

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: 7/1/14-9/30/14

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 September 30, IRTs have been conducted for 181 of the 271 youth enrolled in the DEI project (67%). 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: Thirty-one IRT meetings have been held. These IRTs have included the youth, MVAC employment counselors, Disability Resource Coordinator (DRC), parents, and partners such as social workers, Vocational Rehabilitation transition counselors, probation officers and others. Some initial IRTs have resulted in follow-up face to face meetings and most all have led to increased communication between team members and with the youth. Since staff has become more familiar with IRTs and seen some successes they are reminding youth of the option and benefits of an IRT throughout the time they are enrolled in youth programs. Staff will contact the DRC for assistance in the IRT formation and scheduling when help is needed, but they are also going ahead with this on their own when they can.

RMCEP region: RMCEP has 96 participants, 84 have established IRTs. Utilizing the *Guideposts for Success* to provide a holistic approach to the participant's goals has been an effective strategy during these IRT meetings. The visual roadmap tool being used creates motivation and synchronization during the process. This tool has created clarity and perspective to not only the participant but the family and professionals that support these goals. The Youth Action Plan identifies for the participant who to turn to if s/he needs help with each action step.

Southeast/Workforce Development, Inc. (WDI) region: WDI continues to utilize IRTs with a large percentage of youth with complex needs. There are 66 (70%) youth who have an IRT. The DEI youth are embracing IRTs as a way to help them with their short term and long term goals. This has also been effective for the WDI staff to continue to learn about resources in their communities.

b. Challenges:

RMCEP: In certain instances, it is difficult for professionals and parents to allow the participant to choose their own path. In some cases, low expectations on the part of some professionals and parents have dampened the drive of the participant. High aspirations of the participant are sometimes dismissed as not realistic based on the current situation. In this process, it is important to maintain high expectations for the participant by showing the participant the path to reach the desired goal. When the action steps to get to that goal are laid in front of the participant, many times the participant will come to the realization that s/he may not want to go down the path. The members of the IRT must start where the participant is at and let him or her make their own decisions about what is realistic and what is not.

c. Notable activities:

South Central/MVAC region: the DRC met with staff from the Student Accessibility Office at Minnesota State University – Mankato who volunteered to participate in IRTs when a youth is pursuing secondary education.

RMCEP region: Thirteen new IRTs were established in this quarter. Youth coordinators have been identifying new DEI participants through the Minnesota Youth Program and setting up meetings with the DRC and collaborative partners.

The first of three in-service presentations by PACER Center staff on “Understanding, Supporting & Engaging Transition-Age youth with Mental Health Challenges” was held in Rochester (southeast region) on September 17 and attended by 14 professionals. Two additional trainings on this topic are scheduled in Detroit Lakes (RMCEP region) and Mankato (south central region) in October 2014.

• ***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 for Success* and Youth Action Plan are incorporated into the Individual Service Strategy (ISS) and Employment Plan (EP), which are used for youth with disabilities. The *Guideposts* are becoming the overall reference point for work with all the youth in MVACs youth programing.

RMCEP region: The *Guideposts* are fully integrated into the IRT process and RMCEP youth program policies. The resource mapping tool is used by the DRC to identify gaps that could derail a participant's success. These gaps are addressed in the roadmap to success and the checklist that follows. Community Transition Interagency Committees (CTICs) and Individual Educational Plan (IEP) teachers also understand that the *Guideposts for Success* are one of many useful tools to identify the needs of transition-age students. RMCEP's youth program staff has embraced the importance of family supports, connections, and leadership development. Staff has recently requested more disability training to help them better identify and access available supports to increase the likelihood of achieving more successful outcomes.

Southeast/WDI region: The *Guideposts* continue to be an integral component of the DEI project. The WDI case managers are using the *Guideposts* as a framework for each DEI participant's plan and referencing each *Guidepost* as the youth works on goals.

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 9/30/14 shows that 76% of participants received school-based preparatory experiences (*Guidepost 1*), 97% received career prep and work-based learning experiences (*Guidepost 2*), 92% received youth development and leadership activities (*Guidepost 3*), 86% received connecting activities (*Guidepost 4*), and 78% received family involvement and support activities (*Guidepost 5*).

South Central/MVAC region: Youth staff is becoming more comfortable with the *Guideposts for Success* framework. The DRC is arranging training on the *Guideposts for Success* for local staff. The ISS was updated to incorporate the *Guideposts for Success*.

RMCEP region: Runestone and Otter Tail CTICs conducted their first DEI training in October focused on *Guideposts for Success*. All RMCEP program staff, including MFIP/TANF case managers, has now been trained on the *Guideposts for Success* and how to use the concepts to provide better support to participants.

Southeast/WDI region: The DRC continues to market the *Guideposts* with different agencies and organizations and will present *Guidepost* information in upcoming meetings. The DRC is also looking to hold a 'train the trainer' type workshop that focuses on the *Guideposts*.

- **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 met on October 15. Notes from the meeting 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.

South Central/MVAC region: Partnerships continue to be maintained and strengthened. Vocational Rehabilitation Services (VRS) and MVAC staff communicates regularly regarding youth, resources and services. Partners including the VRS Transitions Counselor attend IRTs when invited as well. The DRC continues to be involved with Mankato and Fairmont Area CTICs. Financial Literacy Workshops were presented to youth by Lutheran Social Services in Blue Earth and Waseca Counties in July and August. These workshops were well received by the youth who attended and Vocational Advisors will follow-up with youth one-on-one with budgeting assistance.

RMCEP region: PACER Center and RMCEP continue to work very closely together to provide outreach to youth, families, and professionals, market available resources and provide training on the DEI strategies. Significant collaboration with VRS is now occurring throughout the RMCEP region. A collaborative relationship has been developed with disability coordinators at several regional colleges. The Career Assessment Center in Willmar, MN, the Occupational Development Center in Bemidji and Productive Alternatives in Fergus Falls have all been effectively utilized to provide vocational assessments for participants as they prepare themselves for work or post-secondary education beyond high school. A new peer mentorship program has been established funded through a grant administered by Freedom Resources Inc. The coordinator of that program has agreed to work closely with RMCEP to expand services in the region for those that need adult mentorship and lack family involvement. Lakeland Mental Health is expanding program accessibility for RMCEP participants who require mental health supportive services and referring clients to RMCEP WIA programs as appropriate in addition to VRS.

Southeast/WDI region: WDI is continuing to develop relationships with other organizations and agencies, creating additional opportunities for the customers served in all programs, including the DEI project.

- b. Challenges:**

RMCEP region: Staff continues to see a gap in services for homeless youth. Approximately 8% of participants in the RMCEP DEI project who are under the age of 19 lacks a stable home environment due to parental incarceration or hospitalization. It has been difficult to find foster care or independent living programs that can meet the needs of these youth, particularly those

who are ages 16-17. In many cases, support service dollars from work training programs are being used to prevent eviction or to secure a suitable place to live.

c. Notable activities:

CTICs in each of the three regions are implementing their action plans to hold multiple joint CTIC/DEI trainings and events over the next year. Planned topics for the trainings include benefits planning, *Guideposts for Success*, mental health and employment, vocational rehabilitation services, career development/pathways, supporting first generation learners with disabilities in post-secondary settings, working with employers, assistive technology resources, and preparing learners with disabilities for competitive employment using 21st century foundation skills. The action plans incorporate measurable goals that can be accomplished by the end of the DEI grant period.

South Central/MVAC region: The DRC met with staff from the Student Accessibility Office at Minnesota State University-Mankato. Staff has offered to be part of IRTs for youth who are considering going to college.

