GPA
- Enroll and attend College or Vocational School

#1 Reason Students Open a Case, even if you don't take Co-Op your Senior Year.

