

DISABILITY EMPLOYMENT

Suggested

Quarterly Narrative Report

The information that DEI projects provide in the ETA Narrative Report template helps to track grantee actual performance outcomes in relation to the negotiated goals on a quarterly basis. For each reporting period, it would be helpful if grantees could provide cumulative information for each quarterly update.

Grantee Information	
Grantee Name: Minnesota Department of Employment & Economic Development	
Address: 332 Minnesota Street, Suite E200	
City/State/Zip: Saint Paul, MN 55101	
Grant Number : DI – 23803-12-75-A-27	Report Period: 1/1/15-3/31/15

Status of Grant Implementation and Progress To-Date

For this grant reporting period, please provide the status of implementation of the Strategic Service Delivery Components that your project is implementing to include: a. current status; b. challenges, and c. notable activities:

- Integrated Resource Team Approach:**

a. Current status:

MN's three implementation sites continued to convene Integrated Resource Team (IRT) meetings for DEI participants during this quarter and develop partnerships which will strengthen these teams and address the needs of the participants. Through March 31, IRTs have been conducted for 252 of the 342 youth enrolled in the DEI project (74%). The Youth Profile Form and Youth Action Plan documents being used by the sites help guide the formation of the IRTs. Activities in the implementation sites include:

South Central/Minnesota Valley Action Council (MVAC) region: To date 63 Integrated Resource Team (IRT) meetings have been held. Some initial IRTs have resulted in follow-up meetings and the provision of ongoing support from the team.

The members of each team vary depending on the needs and goals of the youth. Youth are asked who they would like to invite to be part of the IRT. This may be past or current service providers, Vocational Rehabilitation Services counselors, teachers, parents or others. Vocational Advisors who work closely with the youth help them facilitate these meetings and in many cases will arrange and schedule the meetings times as well. The DRC is available to assist when needed with gathering resources, contacting participants and facilitating the meetings. Staff continues to participate more in Individual Education Plans with schools as

well and have become more familiar with school Special Education staff.

RMCEP region: RMCEP has 104 participants, and 92 have established Integrated Resource Teams (IRT). Utilizing the *Guideposts for Success* in conjunction with the IRT to provide a holistic approach to the participant's goals has been an effective strategy. The visual roadmap continues to be a valuable tool that better illustrates each participant's pathway to success in the career pathway they want to pursue. Developing this roadmap provides a great opportunity for collaboration among partners working with the individual participant. RMCEP continues to enhance this tool by discovering new resources and activities, such as Career Ready 101, that lead to better outcomes for the participant. Some of these new activities will lead to additional skill attainment in both academic and vocational skills. RMCEP youth coordinators can measure and track improvements easily without the hassles of collecting assignments and evaluating homework. National Career Readiness Certification attainment remains a goal for all DEI participants. IRT members continue to improve in identifying resources that will aid the participant in reaching their goals. The synchronization aspect of the roadmap continues to provide all IRT members with the confidence that all involved share the same vision. While the initial draft of the roadmap is created by the DRC, the final product is a result of discussions by the team and decisions made by the participant. Improved self-advocacy skills continue to be evident by the participant through this process. The corresponding Action Plan also continues to be a valuable tool for the participant and IRT members alike.

Southeast/Workforce Development, Inc. (WDI) region: The IRTs continue to be a successful and essential component of the DEI grant in the Southeast region. Seventy-seven percent (77%) of youth are currently utilizing the IRT process. The DEI youth continue to thrive with the support of their IRTs. All parties involved in the IRT see the benefit of collaborating as a group to support the youth and their goals. At the request of the Southeast DRC, PACER Center will be providing a parent training session on supporting and engaging transition-age youth with mental health challenges in Albert Lea on May 20.

b. Challenges:

No new challenges to report this quarter.

c. Notable activities:

South Central/MVAC region: The success of the IRT continues in many cases long after the initial meeting. An example of this is one of the first youth we worked with early in the grant who continues to be supported by the IRT. This youth came to MVAC by referral from Vocational Rehabilitation Services (VRS) approximately one year ago, with a goal of completing a work experience, finding employment and eventually attending post-secondary school. As MVAC Vocational Advisors began working with him they discovered that though this youth had strong motivation to reach his goals, the barriers he faced were keeping him from being successful and the expertise of other providers was needed to enable this youth to reach his goals. The youth was told about the IRT and how this team might be able to come together to help him succeed and decided that this was something he would like to do.

