



Karen Windy, Editor

Fall/Winter, 2014

A NOTE FROM THE EDITOR:

This newsletter has been dedicated to transitioning from school age to adulthood. It should prove to be helpful information for deaf-blind students of both the teen years and younger and their service providers and parents. You will see that planning ahead is important and knowing the best time to start the process is much earlier than you might think. You will also find a number of resources listed. Not all the articles will apply to everyone, but it is hoped that you will find several that would be applicable to you and your child/student's needs.

DRS PLANNING TO GO TO COLLEGE?

There is Financial Assistance for College Bound students who are Deaf-Blind from the Department of Rehabilitation Services (DRS). This is for 2 year junior colleges and for 4 year colleges! If you are considered deaf-blind, the DRS counselor who would be assigned to your case would be the **counselor for the deaf and hard of hearing**. You must be enrolled with DRS and have a counselor in order to benefit from their services. You do NOT have to be an SSI recipient. Here is a summary of what is available to you at this time. As with any state and federal agency, this can change in the future to more assistance or less depending on our law maker's ability to appropriate money:

If you are an SSI recipient:

1. If you need adapted equipment (i.e. Braille-N-Speak, CCTV, etc.) they will be purchased and they will be yours to keep.
2. Books and supplies that are required on the syllabus will be paid for. Recommended supplies will not be paid for. \$25.00 will be provided for consumables to be bought at the university bookstore.
3. You should apply for financial aid for the college you wish to attend. DRS will pay the cost of tuition less what you are awarded in financial aid. This includes public and private colleges.
4. If you plan to reside in a dorm, you will have to pay your basic cost of living \$443/month. DRS will pay the balance.

The student is expected to complete an associate degree in a 3 year time period. If the student chooses to go on for a bachelor degree as a junior, he/she will have 3 more years to complete that degree. Your DRS counselor can request an exception if there is a valid reason for needing more time. There is also an incentive program for juniors to continue and complete their bachelors whether you are an SSI recipient or not, but the school must be in Illinois.

If you are not an SSI recipient:

1. A financial analysis will be made on your family's income. For example, if you are family of 3 and your yearly income is less than \$41,400.00 you would be eligible for most if not all that is listed above. If your income is at or above this amount, your family may have to pay a percentage of what the cost of the college will be and then DRS would pay the rest. The higher your income, the less DRS will pay and more you will have to pay
2. This financial assistance is available to students who are attending a junior college or 4 year college.
3. DRS may also help provide equipment needed to participate in college with the expectation that your family may have to pay a part of the price. It would be yours to keep.

I STRONGLY encourage you to make sure you have applied for SSI and have had contact with the DRS counselor in your area. Even if your financial assistance is partial, it is better than no assistance with the cost of college these day!

Here is some general information taken from the DHS/DRS website:

DRS includes four major bureaus: Bureau of Field Services, Bureau of Blind Services, Bureau of Home Services, and Bureau of Disability Determination Services.

- **Bureau of Field Services** assists individuals with disabilities in preparing for, obtaining and maintaining quality competitive employment. Services include evaluation, guidance and counseling, education, training, physical and mental restoration, assistive devices, job development, job placement, and post-employment services.
- **Bureau of Blind Services** helps adults who are blind or visually impaired rediscover their independence and achieve their employment, education, training, and independent living goals. Services include: specialized vocational rehabilitation services; a short-term residential program for adults who are newly blind or visually impaired; independent living services for older individuals who are blind, and the Illinois Business Enterprise Program for the Blind.
- **Bureau of Home Services** provides a wide range of services to individuals with the most significant disabilities to enable them to remain in their homes and live as independently as possible. Services also include specialized services for people with HIV/AIDS or brain injuries.
- **Bureau of Disability Determination Services** determines the eligibility of people to receive benefits under Social Security's disability programs, Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI).

In addition, DRS includes:

- Client Assistance Program
- Services for Persons who are Deaf or Hard of Hearing
- Services for Persons with Disabilities who are Hispanic/Latino
- Independent Living
- Educational Services

- Administrative Support services

How to Contact DRS

Use the online [Rehabilitation Services Web Referral](#) to refer yourself or someone else for services.

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.