RMCEP region: PACER Center, RMCEP and MN Dept of Education conducted training for the Otter Tail and Runestone CTICs on the *Guideposts for Success*. A limited-use vendor contract is awaiting final signature allowing VRS to compensate RMCEP for benefits planning services. This contract will provide some sustainability revenue to RMCEP.

PACER staff presented workshops in the implementation regions on understanding, supporting, and engaging transition-age youth with mental health challenges in September and October 2014. Follow-up training in the southeast region is planned for early 2015.

PACER Center and Social Security Administration staff co-presented the workshop “Social Security and Benefit Planning for Transition-Age Youth: Ticket to Work” to an audience of professionals, parents and youth on two occasions during the quarter: July 29 in the RMCEP region and September 11 in the South Central region.

In August, PACER Center mailed a letter to 1,300 families of transition-age youth on PACER’s mailing list in the project’s three implementation regions, inviting families to investigate the MN DEI/Partners for Youth project by contacting their local DRC. The South Central/MVAC DRC reports that five individuals have already contacted her to learn more about the opportunities available.

In September, PACER staff conducted three half-hour sessions with high school students with disabilities as part of a Brainerd CTIC transition event in the RMCEP region. The topic of the sessions was “Self-Determination and Employment” and the goal was to help youth identify what their strengths were and how they might communicate those strengths to an employer.

Obstacles/Barriers to Grant Implementation, if applicable:

The State DEI team and DRCs in the pilot areas are continuing to look for creative ways to market the Employment Network (EN) services to Ticket Holders since Minnesota’s

Government Data Practices Act does not allow the DEED EN to conduct an e-data share with SSA/Maximus.

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 difficult to generate enough revenue to fully sustain the DEI grant activities by the time the DEI grant ends.

Other Significant Accomplishments:

State DEI team members conducted on-site reviews of the agreements with PACER Center and Minnesota Department of Education, and South Central, Rural MN CEP and Southeast implementation sites in June, July, and August 2014.

The Minnesota DEI team hosted the DOL Federal Project Officer for a week-long visit August 25-29. The visit included discussions with DEED's DEI team, state-level partners PACER Center, Minnesota Department of Education, and Vocational Rehabilitation Services, and the local implementation sites.

State Co-Lead and representatives from each of the implementation sites presented a workshop at the National Association of Workforce Development Professionals' (NAWDP) Youth Symposium in Chicago September 22-24, 2014. The workshop shared information about the Partners for Youth Project and the successes and challenges encountered as the grant is being implemented. The presentation materials are included with this report.

A total of 271 youth have been enrolled into DEI project activities since August 1, 2013, exceeding the project goal to enroll 225 by the September 30, 2014. Fifty-four percent (114) 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 (31%), specific learning disability (22%), and autism spectrum disorder (20%). 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; 18% are youth offenders; 9% are pregnant or parenting youth; 10% are foster youth; 8% are high school dropouts; 5% are homeless or runaway youth; and 63% are basic skills deficient.

Interim indicators of participant success to date include: 60% of DEI participants have attained work readiness or educational goals as described in their Individual Service Strategy; 28% have received academic credit or service learning credit; 18% have obtained a high school diploma, GED, certificate or degree; 13% have entered post-secondary education, occupational or vocational skills training or apprenticeship; and 17% 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-one Tickets have been assigned to the DEED Employment Network as a result of the

DEI project (fifteen from RMCEP, three from 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 one Ticket for a customer whose case was closed as unsuccessful by VRS in October 2014. The Partnership Plus agreement has not yet resulted in any revenue to the DEED EN. The EN has submitted a request for payment on one Ticket Holder who achieved the first milestone and expects to receive a payment of \$1,335 for this milestone.

RMCEP is pursuing several potential additional sources of revenue to sustain and expand services for customers with disabilities, including: limited-use vendor contracts (up to \$20,000 annually) with Minnesota and North Dakota Vocational Rehabilitation Services (VRS) to provide work incentive planning/benefits planning services; CARF accreditation which would allow RMCEP to be a full VRS vendor without being subject to the \$20,000 limit above; funding from foundations to build a work training program for long-term unemployed customers with disabilities who may need extra time to work their way up to full-time employment; community support through local United Way campaigns.

The South Central/MVAC DRC has completed the Community Work Incentives Counselor (CWIC) Initial Training through VCU and has received provisional certification with the goal of becoming fully certified in March of 2015.

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):

The MN DEI team presentation at the National Association of Workforce Development Professionals Youth Symposium referenced above is included with this report.

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

- Continue 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
- Begin to generate income from Ticket to Work milestone and outcome payments for assigned Tickets
- Continue to provide TtW/EN technical assistance and guidance for local implementation sites
- Continue trainings for local implementation site staff based on the work plan and Needs Assessment Survey results
- Continue to develop partnerships that support the goals and strategies of the MN DEI project
- Issue final allocation of funding to pilot sites based on approved work plans
- Identify strategies for sustainability of grant activities in the implementation sites and replication in other regions of the state following the end of the grant in September 2015

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): 8/1/2013-9/30/2014		
PARTICIPANT SUMMARY INFORMATION (CUMULATIVE)		
Total Participants Served		271
Gender	A. Male	59%
	B. Female	41%
Age	A. 14 – 15	4%
	B. 16 – 17	39%
	C. 18	24%
	D. 19 – 21	30%
	E. 22 - 24	4%
Ethnicity / Race	A. Hispanic/Latino	5%
	B. American Indian or Alaska Native	6%
	C. Asian or Pacific Islander	3%
	D. Black or African American	7%
	E. White	81%
Primary Disability	A. Autism Spectrum Disorder	20%
	B. Deaf or Hard of Hearing	1%
	C. Deaf-Blind	0%
	D. Developmental Cognitive Disability	10%
	E. Emotional or Behavioral Disorder	31%
	F. Physically Impaired	7%
	G. Developmental Delay	1%
	H. Specific Learning Disability	22%

**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	24%
	D. Post-Secondary Education	7%
Other Demographics	A. Limited English Proficient	4%
	B. Youth From Families Receiving Public Assistance	44%
	C. Foster Youth	10%
	D. High School Drop-Out	8%
	E. Youth Offender	18%
	F. Pregnant or Parenting Youth	9%
	G. Basic Skills Deficient	63%
	H. Homeless or Runaway Youth	5%
	I. Not Employed at Program Enrollment	61%
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE		
A. Participated in Activities Related to Guidepost 1: School-Based Preparatory Experiences		76%
B. Participated in Activities Related to Guidepost 2: Career Preparation and Work-Based Learning Experiences		97%
C. Participated in Activities Related to Guidepost 3: Youth Development and Leadership		92%
D. Participated in Activities Related to Guidepost 4: Connecting Activities		86%
E. Participated in Activities Related to Guidepost 5: Family Involvement and Supports		78%
F. Participated in Integrated Resource Team (IRT)		67%
INDICATORS OF PERFORMANCE		
A. Attained Work Readiness or Education Goals in ISS		60%
B. Received Academic Credit or Service Learning Credit		28%

**MINNESOTA DISABILITY EMPLOYMENT INITIATIVE
DATA SUMMARY**

C. Remained in School or Dropout Returned to School	46%
D. Obtained High School Diploma, GED, Certificate or Degree	18%
E. Entered Post Secondary Education, Vocational/Occupational Skills Training, or Apprenticeship	13%
F. Entered Military or Unsubsidized Employment	17%
CUSTOMER SATISFACTION	
A. Number of participants rating experience as "Excellent"	52%
B. Number of participants rating experience as "Very Good"	39%
C. Number of participants rating experience as "Average"	7%
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	110



Minnesota's Disability Employment Initiative (DEI): Partners for Youth

**National Association of Workforce Development Professionals
(NAWDP) Youth Symposium
September 2014**

What Does Congress Say Needs to Be Accomplished through DEI?