Together the youth, DRC and MVAC Vocational Advisor decided who would be invited to the first IRT meeting. The DRC set up the meeting with the VRS Youth Transitions Counselor and

two other providers that the youth was familiar with along with the MVAC Vocational Advisor. At this meeting the youth was given the opportunity to talk about his own goals and what was most important to him and what he felt the barriers were. The team was then able to share what each member could contribute to help this youth reach his goals.

Initially the group was able to assist the youth with basic work readiness, transportation and other issues. Each provider offered something and continued to communicate with each other and the youth via email or phone to update or brainstorm when unexpected barriers came up.

It was discovered that this youth would need more assistance due to no work experience, the disability and other factors. The youth agreed that he would benefit from a program provided by MRCI, a local disability employment services provider. There was a cost for this program and for ASL interpreters that would be needed for the classroom portion of the training. Through bending and braiding of funding the IRT was able to cover the costs, with VRS and MVAC/DEI sharing the expenses. Transportation was also worked out through the IRT members. All IRT members continued to provide encouragement and other supports.

After the youth successfully completed this program the IRT came together again to assist with needs for job placement and employment. Assistive technology was provided through MVAC/DEI along with support for transportation and other work related items; MRCI provided job placement and VRS continued to provide other supports.

The youth just recently completed 90 days of employment and continues to do well and has added a new goal of getting a certification that will raise his pay. He continues to have the long term goal of post-secondary education. The IRT continues to offer support, encouragement and resources. However the youth is less and less reliant on the team and has developed stronger self-advocacy skills throughout this process.

RMCEP region: A couple IRT good news stories – Ashley and Zachary:

Ashley became involved with RMCEP back in Sept, 2014. She was referred by her special education teacher at her high school. She began work training through the school, assisting kitchen staff. Ashley seemed to be a very good fit for DEI as she is a pleasant young girl with a very positive attitude, despite living with some physical and learning limitations associated with cerebral palsy.

There are a lot of people working with Ashley to help her to be successful at school and later in life. The first IRT meeting was coordinated with a scheduled IEP meeting and included Ashley, her mom, an adaptive physical education teacher, her special education case manager, a speech therapist, her worksite supervisor in the kitchen, the principal, her RMCEP youth coordinator, and RMCEP's DRC. It was very helpful in making sure everyone was on the same page to develop a unified plan.

At the follow-up meeting where the roadmap was presented by the DRC, it seemed to pull everything together. An emphasis was made on exploring the possibility of adaptive equipment for her that will assist Ashley both at school and in the workplace. She has dreams of driving someday and possibly attending post-secondary. The group seemed unified in assisting in the steps to making that happen. RMCEP encouraged Ashley and her mom to make application to Social Security as a safety net and a way to access waivers for future services and to apply for

Department of Vocational Rehabilitation to add another service provider that may be of benefit.

Zachary was in WIA younger youth before DEI services started. Staff tried three different worksites and Zachary would start off well and after a couple of weeks he would begin to lose interest. He had used up his opportunities for work training and was using WorkForce Center resources to find a job on his own. He was enrolled in DEI and an IRT meeting was held. The meeting included Zachary and his father, the RMCEP youth counselor and DRC, and two Vocational Rehabilitation Services (VRS) counselors. The DRC stressed that any plan was Zachary's and that everyone wanted him to be successful and self-sufficient. A plan was developed with everyone playing a role. Zachary and his father were to set up behind-the-wheel driver's training and then test for his driver's license, while CEP would help pay for services. Zachary got his license and his father gave him a vehicle. The team used work training to keep Zachary engaged; he was placed at the Humane Society in Little Falls as a maintenance person with the provision that he had to look for other jobs that he found interesting. VRS helped Zachary with job leads and filling out applications; Zachary came to the WorkForce Center every week to use the computers or meet with the youth counselor or VRS counselor. He was getting interviews but was not hired. The IRT kept him engaged and encouraged him to keep applying. He interviewed twice with Home Depot in Baxter and was hired as a shipping and receiving helper. He remains employed and the team is using supportive services to help him keep his employment.

Southeast/WDI region: WDI and the partners who are involved in the IRTs with the DEI youth have had many successes. WDI case managers and the partners are also starting to utilize IRTs with youth who are not enrolled in DEI using other funding sources because they see it as a best practice. 77% of DEI youth participants have an IRT.