SO, I KEEP HEARING THIS WORD "TRANSITION" AND HOW IMPORTANT IT IS:

Your youth must receive appropriate transition services. *IDEA defines transition services as a coordinated set of activities designed within a results-oriented process, focused on improving your youth's academic and functional achievement to facilitate their movement from school to post-school activities.* Services must be based on your youth's needs, and take into account their strengths, preferences, and interests. Post-school activities could include post-secondary, vocational, or adult education; integrated employment (including supported employment); adult services; independent living; and/or community participation.

Transition services include:

- Instruction:* This includes courses of study and/or skill development.
- Related services:* Many services may be required to help your youth benefit from special education. These may include services such as transportation; speech-language pathology and audiology; interpreting; psychological; physical and occupational therapy; recreation/therapeutic recreation; social work; school nurse; counseling, including rehabilitation counseling; orientation and mobility; and medical services for diagnostic and evaluation purposes only. However, the term does not include a medical device that is surgically implanted or its replacement.
- Community experiences:* These are provided outside the school or in the community, such as community work experiences/exploration, job site training, banking, shopping, transportation, counseling, recreation.
- The development of employment and other post-school adult living objectives:* These are services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as SSI.
- If appropriate, acquisition of daily living skills:* These services improve your youth's ability to do activities that adults do every day - preparing meals, paying bills, maintaining a home, grooming, caring for clothes).

☐ *Functional vocational evaluation* (assessment process that provides information about job/career interests, aptitudes, and skills, gathered through situational assessment, observations or formal measures.

Transition services should be delivered through curricular and extracurricular activities across many settings – *in academic and vocational classrooms, at home, and throughout the community* – to practice and reinforce skills in real life situations, so that your youth feels comfortable in those settings.

As your youth approaches adult life, it is critical for him/her to be aware of his/her support needs. College, work, and community settings must provide reasonable accommodations *only* if they are made aware that they are needed. Your youth must be prepared to disclose his/her disability and the accommodations needed to participate in education, work, or community life.

The IEP team must provide information about the decision-making changes that occur at the age of majority at least three years before your youth turns 18. **Your rights regarding IEP decisions transfer to your youth when they turn 18, unless you or another adult are appointed as your young adult’s legal guardian. This requirement in the law does not consider ability of the student, so you need to consider whether you will pursue full or partial guardianship prior to the IEP meeting after your youth turns 18.** This should also trigger a discussion of how to build services into the IEP to help your youth learn the skills to be able to make IEP decisions for him/herself. This “transfer of rights” does not mean that you are no longer a part of any IEP team; your young adult can choose to actively invite you to continue to help with decisions at the IEP meeting with a simple letter.

Last Evaluation

Your youth must be evaluated at least every three years to determine whether s/he continues to have a disability and whether his/her strengths and needs have changed. This re-evaluation is called the “triennial evaluation.” You and the school together decide which assessments should be conducted as part of the triennial evaluation. If you and the school agree that a reevaluation is unnecessary, the reevaluation may be waived.

This information was taken from: **Transition to Adult Life for Youth with Deaf-Blindness: A Parent Mini-Guide**, Developed by the Statewide Parent Advocacy Network In collaboration with the Perkins School for the Blind 2011 The entire document can be accessed online at: <http://www.perkins.org/resources/educational-publications/deafblindness-educational-service-guidelines/%20http://www.perkins.org/resources/educational-publications/deafblindness-educational-service-guidelines/final-transition-db-mini-guide-cl.pdf>

WHAT OTHER AGENCIES IN ILLINOIS ARE AVAILABLE TO WORK WITH AN ADULT WHO IS DEAF-BLIND?

The Chicago Lighthouse

The Chicago Lighthouse is located in Chicago, Illinois. This agency provides services to children ages 0 through adult. The programs that would be appropriate for individuals transitioning are the following:

Deaf-Blind Program provides social services, crisis intervention, functional assessment, advocacy and appropriate referrals for Deaf-Blind persons in the community and in programs at

the Chicago lighthouse. Training is provided for eligible individuals in the use of Braillephone or other TTY related devices. Le Cobda (the Club of Blind-Deaf Adults) meetings are sponsored by the Deaf-Blind department.

The programs that an individual who is deaf-blind might be referred to at the Chicago Lighthouse include:

WAC (The Work Activities Center) is a social and prevocational training program at the Lighthouse for multi-disabled persons aged 16 and older. Major services include paid prevocational training; individual and group counseling; recreation and leisure activities; and assisting with daily living.