- “Improve the accessibility and accountability of the public workforce system for individuals with disabilities” by:
 - Improving coordination and collaboration among employment and training programs, including Ticket to Work
 - Building effective community partnerships that leverage public and private resources

Department of Labor (DOL) Support for DEI

“To thrive in the competitive international marketplace, employers need access to a diverse pool of qualified job seekers. These federal grants expand that pool and show our commitment to creating career pathways and employment opportunities that result in economic self-sufficiency for people with disabilities.”

Secretary of Labor Thomas E. Perez

DOL Support for DEI

“This funding will provide a range of training and employment services to people with disabilities, and it expands the capacity of the public workforce system to serve them.”

Eric M. Seleznow, Acting Assistant Secretary of Labor
for Employment and Training

DOL Support for DEI

“Access to quality employment and training services is vital to getting youth and adults with disabilities into the workforce and putting them on a career path to good jobs in high-growth, high-demand industries.”

Kathy Martinez, Assistant Secretary of Labor for Disability Employment Policy

DOL Hopes to Accomplish the Following Through DEI:

- Facilitate significant improvements in the delivery of services to individuals with disabilities through:
 - Trained front-line and partner staff
 - Increased partnerships

Documenting the Need: MN Four-Year High School Graduation Rates*

- All Students: 77 Percent
 - White: 84 Percent
 - American Indian/Native American: 42 Percent
 - Asian/Pacific Islander: 72 Percent
 - Black: 49 Percent
 - Hispanic/Latino: 51 Percent
 - Economically Disadvantaged: 58 Percent
 - Youth with Disabilities: 56 Percent

*U.S. Dept of Education (2010-11) Four-Year Regulatory Adjusted Cohort Graduation Rates

Minnesota's DEI Proposal: Objectives

- Increase the capacity of Minnesota's youth workforce system to serve diverse populations and youth negatively impacted by Minnesota's achievement gap
- Enhance staff capacity to serve youth with disabilities

Minnesota's DEI Proposal: Target Population

- Age 14 to 24
- One or more disabilities
- One or more additional risk factors such as:
 - Foster youth
 - Teen parents
 - Homeless youth
 - Out-of-school youth or at risk of dropping out
 - Ex-offenders

Key State Partners

- Minnesota Shared Vision for Youth State Team
 - Department of Employment and Economic Development (Workforce Development, State Services for the Blind, Vocational Rehabilitation Services)
 - Department of Human Services (foster care, homeless programs, mental health, TANF programs)
 - Department of Education (Safe and Healthy Learners, Adult Basic Education, special education, dropout prevention, career technical education)
 - Department of Public Safety (Office of Justice Programs)

Key State Partners

- Minnesota Shared Vision for Youth State Team
 - Department of Corrections (Juvenile Services)
 - Department of Health (Adolescent Health)
 - Minnesota Housing
 - Department of Transportation
 - Department of Labor and Industry (Apprenticeship)
 - MN State Colleges and Universities
 - University of Minnesota
 - Hubert H. Humphrey Job Corps Center

Key State Partners

- Minnesota Shared Vision for Youth State Team
 - PACER Center
 - Social Security Administration
 - Junior Achievement
 - Big Brothers Big Sisters
 - Conservation Corps Minnesota and Iowa
 - Minnesota Alliance with Youth

Minnesota's DEI Steering Committee is a subgroup of the Shared Vision for Youth State Team.

Minnesota's DEI Proposal: Required Elements

- Youth focus
- Three implementation sites: Rural MN CEP, South Central MN, Southeast MN/Workforce Development, Inc.
- Two control sites: Central Minnesota Jobs and Training, Southwest Minnesota Private Industry Council
- Disability Resource Coordinator in each implementation site
- Help youth with disabilities make successful transitions to college and careers using the *Guideposts for Success* (see: <http://www.ncwd-youth.info/guideposts>)

Minnesota's DEI Proposal: Required Elements

- Improve collaboration and partnerships with state and local agencies
- Formulate and implement Integrated Resource Teams (IRT)
- Expand use of benefits counseling and Ticket to Work program
- Ensure physical and programmatic accessibility

Activities to Accomplish Minnesota's Objectives

- PACER Center Activities:
 - Parent and Family Trainings: Social Security and Benefit Planning for Transition Age Youth
 - Youth Profile and Youth Action Plan document use of *Guideposts for Success* in the development of youth service strategies
 - Online MN DEI Stakeholders Needs Assessment for MN DEI implementation sites and partners
 - Assistive Technology Training

Activities to Accomplish Minnesota's Objectives

- Minnesota Department of Education Activities:
 - Seven Community Transition Interagency Committees (CTICs) in the 3 MN DEI implementation sites to sponsor training for local education and workforce partners
 - CTICs develop action/training plans to enhance capability of local partners to serve youth with disabilities

Role of the Disability Resource Coordinator (DRC)

- Local site lead for the DEI project
- Educate local staff and partners about the DEI and project components
- Work with local employment counselors to enroll youth into the project
- Network with local partners to identify areas of collaboration and potential members for IRTs

Role of the Disability Resource Coordinator (DRC)

- Plan and implement training for staff and local partners in collaboration with PACER Center and CTICs
- Serve as local lead for Ticket to Work activities
- Work with partners to fulfill assistive technology needs with appropriate equipment and support

Guideposts for Success

- School Preparation
- Work Preparation
- Youth Development and Leadership
- Connecting Activities
- Family Involvement

A person with a disability is a person first and a person with a disability second.

Enhanced School Supports

Post-Secondary Disability Service Linkage

IEP Accommodations Transfer to Post Secondary

Expanded Use of Adult Basic Education

Software/Applications Solutions

Classroom Accommodation Purchases

Tuition Assistance

KeyTrain

Tutors



Enhanced Work Related Supports

WORK

LIFE

-
- Expanded Job Development Efforts
 - Informational Interviews
 - Job Training with Career Pathway Focus
 - Paid Work for High School Credits
 - More Emphasis on Job Shadowing
 - Increased Use of Assessments
 - Improved Collaboration with VR
 - Job Corps Partnership
 - Purchased Vocational Accommodations
 - Customized Job Sites
 - Created Entrepreneurial Connections

A person wearing a dark jacket and a cap stands on a rocky mountain peak, raising their arms in a celebratory gesture. The background shows a vast, hazy landscape under a blue sky with scattered clouds. The overall mood is one of achievement and triumph.

Enhanced Youth Development and Leadership Opportunities

**Partnerships with Independent Living Agencies
Emphasize Community Involvement/Networking
Straight Talk About Challenges/Limitations
Participant-Led Integrated Resource Team
Increased Self-Awareness of Disability
Power to Choose Own Path
Peer Mentoring Programs
Self-Advocacy Training
Financial Literacy Training
Benefits Counseling
Reinforce the Power of Work**

Increased Connections



Mental Health Providers
PACER/Simon Technology Center
Independent Living Programs
Homeless Prevention Programs
Community Social Groups
Vocational Rehabilitation
Post-Secondary Disability Services
Benefits Counseling
Post Foster Care Supports
Driver's Licenses
Tutoring Programs

Family Inclusion and Expanded Definition

Everything Starts with Setting and Maintaining High Expectations

Expanded Definition of Family

Parents

Foster Parents

Teachers

Caring Service Providers

Coaches/Adult Mentors

because it takes a village...

...it takes a village to raise a child.