Statewide: Two webinars have been scheduled for implementation site staff and partners: May 28 when MN Department of Education staff from Special Education and Career Technical Education will present on Minnesota's new requirement for all high school students to have individual career plans; and July 15 when PACER Center staff will present a second session addressing how to support employment for youth with mental health disabilities. Planning is underway for a third webinar on post-secondary education issues and resources for first generation post-secondary students. These webinars will be archived and available on the web for future viewing.

- ***Guideposts for Success:***

a. Current status:

Each local implementation site continues to use the Youth Profile and Youth Action Plan forms (or variations thereof) developed by PACER Center to document the use of the *Guideposts for Success* in the assessment and development of service strategies for youth participants.

South Central/MVAC region: The *Guideposts* continue to be used and referred to as guide to counselors on how to help all youth reach their goals. The *Guideposts* will be used in services to all youth and incorporated into new forms that will be developed for WIOA Implementation.

RMCEP region: Staff training has been ongoing as RMCEP continues to transition the functions of the Disability Resource Coordinator related to *Guideposts for Success* to the Youth

Coordinators. New training for the quarter will include the Roadmap for Success development process and IRT facilitation training.

Southeast/WDI region: The *Guideposts for Success* continue to be utilized by WDI case managers with youth. WDI case managers are also encouraging the *Guideposts* to be used beyond the youth enrolled in programs, such as encouraging them to be used with students.

b. Challenges:

None to report this quarter.

c. Notable activities:

Each of the three pilot sites is using the *Guideposts for Success* framework to guide the planning and delivery of services to youth enrolled in the DEI project. Data through 3/31/15 shows that 86% of participants received school-based preparatory experiences (*Guidepost 1*), 100% received career prep and work-based learning experiences (*Guidepost 2*), 88% received youth development and leadership activities (*Guidepost 3*), 92% received connecting activities (*Guidepost 4*), and 85% received family involvement and support activities (*Guidepost 5*).

South Central/MVAC region: The *Guideposts* have been incorporated into the youth directories developed by the South Central Workforce Council. These directories include information on childcare, counseling, disability resources, and education, employment, food/nutrition, and health and youth services. The directories have been printed and will be distributed to WorkForce Centers and partners in the nine-county service area. PACER Center and MDE staff were invited by the Mankato CTIC to give a presentation on the *Guideposts* on April 9.

RMCEP region: Training was conducted for staff on active resource coordination and the NCWD/Youth Resource Mapping Tool.

Southeast/WDI region: The DRC continues to conduct trainings on the *Guideposts for Success* in schools and with partners. PACER Center and MDE staff presented the *Guideposts* to the Rochester CTIC on April 9.

• Partnerships and Collaboration:

a. Current status:

Minnesota's Shared Vision for Youth (SVY) State Team continues to be an active group meeting on a regular basis to promote and develop state-level interagency collaboration in serving the neediest youth, including youth with disabilities. The DEI Steering Committee is a subset of the SVY team. The full SVY team did not meet during the state legislative session but is planning to meet when the session ends. Those invited to present to the team will include representatives from Ignite Afterschool, AmeriCorps, GRAD Minnesota, Minnesota Youth Intervention Programs Association, and Minnesota Department of Education-Adult Basic Education, among others. Notes from the SVY meetings are available on the SVY website at: <http://mn.gov/deed/programs-services/office-youth-development/index/shared-vision/>

The three implementation sites continue to reach out to community organizations to spread the word about DEI. In addition, the local implementation sites are working with each other to share best practices and strategies that they are developing as the project is progressing.

The three implementation sites are all part of Minnesota's Workforce Innovation and Opportunity Act (WIOA) Youth Transition workgroup which is meeting weekly to address issues relating to the transition from WIA to WIOA, including the increased focus on services to out-of-school youth. The State Co-Lead presented an overview of WIOA to State Services for the Blind youth staff in January 2015. Minnesota's WIOA Young Adult program webpage can be accessed at the following site: <http://mn.gov/deed/programs-services/office-youth-development/youth-programs/wioa-youth.jsp>

South Central/MVAC region: Partnerships continue to be maintained and strengthened. VRS and MVAC staff continues to meet monthly to review co-enrolled youth, referrals and to share resources. Co-enrollments continue as benefits of partnering are being realized. VRS Transitions Counselors participate in IRTs.