ALS (Adult Living Skills) offers daily training to adults who are blind or visually impaired with developmental disabilities. Instruction emphasizes basic independent living skills. Students are assigned everyday jobs that promote increased responsibility and heighten self-esteem.

The Customer Service Training Program (CSTP) is designed for individuals who are visually impaired or blind and have been referred by the Department of Human Services. These individuals receive direct job training in customer service and a specific occupation such as debt collection, telemarketing, telephone attendance and order entry. If they find the individual needs more training in a skill needed for a certain job, such as certain computer skills, they might be asked to go through the Lighthouse Office Skills training program first. The adaptive equipment that might be necessary for the individual to be successful in their job is integrated in the training.

Office Skills Training Program provides training in office procedures, clerical practices, and the latest business applications including word processing, spreadsheets, presentation software and desktop publishing. Participants learn to use adaptive technologies such as speech synthesizers and large print screens that provide computer accessibility to the visually impaired.

Job Readiness and Placement counselors work with individuals on resume preparation, interview skills, punctuality and workplace etiquette and assist individuals in securing new or retaining existing employment.

There is much more to the Chicago Lighthouse. Visit their website at:
<http://chicagolighthouse.org/>

Enroll in PUNS to Apply for the Services You Need

WHAT IS PUNS AND HOW IS IT USED?

- PUNS (Prioritization for Urgency of Need for Services) is a statewide database that records information about individuals with developmental disabilities who are potentially in need of services

- The State 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

WHY ENROLL IN PUNS?

- To assist with identifying service needs and, if necessary, to enroll on a waiting list

WHO CAN ENROLL IN PUNS?

- Children, teens, and adults with developmental disabilities who need services or supports

WHAT CAN FAMILIES EXPECT DURING THE PUNS ENROLLMENT PROCESS?

- The individual with the developmental disability (along with the guardian/caregiver/family) meets face-to-face with an Independent Service Coordination Agent (ISC)
- The ISC Agent will work with the individual and their family to identify the need for services, explain services and identify the urgency of need.

WHEN DOES PUNS INFORMATION GET UPDATED?

- At least annually the ISC Agency will contact families
- Anytime a need for service changes
- When contact information changes, such as address or telephone number
- When caregiver information changes

HOW DOES THE PUNS SELECTION WORK?

- The selection is an open and fair process using criteria such as length of time on database, urgency of need and geographic area of the state

WHEN WILL AN INDIVIDUAL BE SELECTED?

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

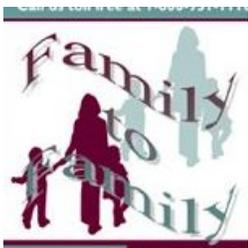
HOW DO PEOPLE KNOW IF THEY GET SELECTED?

- Individuals selected from the database will receive a letter directly from the Department of Human Services announcing their selection and inviting them to apply for services by contacting their ISC Agency

WHAT DO FAMILIES DO IF A CRISIS EMERGES WHILE ENROLLED IN PUNS?

- Families should contact their ISC Agency immediately for available options in their area
- Individuals who meet the crisis criteria do not have to wait on PUNS

Please Note: Enrolling in PUNS does not confirm that you are 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. ▲



**Family Voices of
Illinois
The Arc of Illinois
Family to Family
Health Information
Center**

www.familyvoicesillinois.org

familytofamily@thearcofil.org
708-560-6703 (voice) 866-931-1110
(toll free for Illinois families)

**Family Manual Fact Sheet – Who's Who in
Adult Services and Supports?**

Youth and adults with disabilities may have multiple persons in their lives that are

charged with “coordinating” the various aspects of service delivery. The following titles/positions reflect the individuals who may be involved in planning for your young adult from various agencies along the way.

1. Prior to age 21 and while still in school, involved staff may include:

- a. IEP Case Manager
- b. Transition Coordinator
- c. Guidance Counselor
- d. School Social Worker and/or Psychologist
- e. Consultants for low-incidence disabilities
- f. Vocational Rehabilitation Counselor
- g. Therapists, Administrators, etc.