Jane's Roadmap for Success



NEW PLAN for College Coming in MAR 2015



Start College (AUG)

Move into Dorms (AUG)

Pass Driver's Test (AUG)

National Career Readiness Certificate (JUL)

Work Training @ 20+ Hours per Week during Summer (JUN)

Graduate from High School (MAY)

Team Regroups to Discuss College Roadmap (FEB)

Apply for Financial Aid (JAN)

Enroll @ Cottey College (NOV)

Start Final Year of High School (SEP)

Start PSEO Class @ M-State (AUG)

Take Accuplacer and ACT (JUL-AUG)

Cottey College Visit Including Meeting with Disability Services (JUN)

Driver's Permit Test (JUN)

Work Training @ 20+ Hours per Week during Summer (MAY)

KeyTrain Pre-Tests (APR-MAY)

Register for PSEO Psychology Class for Fall Semester Senior Year (APR)



Provides Work Training, Career Planning and Creative Job Search Counseling



Continue to Volunteer and Stay Active in Church Functions



Mentorship Program and Scholarship Opportunities



MILE 14

MILE 15

MILE 15

MILE 16
MILE 17
MILE 18
MILE 19



Youth Action Plan

Youth Name: Jane Doe Date: April 18th, 2014

The Guideposts for Success

The National Collaborative on Workforce and Disability for Youth (NCWD-Youth) has identified Guideposts for Success based on what research tells us that all youth need to transition to adulthood successfully. They can be used by Youth Service Professionals as a way to identify and organize specific activities in youth programming. The Guideposts are as follows:

1. School-Based Preparatory Experiences
2. Career Preparation and Work-Based Learning Experiences
3. Youth Development Leadership
4. Connecting Activities
5. Family Involvement and Supports

For more information about the Guideposts for Success, visit www.ncwd-youth.info

Completed	Target Date	Potential Activities and Resources	Person/Agency Responsible	Guidepost
	CURRENT	Continue Career Planning Activities	RMCEP Youth Coordinator	2
	CURRENT	Continue Involvement with Lakes Region Acts Council	Jane	3
	CURRENT	Continue Involvement with Church	Jane and Family	3, 4 & 5
	APR 2014	Register for PSEO Psychology Class @ M-State	IEP Case Manager	1
	APR-MAY 2014	KeyTrain Pre-Tests	RMCEP Youth Coordinator and IEP Case Manager	2 & 3
	MAY 2014	Start Work Training (20+ Hours/Week) During Summer @ Library	Jane	2
	JUN 2014	Take Driver's Permit Test	Jane	3 & 4
	JUN 2014	Visit to Cotley College Including Meeting with Jeanna Brauer , Student Disability Services Coordinator	Jane and Parents	1, 4 & 5
	JUL-AUG 2014	Take Accuplacer and ACT	Jane and Nancy Doe	1
	AUG 2014	Start PSEO Psychology Class @ M-State	IEP Case Manager	1

Completed	Target Date	Potential Activities and Resources	Person/Agency Responsible	Guidepost
	SEP 2014	Start Final Year of High School	Jane and IEP Case Manager	1
	NOV 2014	Enroll @ Cotley College	Jane and Parents	1
	JAN 2015	Apply for Financial Aid	Jane and Parents	4 & 5
	FEB 2015	Integrated Resource Team Reconvenes to Discuss Post-Secondary Plan	ALL	ALL
	MAY 2015	Graduate High School	Jane	1
	JUN 2015	Start Work Training (20+ Hours/Week) During Summer @ Newspaper	RMCEP Youth Coordinator	2
	JUL 2015	National Career Readiness Certificate	RMCEP Youth Coordinator	2
	AUG 2015	Pass Driver's Test	Jane and Parents	3, 4 & 5
	AUG 2015	Move into Dorms	Jane and Parents	4
	AUG 2015	Start Cotley College	Jane	1

Youth **Jane Doe** Date *4/18/14*

Team Members **Youth Coordinator, Case Mgr, Parents** Date *4/18/14*

Disability Resource Coordinator **Greg Kaiser** Date *4/18/14*

Partnerships and Collaboration

- Partnerships – Working together to pool resources, tools, and services to achieve or advance a common purpose.
- Collaboration – Working together with other people or organizations to achieve a common goal.

Why create partnerships and collaborate with additional agencies?

- Together, organizations can create a system of support for clients that takes care of their holistic needs, thereby contributing to their ability to gain independence
- No one organization can meet the diverse and multiple needs of its clients.

Creating Partnerships and Collaborations

- Identify the stakeholders
- Build and establish relationships
- Develop common goals
- Create a process and set up structure

Identifying Stakeholders

- Stakeholders – people and organizations that serve the same clients you work with
- Organizations like yours are potential partners, not competitors

Build Relationships

- Reach out to decision-makers of organizations
- Conduct face-to-face visits to organizations
- Invite them to visit your organization
- Share ideas and resources

Develop Common Goals

- Learn about their goals and vision
- Find ways to relate and align them with your goals and vision
- Find common ground
- Develop a Memorandum of Understanding (MOU)

Process and Structure

- Schedule regular meetings that are convenient for everyone involved
- Have a sub-group develop an agenda
- Rotate facilitation and note-taking
- Set up committees to work on projects or tasks identified in the meetings
- Communicate effectively with one another

Successful Partnerships

- Trust
- Communication
- Accountability for all involved
- Fairness

Next Steps

- How might your organization and clients benefit from successful partnerships and collaboration?
- What other elements of successful partnerships and collaboration can you think of?
- Who are the community partners that your organization would need to collaborate with to build capacity?

What is an Integrated Resource Team (IRT)?

- A team of professionals/partners that will be coaching a youth and will assist the youth in making informed decisions about career/educational goals. This team is youth led.
- This team approach promotes greater systems collaboration and increases cross-agency education and accountability.

What an IRT is NOT

- An IRT is not an interagency committee consisting of various disability/community agencies that focus on systems collaboration.
- The main purpose of the IRT is not to assist an individual to learn about various agency resources.

What is Active Resource Coordination?

- Active resource coordination is the process of identifying needed resources and appropriate action steps to address targeted barriers to employment/education experienced by a youth enrolled in youth programs.

Active Resource Coordination

- Active Resource Coordination always takes place PRIOR to an Integrated Resource Team (IRT) being put in place.
- You can have Active Resource Coordination without an IRT but you cannot have an IRT without first having Active Resource Coordination.

Integrated Resource Team (IRT)

- IRT is youth led, youth must be 100% invested in IRT and have a job/education goal
- Wrap around of services depending upon each individual's needs and goals.
- Can assist with development of ISS and monitors progress of the youth.
- May result in co-enrollments.
- Can be one meeting or several depending upon need for ongoing support.
- Uses *Guideposts for Success* as a road map.

Integrated Resource Teams: Who Are They?