The DRC continues to be involved with Mankato and Fairmont Area Community Transition Interagency Committees (CTICs) and the South Central Workforce Council Youth Council. The DRC assisted with workshops sponsored by CTICs in Fairmont, Mankato and St. Peter.

A workshop for parents and transition-age students was held at the high school in St. Peter. A local resource fair was held which included local college representatives, service providers and employers. A representative from PACER presented information on the topic of transitioning from high school to college for youth with disabilities. This presentation was very informative and the event received positive feedback from parents and students.

A CTIC workshop in Mankato also included a local resource fair consisting of local disability resource providers. The speaker was from the Autism Society of Minnesota. Information was provided on Understanding Autism: Adolescence and Transition. This was also the topic of the workshop held in Fairmont, this workshop was very well attended by parents and professionals and positive feedback was received.

RMCEP region: CTIC training has been planned for April and August of this year for youth, their families and supporting professionals. Lakeland Mental Health continues to provide referrals to RMCEP's DEI and Ticket to Work programs. RMCEP has been awarded a \$75,000 contract to provide benefits counseling services and financial planning training to area Ticket holders in cooperation as part of a rapid engagement pilot offered through the Department of Rehabilitative Services. This will start no earlier than August 2015. RMCEP and Vocational Rehabilitation partnered to present training on the fundamentals of using DB 101 with consumers. RMCEP is partnering with area schools and business owners to apply for a grant from the state to develop an internship program. Persons with disability are one of the at-risk characteristics that will be targeted in the grant. This concept was suggested by some career advisors embedded in the schools.

Southeast/WDI region: The partnerships and collaboration among agencies in the Southeast

region continues to grow. Not only is this creating additional opportunities for the DEI youth, but it is creating opportunities for all of the people who are served at each WorkForce Center in the WSA.

b. Challenges:

None to report this quarter.

c. Notable activities:

RMCEP region: The DRC collaborated with local CTICs and the Department of Education to plan two training events in the Fergus Falls area. RMCEP and VRS have established a Limited Use Vendor Contract (up to \$20,000) for RMCEP to provide benefits counseling to VRS customers as part of a fee-for-service strategy to sustain DEI enhancements beyond the grant period. RMCEP billed VRS for the first completed benefits analysis in November. The DRC met with Douglas County Social Service staff to train them on DB 101, a tool to help customers and professionals understand how work and benefits go together for people with disabilities.

Southeast/WDI region: WDI has created a group that focuses on supporting the disability population in the WSA. This group has networking and educational events scheduled to promote awareness and support people with disabilities. The first event was on 4/29/15.

PACER staff held several parent training workshops on “Social Security and Benefit Planning for Transition-Age Youth: Ticket to Work”. Seventeen participants attended the January 27 event in Rochester (SE region), thirty-two attended the March 4 session in Faribault (SE region), and ten attended the March 24 session in Alexandria (RMCEP region). A final session was held on April 28 in Mankato (South Central region).

PACER staff will be working with the three DRCs in the coming months to plan parent trainings/outreach activities for multicultural families of youth with disabilities.

Obstacles/Barriers to Grant Implementation, if applicable:

Although the e-Pay process that Social Security uses to pay milestone and outcome payments to workforce ENs reduces the administrative burden on the EN, the time it takes SSA to process these payments (minimum of six to nine months after the Ticket Holder earns the qualifying wages) makes it impossible to generate enough revenue to fully sustain the DEI grant activities by the time the DEI grant ends.

Other Significant Accomplishments:

A total of 342 youth have been enrolled into DEI project activities since August 1, 2013, on track to meet the goal of enrolling 360 youth by September 30, 2015. Fifty-three percent (181) of DEI participants are enrolled in WIA; the others are enrolled in other programs such as the Minnesota Youth Program, Minnesota Family Investment Program (TANF), and Youthbuild. The most common primary disabilities of those enrolled are emotional or behavioral disorder (32%), specific learning disability (20%), and autism spectrum disorder (19%). Sixty-eight percent (68%) of participants have not yet earned a high school diploma. MN DEI participants

face challenges to completing their education and finding employment in addition to their disabilities: 44% are from families receiving public assistance; 16% are youth offenders; 9% are pregnant or parenting youth; 10% are foster youth; 7% are high school dropouts; 4% are homeless or runaway youth; and 68% are basic skills deficient.