2. Connected to completing the PUNS (Prioritization of Urgency of Need for Services) and/or receiving Medicaid waiver services:

a. Case Manager at the Independent Service Coordination Agency or ISC. ISC Agencies are also sometimes referred to as PAS (Pre-Admissions Screening) Agencies. The individuals working with you from these agencies may also be ISSA or Individual Service and Support Advocacy workers.

1) ISC’s are the “gatekeepers” for services through the Illinois DHS Division for Developmental Disabilities (DHS/DDD). The ISC determines who is eligible to complete the form. When a name is drawn for funding from the PUNS list, that individual will work with the ISC to complete the needed paperwork and eligibility determination.

2) To be eligible for funding for services, individuals with developmental disabilities of any age have to have a completed, up-to-date PUNS form on file with the ISC.

b. Service Facilitator, if pursuing self-directed option for Home-Based Services

c. After a Service Facilitator has been selected, an ISSA (Individual Service and Support Advocacy) worker from the ISC will also participate in home visits to assure quality control.

d. Qualified Human Service Professional (QSP) if receiving agency-centered waiver services (Home-Based, In-Home CILA, Residential Services, etc.)

e. Regional Network Facilitator at DHS/DDD
1) Illinois is divided into 8 networks with a facilitator to coordinate each region.

2) To find the network facilitator for your area, you may call 1-800-843-6154 or go to www.dhs.state.il.us/page.aspx?item=48541

3. Other agency connections may include:

- a. When receiving Medicaid, SNAP, and/or TANF - a caseworker at the DHS Family Community Resource Center
- b. When enrolled in Medicaid Integrated Care Program - a case manager at the HMO (Medicaid Managed Care company)
- c. When receiving services from Illinois Department of Human Services, Division of Rehabilitation Services or DHS/DRS:

1) VR (Vocational Rehabilitation) counselor if receiving vocational rehabilitation services

2) DRS counselor if receiving DRS Home Services waiver



Family Voices of Illinois
The Arc of Illinois
Family to Family Health Information Center

www.familyvoicesillinois.org

familytofamily@thearcofil.org

708-560-6703 (voice) 866-931-1110
(toll free for Illinois families)

Family Manual Fact Sheet – Accessing Community Activities

Where do I look for activity options for my young adult in transition?

Park District Programs – Many communities have park districts that provide activities for children and adults. Programs vary from little league sport opportunities for children to art classes and field trips for adults. There are also park districts that provide inclusion support so that individuals with disabilities have the support needed to participate in these offerings. Check your community listings for Park District contacts in your area. The Illinois Association of Park Districts may also be helpful in finding a Park District near you. www.ilparks.org 217-523-4554

Special Recreation Associations - Many park districts offer programs and activities through special recreation associations. A special recreation association (SRA) is a cooperative formed by 2 or more park district or municipalities who have joined together to provide recreation for their residents with disabilities. These offerings are designed to provide the needed support that individuals with disabilities may require to participate. For more information about SRA's or to find out about resources near you, check with your local Park District or go to the website for the Special Recreation Association Network of Illinois at www.specialrecreation.org.

Special Olympics – These activities can be provided by any number of sponsoring groups. Schools, service providers, park district and special recreation programs as well as independent groups can set up Special Olympics opportunities. The focus in Special Olympics is on what athletes can do. Illinois supports nearly 21,000 athletes with intellectual disabilities from communities throughout the state. To find out about Special Olympics opportunities in your area,

go to www.ilso.org and check the Local Programs section or call 309-888-2551.

Service Providers – Adult service providers in your area may also provide activities that are available to individuals with disabilities in the community. Contact the local service providers in your area for more information. For a list of service providers in your county, go to the Illinois Life Span website (www.illinoislifespan.org) and use the *Search for Advocacy/Service Providers* feature.

Community College Adult Education Programs

– Most community colleges offer adult education opportunities in addition to their academic curricula. They are usually non-credit workshops and classes designed to teach new skills or learn about an interest area. Examples include workshops in cooking, crafts, photography, fitness, computers, or gardening. Field trips and other hands-on opportunities are sometimes available.

Microboards & Cooperatives – Some Illinois families have used their microboards or formed cooperatives to help generate and support participation in activities. For more information on these options, please contact the Illinois Association of Microboards and Cooperatives. Their website is www.iambc.org or contact the Director at 217-224-4093.