- Youth
- Family
- Vocational Advisor
- Social Worker
- Vocational Rehabilitation Services Transition Counselor
- Probation Officer
- Disability Resource Coordinator
- Other Local Service Providers
- High School Individual Education Plan Team Members
- College Student Services or Disability Services Representative

Coordination of an IRT: Youth Assessment

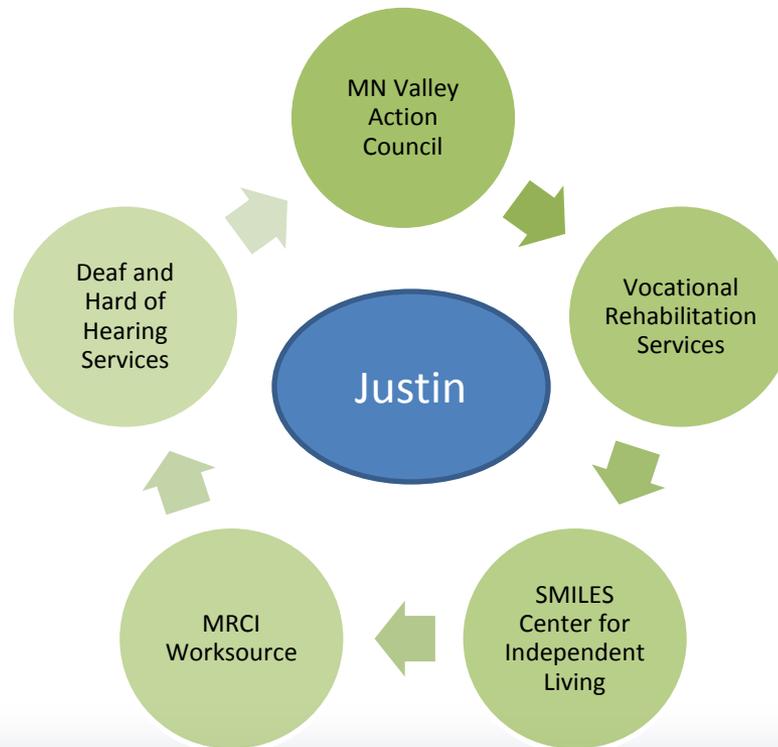
Questions to consider when deciding whether an IRT is appropriate:

- Does the youth have a strong desire/goal to attain employment/education?
- Are there resources available beyond your agency that are critical to the youth's success?
- What other providers or services is the youth currently accessing?

Additional Questions to Consider

- What other services is the youth eligible for that will help with attaining a job/educational goal?
- Does the youth want an IRT and who do they want to invite?
- Are there needs such as housing, transportation, etc. that can be addressed before the IRT is initiated?

IRT is Person Centered



Successful IRT

- Team continues to support youth until goal of job/education is met.
- Team will meet as youth needs for added support.
- Sometimes one IRT meeting is all that is needed, sometimes more.
- No one drops the ball.
- **Youth completes job and education goal!**

For more information on Integrated Resource Teams go to www.workforce3one.org

DEI National Evaluation

Social Dynamics, Inc. is the independent national program evaluator under contract to U.S. DOL to compare the services and outcomes of implementation sites to the control sites.

MN DEI Program Outcomes: What Are We Seeing?

- Interim outcomes captured by implementation sites through 6/30/14:
 - 215 youth enrolled
 - 73% participated in Integrated Resource Team
 - 61% attained individual work readiness or education goals
 - 22% obtained H.S. diploma, GED, certificate or degree
 - 20% entered military or unsubsidized employment
 - 47% remained in or returned to school (dropouts or potential dropouts)

MN DEI Program Sustainability

- Determine which of the practices implemented as part of the DEI should be continued in current sites and replicated in other sites
- Discussion with Steering Committee and Implementation Sites
- Explore potential funds to sustain activities: 2015 Round 6 DEI solicitation; Ticket to Work revenues; state and federal youth program funds (WIA/WIOA, Minnesota Youth Program, MN Youth Competitive funds); foundation resources, etc.

Minnesota DEI Website and Contacts

<http://mn.gov/deed/programs-services/office-youth-development/index/disability-employment-initiative/index.jsp>

- Lynn Douma, DEI State Co-Lead, Lynn.Douma@state.mn.us
- Greg Kaiser, Rural MN CEP DRC, gregk@rmcep.com
- Deb Long, South Central DRC, dlong@mnhvac.org
- Natalie Amy, Southeast Workforce Development, Inc. DRC, namy@wfdi.ws



PARTNERS for Youth

Minnesota's Disability Employment Initiative (MN DEI) is an innovative partnership among key youth-serving stakeholders focused on increasing the number of youth with disabilities, ages 14-24, served through Minnesota's youth workforce system.

Disability Resource Coordinators

identify and facilitate resources so youth with multiple barriers to employment can be better served by publically-funded workforce programs.

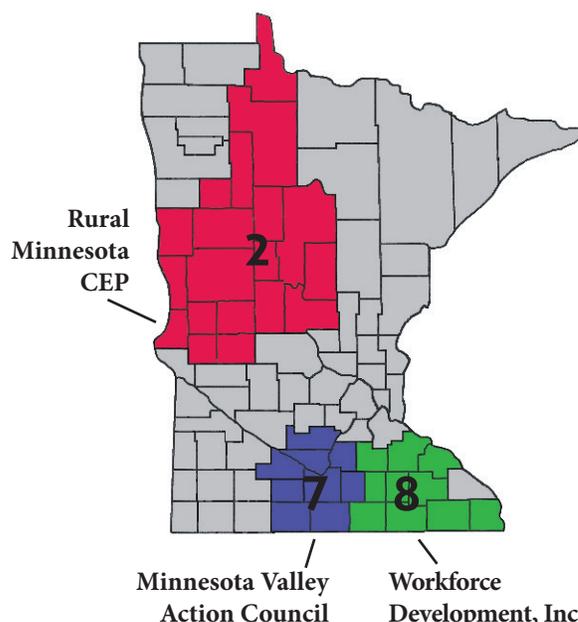
Integrated Resource Teams can be gathered so resources from various public and private organizations are leveraged on behalf of an individual youth.

Expanded Partnership and Collaboration

is established on the local and state level so youth can experience success as a result of improved communication and coordination between youth serving agencies.

The Guideposts for Success are utilized as a research-based framework that identifies what all youth, including youth with disabilities, need to make the move from school to employment, postsecondary education, and living independently in their communities.

Areas Served by MN DEI



Rural Minnesota CEP

- Becker
- Beltrami
- Cass
- Clay
- Clearwater
- Crow Wing
- Douglas
- Grant
- Hubbard
- Lake of the Woods
- Mahnomen
- Morrison
- Otter Tail
- Pope
- Stevens
- Todd
- Traverse
- Wadena
- Wilkin

Minnesota Valley Action Council

- Blue Earth
- Brown
- Faribault
- Le Sueur
- Martin
- Nicollet
- Sibley
- Waseca
- Watsonwan

Workforce Development, Inc.

- Dodge
- Fillmore
- Freeborn
- Goodhue
- Houston
- Mower
- Olmsted
- Rice
- Steele
- Wabasha

For more information on MN DEI and how youth can become involved, please contact:



Natalie Amy,
Disability Resource Coordinator:
namy@wfdi.ws, 507-456-3830



Greg Kaiser,
Disability Resource Coordinator:
gregk@rmcep.com, 218-846-7400



Deb Long,
Disability Resource Coordinator:
dlong@mnvac.org, 507-345-0454

This material is available in alternative formats, such as large print, Braille, or audio tape. TTY or MN Relay 711. Minnesota DEI is an equal opportunity employer and program. MN DEI is 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.



Individualized Planning

MN DEI will help youth with disabilities make successful transitions to college and careers by using the *Guideposts for Success* as a framework to guide service delivery.

Collaboration

MN DEI will promote productive collaborations between education, workforce, and disability organizations which will lead to improved opportunities and outcomes for youth with disabilities. Project partners include Minnesota's Department of Employment and Economic Development, Minnesota Department of Education, PACER, and local workforce agencies in 3 areas of the state.

Increasing Staff Capacity

MN DEI will increase the capacity of Minnesota's youth workforce system to serve youth with disabilities, including those from culturally diverse communities, and those experiencing additional risk factors such as poverty, homelessness, teen parents, and involvement in juvenile justice.