Interim indicators of participant success to date include: 68% of DEI participants have attained work readiness or educational goals as described in their Individual Service Strategy; 31% have received academic credit or service learning credit; 21% have obtained a high school diploma, GED, certificate or degree; 16% have entered post-secondary education, occupational or vocational skills training or apprenticeship; and 29% have entered the military or unsubsidized employment. This data will continue to mature as participants continue to attain short and long-term goals through their involvement with the DEI project.

Twenty-eight Tickets have been assigned to the DEED Employment Network as a result of the DEI project (twenty-one from RMCEP, four from SC/MVAC, and three from WDI). The DEED EN has a Partnership Plus agreement in place with VRS to coordinate services for Ticket Holders also being served by VRS. The DEED EN has taken over assignment of two Tickets for customers whose cases were closed by VRS. The Partnership Plus agreement has not yet resulted in any revenue to the DEED EN. The EN has received payments from SSA totaling \$8,120 for Tickets assigned through the DEI project.

State and local DEI project staff presented information for the January 2015 DEI State Lead Peer Exchange on the topic of Integrated Resource Teams and *Guideposts for Success* service delivery strategies.

In February 2015 the DEI State Co-Lead and three DRCs presented information to the Minnesota Workforce Council Association's Job Seeker Services Committee regarding DEI best practices.

The DRC in the South Central/MVAC region has received full certification as a Community Work Incentives Counselor. The South Central region has added resources for youth with disabilities and the *Guideposts* to local youth resource directories for the region. They will be available in booklet format as well as on-line.

In the RMCEP region, select Youth Coordinators and the DRC completed the 50-hour Family Development Credential course which provided a platform for staff to further implement the *Guideposts for Success* into their programs, in particular, the importance of family involvement and strength-based assessments.

For this grant reporting period, please describe the development of any DEI products and/or materials (include electronic copies as separate attachments with your report, if available):

PACER Center staff has finalized the script (attached) for a Simply Said video for parents and youth regarding Social Security, work incentives and benefits planning. The video is now in the production process and will be posted online when it is completed.

Short-term Grant Goals (three - six months):

- Conclude outreach and enrollment of DEI participants to reach a total of 360 participants by the end of the grant
- Continue to identify members for Integrated Resource Teams (IRT) and facilitate IRT meetings
- Continue outreach to Ticket Holders and increase assignment of Tickets to the DEED EN
- Continue to provide TtW/EN technical assistance, guidance and administration for local implementation sites
- Continue trainings for local implementation site staff based on the work plan and Needs Assessment Survey results
- Develop a final report on the Partners for Youth project, sharing lessons learned from the DEI grant and recommendations/best practices for Minnesota's youth workforce system

Outstanding Questions:

None at this time.

**MINNESOTA DISABILITY EMPLOYMENT INITIATIVE
DATA SUMMARY**

IDENTIFYING INFORMATION		
WSA: All Three Pilot Sites	Contact: Lynn Douma, State DEI Co-Lead	
Phone #: 651-259-7536	E-mail Address: Lynn.Douma@state.mn.us	
Time Period for Report (Cumulative): 8/1/2013-3/31/2015		
PARTICIPANT SUMMARY INFORMATION (CUMULATIVE)		
Total Participants Served		342
Gender	A. Male	56%
	B. Female	44%
Age	A. 14 – 15	5%
	B. 16 – 17	39%
	C. 18	24%
	D. 19 – 21	28%
	E. 22 - 24	4%
Ethnicity / Race	A. Hispanic/Latino	6%
	B. American Indian or Alaska Native	5%
	C. Asian or Pacific Islander	3%
	D. Black or African American	8%
	E. White	80%
Primary Disability	A. Autism Spectrum Disorder	19%
	B. Deaf or Hard of Hearing	1%
	C. Deaf-Blind	0%
	D. Developmental Cognitive Disability	11%
	E. Emotional or Behavioral Disorder	32%
	F. Physically Impaired	9%
	G. Developmental Delay	1%
	H. Specific Learning Disability	20%