Centers for Independent Living (CIL) –

There are 23 CILs in Illinois. Activities are sometimes scheduled through these organizations. Check your area CIL or the website for Illinois Network of Centers for Independent Living for area-specific information. www.incil.org 217-525-1308 This is not a comprehensive list, but offers options that have been useful for others. Please let us know of additional resources that were valuable to you! ♦

See what our students can do!!!!

Look who graduated!!



Pictured from left to right Gerrod Farlow, Anderson Farlow, and Sharon Farlow

We are proud to announce that Anderson Farlow earned a Certificate of Completion on May 23, 2014 at the Neil Armstrong Program at Hawthorne School in Mattoon, Illinois. Anderson is currently attending an adult training program at CCAR Industries in Charleston, Illinois. He resides with his father and mother, Gerrod and Sharon Farlow, and brother, Kane in Tuscola, Illinois. Best wishes, Andy!

2014 Transition Student of the Year!

October 27, 2014

Yesterday was a big day at the IL Statewide Transition Conference! Aubrie (pictured below) presented a break-out session of her own, Expect ExtraOrdinary, sharing her story to encourage other students, parents and educators to have high expectations and dream big dreams. She shared her story as part of the Employment Toolbox session presented by Marsie Frawley and Cindi Swanson. And she shared her experience as part of the IAMC Person Centered Planning session. On top of that, she was recognized as **the 2014 IL Statewide Transition Student of the Year!**



Pictured Aubrie Westmaas

Kori Olehy in her own words *(an abridged version of an article from the Illinois Advocates for the Deaf-Blind Summer/Fall 2014 Newsletter)*



My name is Kori Olehy, I'm 28 years old. I graduated from Illinois Central College with my Associates in General Education, but I'm considering going back to school this fall, to become a Sign Language Interpreter for the Deafblind....I finished high school at Richwoods High School, I graduated in 2005. Throughout my school years I always had a sign language interpreter. That continued into my college years. I graduated college in 2009 with my Associates in General Education, a very proud accomplishment for me. I have many hobbies. I *love* to write, (I'm working on an autobiography about myself) and read, crochet, do different crafts, play with my dogs, spend time with the family, and so much more. I have my own craft page on Facebook, where I show many of the crafts I do, and even sell different things on there. I love to volunteer, and help others too. I have recently started volunteering with CIRT (Central Illinois Riding Therapy) in East Peoria, which helps kids with disabilities to be able to ride horses. My "position" there would be to help the children get on the horse, or get off, and help them to ride as well. The reason I try to do so much with volunteering is because I *love* to help others. I have also started volunteering at Pekin Hospital in August, and I currently volunteer at the Surgery Waiting Desk and the Front Desk. If you'd like to keep in touch, you're welcome to add me to Facebook, follow my WordPress Journal, or even text me.

Kori Olehy, www.facebook.com/PastorKori <http://thelifeofkori.wordpress.com/> <https://www.facebook.com/>

**9th Annual Illinois Family Leadership Conference
 Illinois Advocates for the Deaf-Blind Annual Meeting
 Will be held
 March 7 – 8, 2015 in Peoria, Illinois**



Am I a Member of Illinois Advocate of the Deaf-Blind?

At the last Family Leaders Conference in Peoria, attendees were invited to participate in the Illinois Advocates for the Deaf-Blind (IADB) meeting, even if they were not members. That raised the question, "Am I a member of IADB automatically if I get services from Project Reach?" The answer is "no", and for a good reason! Project Reach and IADB are very different types of organizations, and they do very different types of things. Hopefully the chart below will help to clear up the confusion.

| Project Reach | Illinois Advocate of the Deaf-Blind |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| A federally-funded grant that gives families and schools information and support on topics about deafblindness | A not-for-profit group that supports and organizes families, can raise funds, and can advocate on behalf of families |
| Families and schools with a child/youth (from birth until 22 years) found eligible for services can receive services | Persons who pay a modest membership can take advantage of the many membership benefits. No age restrictions. |
| Legally, cannot lobby on behalf of individuals with deafblindness or their families | Legally, can and does lobby and advocate for the rights of individuals with deafblindness |
| Legally, cannot give funds to parents for out of state travel for conferences | Has developed a program to support parents to attend conferences |
| Considers IADB a partner | Considers Project Reach a partner |

UNTIL DECEMBER 31, 2014, IADB offers one-year memberships for only \$12, or lifetime memberships for \$100. DUES ARE ABOUT TO GO UP, SO NOW IS THE TIME TO JOIN! To join or renew your membership, please send the following information and your check for \$12 or \$100 to: IADB Membership, 818 DuPage Blvd., Glen Ellyn, IL 60137.

