

1 and funding sources provided within the community for
2 secondary and post-secondary aged youth with disabilities
3 and their families as well as the development of
4 strategies to address unmet needs;

5 (2) facilitate the development of transition
6 interagency teams to address present and future
7 transition needs of individual students on their
8 individual education plans;

9 (3) develop a mission statement that emphasizes the
10 goals of integration and participation in all aspects of
11 community life for persons with disabilities;

12 (4) provide for the exchange of information such as
13 appropriate data, effectiveness studies, special
14 projects, exemplary programs, and creative funding of
15 programs;

16 (5) develop consumer in-service and awareness
17 training programs in the local community; and

18 (6) assist in staff training for individual
19 transition planning and student transition needs
20 assessment.

21 (b) Each Transition Planning Committee shall select a
22 chair from among its members who shall serve for a term of
23 one year. Each committee shall meet at least quarterly, or
24 at such other times at the call of the chair.

25 (c) Each Transition Planning Committee shall annually
26 prepare and submit to the Interagency Coordinating Council a
27 report summary which assesses the level of currently
28 available services in the community as well as the level of
29 unmet needs of secondary students with disabilities, makes
30 recommendations to address unmet needs, and summarizes the
31 steps taken to address unmet needs based on the
32 recommendations made in previous reports.

33 (d) The name and affiliation of each local Transition
34 Planning Committee member and the annual report required

1 under subsection (c) of this Section shall be filed with the
 2 administrative office of each school district served by the
 3 local Transition Planning Committee, be made available to the
 4 public upon request, and be sent to each member of the
 5 General Assembly whose district encompasses the area served
 6 by the Transition Planning Committee.

7 (Source: P.A. 89-507, eff. 7-1-97.)

8 Section 10. The School Code is amended by adding
 9 Section 14-3.05 and changing Section 14-8.03 as follows:

10 (105 ILCS 5/14-3.05 new)

11 Sec. 14-3.05. Study on post-school experiences. The
 12 State Board of Education must contract with an entity
 13 experienced in applied research to conduct a longitudinal
 14 study over 5 years, to be completed on or before May 31,
 15 2006, of the post-school experiences of children with
 16 disabilities who exit high schools in this State in 2001,
 17 including employment, post-secondary education, vocational
 18 education, continuing and adult education, independent
 19 living, community participation, and adult services. The
 20 State Board of Education must provide an interim report of
 21 this study to the Governor and the General Assembly on or
 22 before May 31, 2002 and on or before May 31, 2004. The State
 23 Board of Education must provide a final report of this study
 24 to the Governor and the General Assembly on or before May 31,
 25 2006.

26 (105 ILCS 5/14-8.03) (from Ch. 122, par. 14-8.03)

27 Sec. 14-8.03. Transition goals, supports, and services.

28 (a) A school district shall consider, and develop when
 29 needed, the transition goals and supports for eligible
 30 students with disabilities not later than by the school year
 31 in which the student reaches age 14 1/2 at the individualized

1 education plan ~~program~~ meeting and provide services as
2 identified on the student's individualized education plan
3 ~~program~~. Transition goals shall be based on appropriate
4 evaluation procedures and information, take into
5 consideration the preferences of the student and his or her
6 parents or guardian, be outcome-oriented, and include
7 employment, post-secondary education, and community living
8 alternatives. Consideration of these goals shall result in
9 the clarification of a school district's responsibility to
10 deliver specific educational services such as vocational
11 training and community living skills instruction.

12 (b) To appropriately assess and plan for the student's
13 transition needs, additional individualized education plan
14 team ~~program~~ members may be necessary and may be asked by
15 the school district to assist in the planning process.
16 Additional individualized education plan team ~~program~~
17 ~~planning~~ members may include a representative from the
18 Department of Human Services, a case coordinator, or persons
19 representing other community agencies or services. The
20 individualized education plan ~~program~~ shall specify each
21 person who-is responsible for coordinating and delivering
22 transition services. The public school's responsibility for
23 delivering educational services does not extend beyond the
24 time the student leaves school or when the student reaches
25 age 21.