**MINNESOTA DISABILITY EMPLOYMENT INITIATIVE
DATA SUMMARY**

	I. Speech or Language Impairment	0%
	J. Traumatic Brain Injury	2%
	K. Visual Impairment	0%
	L. Other Health Impairment	5%
Education Level	A. 8 th grade and under	0%
	B. 9 th Grade – 12 th Grade	68%
	C. High School graduate or equivalent	25%
	D. Post-Secondary Education	6%
Other Demographics	A. Limited English Proficient	4%
	B. Youth From Families Receiving Public Assistance	44%
	C. Foster Youth	10%
	D. High School Drop-Out	7%
	E. Youth Offender	16%
	F. Pregnant or Parenting Youth	9%
	G. Basic Skills Deficient	68%
	H. Homeless or Runaway Youth	4%
	I. Not Employed at Program Enrollment	87%*
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE		
A. Participated in Activities Related to Guidepost 1: School-Based Preparatory Experiences	86%	
B. Participated in Activities Related to Guidepost 2: Career Preparation and Work-Based Learning Experiences	100%	
C. Participated in Activities Related to Guidepost 3: Youth Development and Leadership	88%	
D. Participated in Activities Related to Guidepost 4: Connecting Activities	92%	
E. Participated in Activities Related to Guidepost 5: Family Involvement and Supports	85%	
F. Participated in Integrated Resource Team (IRT)	74%	
G. Co-Enrolled in WIA Youth or Adult	53%	
INDICATORS OF PERFORMANCE		
A. Attained Work Readiness or Education Goals in ISS	68%	

**MINNESOTA DISABILITY EMPLOYMENT INITIATIVE
DATA SUMMARY**

B. Received Academic Credit or Service Learning Credit	31%
C. Remained in School or Dropout Returned to School	61%
D. Obtained High School Diploma, GED, Certificate or Degree	21%
E. Entered Post Secondary Education, Vocational/Occupational Skills Training, or Apprenticeship	16%
F. Entered Military or Unsubsidized Employment	29%
CUSTOMER SATISFACTION	
A. Number of participants rating experience as "Excellent"	57%
B. Number of participants rating experience as "Very Good"	36%
C. Number of participants rating experience as "Average"	5%
D. Number of participants rating experience as "Below Average"	1%
E. Number of participants rating experience as "Poor"	1%
F. Total Number of Surveys Completed	149

*Note that the number reported as not employed at program enrollment changed significantly from the previous reports due to an error in reporting.

SIMPLY SAID: HOW TO MAKE SSI WORK FOR YOU

Time: Estimated run time about 4:45

VIDEO/Visuals	NARRATIVE SSI	NOTES:
	INTRODUCTION:	
HIGH SCHOOL STUDENT IN CENTER FRAME. A HAND PUTS A MORTAR CAP ON THEM.	It won't be long until you graduate from high school.	
CLOSE UP OF STUDENT AND THEIR FAMILY WITH THOUGHT BUBBLE OF QUESTION MARKS.	Graduating can be both exciting and challenging as you figure out what comes next.	
IMAGES REPRESENTING WORK AND COLLEGE APPEAR INSIDE THE BUBBLES.	What will you do? Get a job? Go to college or technical school? Maybe you'd like to learn a trade?	
IMAGES OF YOUTH WITH VARIOUS DISABILITIES INCLUDING SIGNIFICANT DISABILITIES ON ONE SIDE OF A BRICK WALL IMAGES OF COLLEGE AND WORK ON THE OTHER SIDE OF THE BRICK WALL	You want to work and are able to work but you might need a little help.	
ILLUSTRATION OF A SCHOOL IS PLACED ON ONE SIDE OF A BRIDGE AND THE TEXT VR, WORK INCENTIVES AND SSI ON THE OTHER SIDE OF THE BRIDGE	The good news is there is help available through a number of federal government programs including Vocational Rehabilitation or VR, Work Incentives and Supplemental Security Income, which is often shortened to SSI.	
STUDENT WALKING OVER THE BRIDGE TO SCHOOL (AND WORK) WITH VR, WORK INCENTIVES AND SSI IN HAND	These programs can help you focus on achieving your employment goal.	
	With a little help youth and families can plan and prepare	
HAND INSERTS PRINTED CARD: "SIMPLY SAID: HOW TO MAKE SSI WORK FOR YOU."	Welcome to <i>"Simply Said: How to Make SSI Work for You."</i>	
	WHAT IS SSI	
REPRESENTATION FOR GOOD PLANNING, FAMILY SUPPORT AND SSI = SUCCESS	With good planning, assistance to help develop your work skills, and financial help from SSI, you can be successful in school, on the job, and in the community.	
MONEY GOING TO IMAGE OF LANDLORD, GROCERY STORE, ???	A disability can sometimes make it hard to prepare for work and find a job while still having enough income to pay for basic living expenses.	