Expanding the Use of Benefits Counseling

MN DEI will expand and promote benefits counseling so youth with disabilities and their families understand the impact of employment on Social Security benefits (such as SSI). The project also seeks to expand the number of Minnesota Workforce Centers becoming active Ticket to Work Employment Networks.

Informing Families

MN DEI will provide families of youth with disabilities with parent training on benefits planning, as well as general information, advocacy, and referral through its partnership with PACER.



Based on decades of research, **The Guideposts for Success** help identify what all youth, including youth with disabilities, need to make the move from school to adulthood successfully. They are rooted in high expectations and the understanding that a youth with a disability is a youth first, and a youth with a disability second. The five *Guideposts for Success* are as follows:

1. **School-Based Preparatory Experiences:** What are youth getting from educational settings and programs that help build skills for adulthood?
2. **Career Preparation and Work-Based Learning Experiences:** How are youth being given opportunities to learn about and try different career options so they can make an informed choice about their future?
3. **Youth Development and Leadership:** How are youth being given opportunities to be mentored, to learn about themselves, and given chances to lead so they can direct their own futures?
4. **Connecting Activities:** How are young people and their families being connected to programs, services, and activities that help them get the supports needed to live in the community?
5. **Family Involvement and Supports:** How are families being given information that empowers them to help their youth make the move to employment, postsecondary education, and community living?

For more information on a wide variety of topics related to *The Guideposts for Success*, please visit the *National Collaborative on Workforce and Disability for Youth* web site at www.ncwd-youth.info.

Youth Profile

This youth assessment tool is designed to help workforce staff in Minnesota's DEI implementation sites plan interventions and activities for youth participants based on the *Guideposts for Success*. This tool does not replace the regular WIA or MYP enrollment form, and should be used in concert with a youth's Individual Service Strategy.

Youth Name: _____	Date: _____
-------------------	-------------

Youth Characteristics			
Date of Birth:	Current Age:	Gender:	
Racial/Ethnic Background			
<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> Asian or Pacific Islander	<input type="checkbox"/> Hispanic or Latino	
<input type="checkbox"/> Black or African American	<input type="checkbox"/> White, not of Hispanic origin	<input type="checkbox"/> Other:	
Primary Language Spoken at Home:			
Strengths			
Does youth have a driver's license?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> No, but has taken driver's training
Has youth even taken financial literacy training?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does youth participate in any school or community-based extracurricular activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If so, what?
Does youth have any hobbies or strong interests in a particular area?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If so, what?

Additional strengths, challenges, or other factors of note: _____

Disability Information			
Primary Disability		Secondary Disability	
<input type="checkbox"/> Autism Spectrum Disorder	<input type="checkbox"/> Physically Impaired	<input type="checkbox"/> Autism Spectrum Disorder	<input type="checkbox"/> Physically Impaired
<input type="checkbox"/> Deaf & Hard of Hearing	<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Deaf & Hard of Hearing	<input type="checkbox"/> Developmental Delay
<input type="checkbox"/> Deaf-Blind	<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Deaf-Blind	<input type="checkbox"/> Specific Learning Disability
<input type="checkbox"/> Developmental Cognitive Disability	<input type="checkbox"/> Speech or Language Impairment	<input type="checkbox"/> Developmental Cognitive Disability	<input type="checkbox"/> Speech or Language Impairment
<input type="checkbox"/> Emotional or Behavioral Disorder	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Emotional or Behavioral Disorder	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Other Health Impaired	<input type="checkbox"/> Visual Impairment	<input type="checkbox"/> Other Health Impaired	<input type="checkbox"/> Visual Impairment

Additional Information

Can youth identify his/her disability and describe its impact?
Other relevant medical diagnosis:
Current therapies or mediations:
Suspected disabilities or behavior concerns:

Additional Risk Factors

<input type="checkbox"/> Cultural Differences	<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> New Immigrant	<input type="checkbox"/> Teen/Single Parent	<input type="checkbox"/> Alcohol Use
<input type="checkbox"/> Receives Public Assistance	<input type="checkbox"/> Juvenile Offender	<input type="checkbox"/> Drug Use	<input type="checkbox"/> Adult Offender	<input type="checkbox"/> Gang Involved
<input type="checkbox"/> Homelessness	<input type="checkbox"/> Foster Care Youth	<input type="checkbox"/> Risky Sexual Behavior	<input type="checkbox"/> Significant Poverty	<input type="checkbox"/> Migrant/Un-documented Family
Other:				

Family and Personal Network

Does youth live with his/her parent(s)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If no, where is the youth living?		
Does youth have a caring adult that is a consistent positive influence?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, who are they?		
If no, please explain:		
Does the family or caregiver situation present any risk factors? (For example, incarcerated parents or suspected drug use.)		
What are the anticipated living arrangements upon graduation for this youth?		
Does the youth appear to have friends with whom he/she engages in healthy social activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If no, why not?		

Education

Current grade level completion:		Year graduated or scheduled to exit high school:	
If still in school, youth will receive:	<input type="checkbox"/> Diploma	<input type="checkbox"/> Diploma (meeting IEP goals)	<input type="checkbox"/> GED
Does the youth have an Individualized Education Plan (IEP)?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, who is the IEP case manager?			
Does the youth have a Section 504 Plan in school?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If so, who is the school contact person?			
Current reading level:	Current Math level:	Current writing level:	
Does youth currently use any assistive technology to complete school work or to communicate?			
Has the youth taken any postsecondary education courses?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the youth express an interest in postsecondary education? If so, please describe.			

Employment History and Preparation			
Is the youth currently employed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If so, where?
Has the youth ever been employed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If so, where?
Was employment subsidized?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does youth have relevant unpaid or volunteer work experience?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Did youth have a job coach?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
In what career field does the youth express interest?			
Has the youth ever (if so, please explain results):			
Participated in a careers or work readiness class?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Taken a career or job interest test?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Taken a career aptitude assessment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Received a vocational evaluation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Participated in a mock job interview?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Been given "soft skills" training?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Expressed interest in starting their own business?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Learned what education or skills relate to their job goals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Social Security and Other Supports		
Is the youth currently receiving SSI or SSDI?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the youth have a Ticket to Work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the youth have a county social worker?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the youth currently have a county waiver (DD, CADI, TBI)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the youth currently have an open case with Vocational Rehabilitation Services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If so, who is the VRS counselor?		
Are there any other services or supports the youth is currently receiving?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are services and supports needed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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Youth Action Plan

Youth Name: _____	Date: _____
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The Guideposts for Success

The National Collaborative on Workforce and Disability for Youth (NCWD-Youth) has identified Guideposts for Success based on what research tells us that all youth need to transition to adulthood successfully. They can be used by Youth Service Professionals as a way to identify and organize specific activities in youth programming. The Guideposts are as follows:

- 1. School-Based Preparatory Experiences**
- 2. Career Preparation and Work-Based Learning Experiences**
- 3. Youth Development Leadership**
- 4. Connecting Activities**
- 5. Family Involvement and Supports**

For more information about the Guideposts for Success, visit www.ncwd-youth.info

School-Based Preparatory Experiences: What school-based activities is a youth participating in to help prepare them to transition to employment, postsecondary education, and independent living?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

Career Preparation and Work-Based Learning Experiences: What activities are being offered to youth that help them explore careers, identify career goals, and provide meaningful work experiences?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

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Youth Development and Leadership: How are youth being helped to direct their own lives, to make informed decisions, and to be connected to caring adults?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

Connecting Activities: How are youth and their families being connected to needed programs, services and activities?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

Family Involvement and Supports: Are families and caregivers of youth given the information and support so they can be partners in the transition and career planning process?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