26 (c) A school district shall submit annually a summary of
27 each eligible student's transition goals and needed supports
28 resulting from the ~~multidisciplinary--staff-conference-and~~
29 individualized education plan team ~~program~~ meeting to the
30 appropriate local Transition Planning Committee. If students
31 with disabilities who are ineligible for special education
32 services request transition services, local public school
33 districts shall assist those students by identifying
34 post-secondary school goals, delivering appropriate education

1 services, and coordinating with other agencies and services
2 for assistance.

3 (Source: P.A. 89-397, eff. 8-20-95; 89-507, eff. 7-1-97.)

4 Section 15. The Developmental Disability and Mental
5 Disability Services Act is amended by adding Article 10 as
6 follows:

7 (405 ILCS 80/Art. 10 heading new)

8 Article 10.

9 Workforce Task Force for Persons with Disabilities

10 (405 ILCS 80/10-5 new)

11 Sec. 10-5. Task force created. A workforce task force
12 for persons with disabilities is created, consisting of 16
13 members. The task force shall consist of the following
14 members:

15 (1) Two members of the Senate, appointed one each by
16 the President of the Senate and the Minority Leader of
17 the Senate.

18 (2) Two members of the House of Representatives,
19 appointed one each by the Speaker of the House of
20 Representatives and the Minority Leader of the House of
21 Representatives.

22 (3) Three members appointed by the Secretary of
23 Human Services or his or her designee, one each
24 representing the Office of Developmental Disabilities,
25 the Office of Rehabilitation Services, and the Office of
26 Mental Health within the Department.

27 (4) One member representing the Illinois Council on
28 Developmental Disabilities, selected by the Council.

29 (5) One member appointed by the Director of Aging or
30 his or her designee.

31 (6) One member appointed by the Director of

1 Employment Security or his or her designee.

2 (7) One member appointed by the Director of Commerce
3 and Community Affairs or his or her designee.

4 (8) Two members representing private businesses,
5 one of the 2 representing the Business Leaders Network,
6 appointed by the Secretary of Human Services.

7 (9) One member representing the Illinois Network of
8 Centers for Independent Living, selected by the Network.

9 (10) One member representing the Coalition of
10 Citizens with Disabilities in Illinois, selected by the
11 Coalition.

12 (11) One member representing People First of
13 Illinois, selected by that organization.

14 (405 ILCS 80/10-10 new)

15 Sec. 10-10. Task force's duties.

16 (a) The task force shall review, assess, and develop
17 recommendations and an implementation plan to address the
18 following issues:

19 (1) Identification of State-specific barriers that
20 prevent persons with disabilities from enjoying the same
21 employment level as persons without those disabilities.

22 (2) Identification of strategies that create parity
23 in the unemployment rate between persons with
24 disabilities and persons without those disabilities.

25 (3) Identification of issues that impede the
26 training, hiring, and retention of personal care
27 assistants to help persons with disabilities remain in
28 their own homes and obtain employment both in and outside
29 their homes.

30 (4) Identification of models or strategies that
31 foster shared arrangements between persons with
32 disabilities in terms of personal care assistance and
33 shared housing.

1 (b) In identifying the issues set forth in subsection
2 (a), especially concerning the retention of personal care
3 assistants and direct care workers for individuals with
4 developmental disabilities, the task force shall employ
5 methods that include a review of other states' practices and
6 experiences in developing financial and non-financial
7 incentives that would reduce Illinois' high employment
8 turnover rate of personal assistants for persons with
9 disabilities. These incentives may include, but need not be
10 limited to, forgiveness of student loans, implementation of a
11 benefits program, and the offering of community-college-level
12 courses.

13 (c) The task force shall report its findings and
14 recommendations to the Governor and the General Assembly 6
15 months after the date that the task force is formed.

16 (405 ILCS 80/10-15 new)

17 Sec. 10-15. High school students; transition study.

18 (a) The task force shall do the following:

19 (1) Conduct a longitudinal study of the outcomes
20 that secondary education programs have for students with
21 disabilities after exiting the secondary school
22 environment.

23 (2) Identify gaps in services that may exist for
24 students with disabilities transitioning out of their
25 secondary education.

26 (3) Identify strategies to narrow any gaps in
27 services that may exist.

28 (b) The task force shall designate the staff who are to
29 conduct the study under subdivision (a)(1).

30 Section 99. Effective date. This Act takes effect upon
31 becoming law.".