REPRESENTATION FOR HELP	SSI can help you with some of your daily living expenses such as food and rent.	
	HOW CAN SSI HELP?	
IMAGES OF YOUTH WITH VARIOUS DISABILITIES INCLUDING SIGNIFICANT DISABILITIES ON ONE SIDE OF A BRICK WALL IMAGES OF COLLEGE AND WORK ON THE OTHER SIDE OF THE BRICK WALL.	Many people with significant disabilities want to and are able to work. But sometimes they just need a little help.	
HAND REMOVES BRICK WALL FROM THE ABOVE SCENE.	For those who are able to work the goal is to find a job. Federal benefits can help you get started on your path to employment and eventual financial independence.	
PERSON/JON MEETING WITH SSI COUNSELOR WITH "AM I ELIGIBLE" IN A THOUGHT BUBBLE	If found eligible for SSI then monthly financial assistance is available.	
PERSON/JON AT TABLE. SSI COUNSELOR PUTS REPRESENTATION FOR HEALTH CARE/MEDICAID ON TABLE	Most people who receive SSI are also eligible for health care coverage through Medicaid.	
PERSON/JON AT TABLE. SSI COUNSELOR PUTS REPRESENTATION FOR WORK INCENTIVES?? ON THE TABLE	There are also some great work incentives available to help youth pay tuition costs, earn money while still receiving some financial assistance, save money to pay for transportation to work, and keep their Medicaid coverage even after they are employed	
	ELIGIBILITY	
BIRTHDAY CAKE WITH "18" CANDLE	When you reach the age of 18, it's a good time to apply for SSI because the only income and resources that will be counted are yours—not your parent's	
	Your disability must impact your ability to work	
	And not all individuals with disabilities will qualify	
	WORK INCENTIVES	
JON BETWEEN BUILDING LABELED SCHOOL AND BUILDING LABELED WORK	SSI benefits can be used while you are making the transition from school to work...	
JON IN A COLLEGE CLASSROOM, JON ATTENDING A TRADE SCHOOL (FIXING CARS OR WELDING),	During periods of training or attending postsecondary school	
JON AT WORK RECEIVING CHECK FROM SSI	You can also receive SSI Benefits while you are working	

	This might seem confusing but there are lots of people whose job it is to help youth with disabilities go to school and work and figure it all out.	
	Summary	
	While you receive SSI you'll have the opportunity to go to school, learn job skills and develop knowledge about the workplace	
	OTHER SUPPORTS	
	Your vocational rehabilitation counselor can also help you with benefits planning and identify and connect you to appropriate work incentive programs.	
	Working with Voc Rehab is voluntary and most of their services are free.	
IMAGES OF THE SSI COUNSELORS AND VR STAFF SHOWN EARLIER ARE PLACED IN FRONT OF THE CAMERA	Are you ready to take the next step to prepare for success after high school? SSI can help you while you get more education and job training, and prepare for work.	
	SSI can help you live independently and pay for your basic needs.	
	MORE INFORMATION	
WEB PAGE ZOOMS IN ON URL WITH PHONE NUMBER BELOW	For more information about SSI and work incentives visit the Social Security website at socialsecurity.gov and search 'disability ssi'	
REPRESENTATION FOR CALLING AND JON STANDING IN FRONT OF A SS OFFICE BUILDING.	To apply: call toll-free 1-800-772-1213 (TTY 1-800-325-0778) from 7 a.m. to 7 p.m., Monday through Friday or contact your local Social Security office.	
	The Social Security representative can answer your questions and help you get the medical documents and other paperwork you'll need to qualify	
OUTRO MUSIC IS PLAYED: CARD IS PLACE IN FRONT OF THE SCREEN WITH "INTRODUCING SUPPEMENTAL SECURITY IN-COME" WRITTEN ON IT.	This has been " <i>Simply Said: How to Make SSI Work for You.</i> "	
PACER CENTER LOGO IS PLACE IN FRONT OF CAMERA.	Brought to you by PACER Center	
	In collaboration with Minnesota's Disability Employment Initiative (MN DEI) an innovative partnership among key Minnesota youth-serving stakeholders focused on enhancing the outcomes of	

	at-risk youth with disabilities, ages 14-24, served through Minnesota's youth workforce system.	
	MN DEI is administered by the MN Department of Employment and Economic Development and funded by the United States Department of Labor's Employment and Training Administration and in cooperation with the DOL's Office of Disability Employment Policy.	