<i>Youth</i>	<i>Date</i>
<i>Staff</i>	<i>Date</i>
<i>Disability Resource Coordinator</i>	<i>Date</i>

Youth Assessment

Name: _____ SSN: _____ Date: _____

Address: _____ City: _____ Zip: _____

Phone: _____ Alternate/Cell Phone: _____ Email: _____

What do you know about the Youth Program? _____

Why do you want to be a part of the Youth Program and what do you want to Learn from it? _____

SCHOOL-BASED PREPARATORY EXPERIENCES:

Attending High School _____ Attending ALC _____ Working on GED _____ Dropped Out _____ Current Grade _____

School _____ When Will You Graduate _____ Are You On Track _____

Have you Passed All Graduation Test Requirements for Reading and Math? _____ If No, Which One(s) _____

Graduated from High School _____ If Yes, Date of Graduation _____ GPA or Average Grades _____

Enrolled in Post-Secondary School _____ Program Enrolled In _____

Name of Post-Secondary School _____ Location _____

CAREER PREPARATION:

What are your Future Plans? _____

Vocational School _____ College _____ Working Full-Time _____ Working Part-Time _____ Military _____ Not Sure _____

Do you know what Career Pathway you prefer? _____ If Yes, What & Why _____

Have you ever taken an Interest Assessment? _____ If Yes, What & When _____

Have you ever taken any Skills Tests that tell you what you are good at? _____ If Yes, What Test _____

What were the Results? _____

Name five (5) things you are good at doing: _____

What was/is your Favorite Class? _____ What is your Dream Job? _____

What do you like to do in your Spare Time? _____

If you plan to attend Post-Secondary Schooling, where would you like to go? _____

What Career do you plan to study for? _____

Have you Toured any Colleges or Post-Secondary Programs? _____ If Yes, Where _____

Have you completed any Post-Secondary Applications? _____ Have you completed a FAFSA? _____ When _____

Approximate Date you plan on Attending Post-Secondary School?(Semester & Year) _____

WORK-BASED LEARNING EXPERIENCES:

Have you worked before? Yes No If Yes, Was It: Full-Time Part-Time Summer Other

1. Name of Employer/Business _____ Name of Supervisor _____

City _____ State _____ Job Title _____ Wage Per Hour _____

Start Date _____ End Date _____ Reason for Leaving _____

2. Name of Employer/ Business _____ Name of Supervisor _____

City _____ State _____ Job Title _____ Wage Per Hour _____

Start Date _____ End Date _____ Reason for Leaving _____

How do you Get Along with your Supervisor? _____

What did you like about working? _____

What didn't you like about working? _____

Have you completed any Job Applications? If Yes, Where _____ Outcome _____

Have you had any Job Interviews? If Yes, Where _____ Outcome _____

Do you feel you need more Work Experience? If Yes, Why? _____

What kind of job are you looking for? _____

What Hours are you available for work? Mornings Afternoons Evenings Weekends Other _____

Are you registered for the Selective Service? or N/A If Not Yet, When is your 18th Birthday? _____

Do you have your Paper Social Security Card? Do you have a Driver's License or Permit? Which _____

Do you have a Vehicle? Other Transportation? How will you Get to Work? _____

Do you have any Legal Issues? If Yes, What? _____ Are you part of a Diversion Program

Are you on Probation? For What Offense? _____

Have you had a problem with Alcohol or Drugs? If Yes, Did you do Treatment? Completed Satisfactorily

Are you or have you been in Counseling to deal with any issues? If Yes, Have those issues been resolved?

Do you have a Disability? If Yes, Do you need an Accommodation & Describe _____

Do you have an IEP? Are you working with Rehabilitation Services? Do you have a Social Worker?

YOUTH DEVELOPMENT AND LEADERSHIP:

Do you have an Adult (Mentor) who you go to for Advice or Guidance? Yes No

If Yes, Name and Relationship _____

How have they helped you? _____

Describe any Community, Church or School Activities you are or have been in? _____

Are you or have you been in a Leadership Position? Explain _____

Have you done Volunteer Work? If Yes, Where _____ Did you choose to do it?

What did you Learn and How did you Feel? _____

Have you ever had to "Stand Up For" yourself? ___ Explain _____
How do you try to Solve Conflicts between yourself and someone else? _____

Do you have a Role Model? ___ Who and Why? _____

Describe how you Make Decisions? _____

FAMILY INVOLVEMENT AND SUPPORTS:

What is your Family Situation? ___ One Parent ___ Two Parents ___ Independent ___ Foster Child ___ Other

Parent/Guardian's Name(s) _____

Where do they work? _____

How long have you lived at the present Address? _____

If Recent Address Change, Why? _____

Are you the Oldest, Youngest, a Middle Child, an Only Child? _____

What Responsibilities are you expected to do at home? _____

What are your plans related to Schooling, Training, and Employment? _____

What does your family think about you going to work? _____

What Expectations do your Parents have of you Related to Schooling, Training, and Employment? _____

Are your plans different than what your Parent's Think you should do? ___ If So, How _____

Are your Parents Supportive of your needs and plans? ___ Yes ___ No How or How Not? _____

CONNECTING ACTIVITES:

Which of the following do you see as Challenges to you Becoming Self-Sufficient? Check All That Apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Past or Potential School Dropout | <input type="checkbox"/> Low Income | <input type="checkbox"/> Pregnant Or Parenting |
| <input type="checkbox"/> Basic Skills Deficient | <input type="checkbox"/> Offender | <input type="checkbox"/> Lack of Child Care |
| <input type="checkbox"/> Language Barrier | <input type="checkbox"/> On Probation | <input type="checkbox"/> Lack of Living Skills |
| <input type="checkbox"/> Disability (Mental, Physical, Emotional) | <input type="checkbox"/> No Transportation | <input type="checkbox"/> No Telephone |
| <input type="checkbox"/> No Work History | <input type="checkbox"/> Homeless/Runaway | <input type="checkbox"/> Health Concerns |
| <input type="checkbox"/> Lack of Job Skills | <input type="checkbox"/> Foster Care | <input type="checkbox"/> Chemical Dependency |
| <input type="checkbox"/> Unemployed or Underemployed | <input type="checkbox"/> Personal/Family Factors | <input type="checkbox"/> Motivation |
| <input type="checkbox"/> Other – Specify _____ | | |

AGENCIES/PROVIDERS YOU HAVE WORKED WITH:

___ School IEP Case Manager/Contact Name: _____
___ School Counselor/Contact Name: _____
___ Probation Worker/Contact Name: _____
___ Social Worker/Contact Name: _____
___ Child Support Worker/Contact Name: _____
___ Financial Worker/Contact Name: _____
___ Public Assistance/Contact Name: _____
___ Housing Agency/Contact Name: _____
___ Rehabilitation Services/Contact Name: _____
___ Work Coordinator/Contact Name: _____
___ Adult Basic Education/Contact Name: _____
___ Alternative Learning/Contact Name: _____
___ Social Security/Contact Name: _____
___ _____/Contact Name: _____
___ _____/Contact Name: _____

What things cause you Stress or Anxiety (Worry) and Why? _____

Using a Sentence or Two, how would you Describe Yourself: _____

Name two (2) things about yourself, of which you are most proud (examples: You Help Others A Lot, You Won an Award, You Have Children, You Get Good Grades in School, etc.): _____

What kind of support do you feel you might need as you work towards your Goal(s):

___ School Tuition	___ Uniforms	___ Clothing	___ Utilities	___ Driver's Training
___ Books & Supplies	___ Child Care	___ Housing/Rent	___ Phone	___ Car Insurance
___ Tools	___ Groceries	___ Gas	___ Car Repair	
___ Other: _____				