NAME:

ADDRESS:

CITY/STATE/ZIP:

PHONE:

EMAIL:

MAY WE PUT YOUR INFORMATION ON OUR MEMBERSHIP LIST?



Helen Keller National Center
For Deaf-Blind Youths and Adults

HELEN KELLER NATIONAL CENTER (HKNC)

<http://www.hknc.org>

Note from editor: The following information is taken from the HKNC website listed above. I encourage you to visit the website to see all that it offers in more detail. It often hosts stories about individuals who are deaf-blind and their struggles and successes. Highlighted now, along with several other impressive young adults, is Haben Girma who is deaf-blind. She recently **graduated from Harvard Law School.** At a recent visit to HKNC, Haben encouraged the students to develop strong self-advocacy skills to overcome obstacles. **“Life as a deaf-blind person is a constant adventure and we need to think creatively to solve problems. . . . Our choice is to take action and empower ourselves or sit at home and do nothing.” What a wonderful and enlightening statement!**

ABOUT HKNC AND HOW YOU CAN BENEFIT FROM THEIR SERVICES:

HKNC offers individualized evaluation and training which will assist consumers in achieving their own definition of success. . . .The emphasis for the consumers in the program is to participate in learning opportunities which will lead to successful employment and a full, enriched and independent life in the community. The philosophy of the Center is one of self-determination for all consumers.

Consumers may receive individualized services in a number of ways:

- 1) participate in a full or partial day vocational training program at our headquarters in New York;
- 2) receive short term training in their home community
- 3) participate in a 2-week summer seminar for high school students who have combined vision and hearing loss
- 4) attend an 8-week summer evaluation before completing high school
- 5) join the [Confident Living Program](#) seminar at HKNC headquarters for seniors, age 55 and better, who have combined vision and hearing loss.

Applying to the HKNC Program

Applications to the HKNC program from Illinois go through Catharine Papish the administrative assistant in this region. Her email is Catharine.papish@hknc.org. You can also mail or call her at:

485 Avenue of the Cities, Suite #5

East Moline, IL 61244-4040

Voice/TTY: 309-755-0018

VP: 309-716-3657

Fax: 309-755-0025

Most students are sponsored by their DRS program.

SAVE THE



DATES!!!!

12th International CHARGE Syndrome Conference
The Foundation's 12th International CHARGE Syndrome Conference
will be held on

July 30th - August 2nd, 2015 in Schaumburg, IL!

Get up-to-date information at

<http://chargesyndrome.org/conference-2015.asp>

This conference thrives with the generous help of volunteers. If you, or someone you know, is interested in volunteering to help out with conference, please fill out or share the Volunteer Packet, which can be found at <http://chargesyndrome.org/documents/VolunteerMaterial2015.pdf>. If you have any questions, email Joanne at joanne@chargesyndrome.org

2015 Illinois AER Vision Conference
February 18-20, 2015, Schaumburg, IL
Information at

<http://il.aerbvi.org/modules.php?name=Content&a=showpage&pid=4>

Project Reach will be presenting! Hope to see you there!

2015 Illinois Teachers of Hard of Hearing/Deaf Individuals (ITHI) Conference
March 5-7, 2015, Naperville, IL
Information at

<http://www.ithi.org/2011-09-14-19-10-25/2015-conference.html>

Philip J. Rock Center and School
818 DuPage Blvd.
Glen Ellyn, IL 60137

**PRC is operated by
the Illinois State
Board of Education**



A Publication of the Project Reach/Philip J. Rock Center and School...Serving individuals who are both auditorily and visually impaired. 818 DuPage Blvd., Glen Ellyn, IL 60137 – Voice: (630)790-2474, Fax: (630)790-4893, TTY: (800)771-1158, www. Philiprockcenter.org; email: PRC@philiprockcenter.org.