Youth Action Plan

Youth Name: Jane Boxer

Date: April 18th, 2014

The Guideposts for Success

The National Collaborative on Workforce and Disability for Youth (NCWD-Youth) has identified Guideposts for Success based on what research tells us that all youth need to transition to adulthood successfully. They can be used by Youth Service Professionals as a way to identify and organize specific activities in youth programming. The Guideposts are as follows:

1. **School-Based Preparatory Experiences**
2. **Career Preparation and Work-Based Learning Experiences**
3. **Youth Development Leadership**
4. **Connecting Activities**
5. **Family Involvement and Supports**

For more information about the Guideposts for Success, visit www.ncwd-youth.info

Completed	Target Date	Potential Activities and Resources	Person/Agency Responsible	Guidepost
	CURRENT	Continue Career Planning Activities	Tahnee Moe	2
	CURRENT	Continue Involvement with Lakes Region Acts Council	Jane	3
	CURRENT	Continue Involvement with Church	Jane and Family	3, 4 & 5
	APR 2014	Register for PSEO Psychology Class @ M-State	Wendy Fritz	1
	APR-MAY 2014	KeyTrain Pre-Tests	Tahnee and Wendy	2 & 3
	MAY 2014	Start Work Training (20+ Hours/Week) During Summer @ Library	Jane	2
	JUN 2014	Take Driver's Permit Test	Jane	3 & 4
	JUN 2014	Visit to Cottey College Including Meeting with Jeanna Brauer, Student Disability Services Coordinator	Jane and Parents	1, 4 & 5
	JUL-AUG 2014	Take Accuplacer and ACT	Jane and Amy Boxer	1
	AUG 2014	Start PSEO Psychology Class @ M-State	Wendy	1

Completed	Target Date	Potential Activities and Resources	Person/Agency Responsible	Guidepost
	SEP 2014	Start Final Year of High School	Jane and Wendy	1
	NOV 2014	Enroll @ Cottey College	Jane and Parents	1
	JAN 2015	Apply for Financial Aid	Jane and Parents	4 & 5
	FEB 2015	Integrated Resource Team Reconvenes to Discuss Post-Secondary Plan	ALL	ALL
	MAY 2015	Graduate High School	Jane	1
	JUN 2015	Start Work Training (20+ Hours/Week) During Summer @ Newspaper	Tahnee	2
	JUL 2015	National Career Readiness Certificate	Tahnee	2
	AUG 2015	Pass Driver's Test	Jane and Parents	3, 4 & 5
	AUG 2015	Move into Dorms	Jane and Parents	4
	AUG 2015	Start Cottey College	Jane	1

<i>Youth</i> Jane Boxer	<i>Date</i> 4/18/14
<i>Team Members</i> Tahnee Moe, Wendy Fritz, Amy Boxer	<i>Date</i> 4/18/14
<i>Disability Resource Coordinator</i> Greg Kaiser	<i>Date</i> 4/18/14

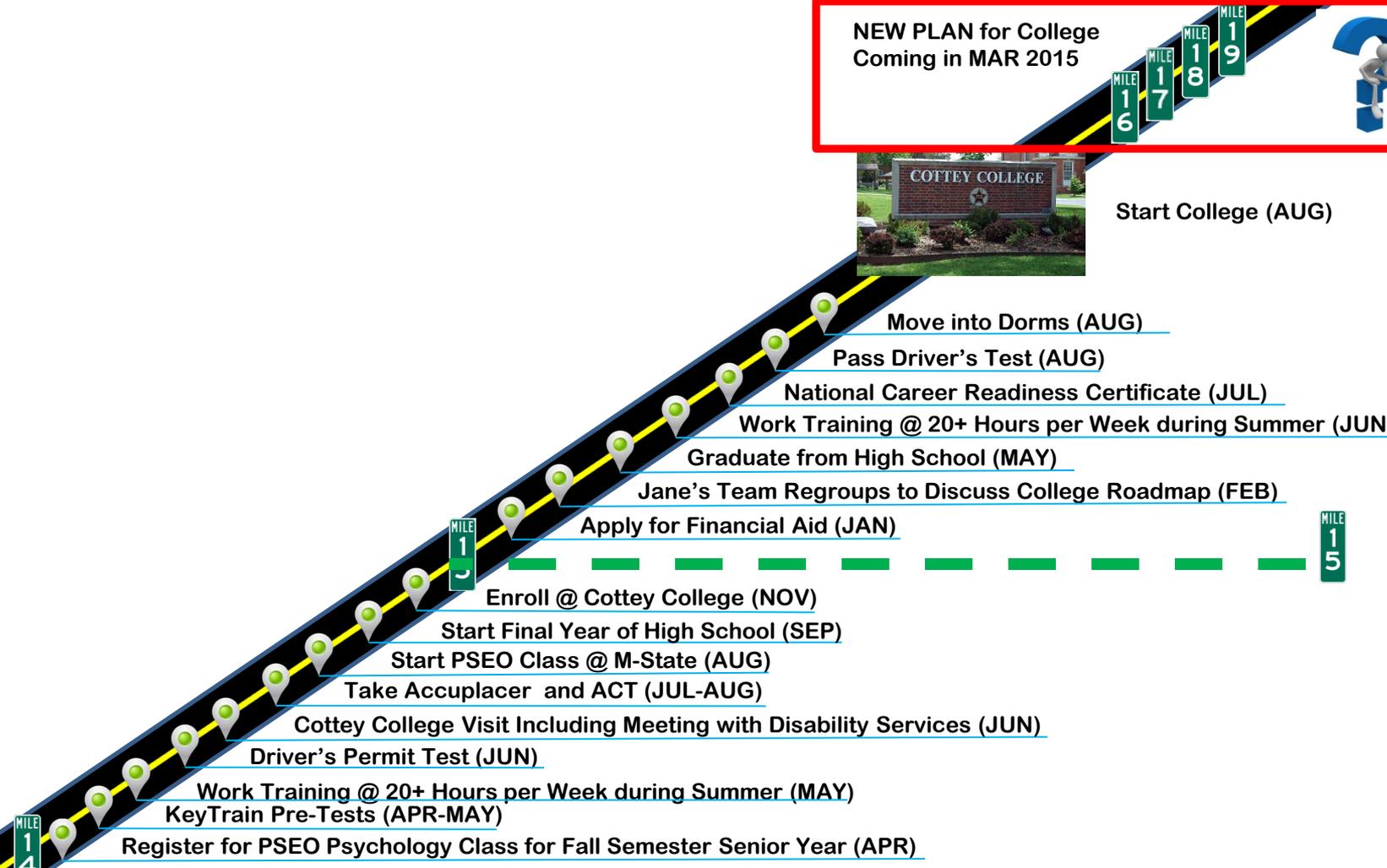
Jane Boxer's Roadmap for Success



NEW PLAN for College Coming in MAR 2015



Start College (AUG)



Provides Work Training, Career Planning and Creative Job Search Counseling



Continue to Volunteer and Stay Active in Church Functions



Mentorship Program and Scholarship Opportunities

WHERE TO GO

FOR EMPLOYMENT-RELATED SERVICES



A Southeast Minnesota Regional Network for Students with Disabilities

- Southeastern Minnesota Center for Independent Living (SEMCIL)
- Vocational Rehabilitation Services (VRS)
- Workforce Development, Inc. (WDI)
- Southeast Minnesota WorkForce Centers

Get information about all programs and services at any of the following southeast Minnesota WorkForce Centers:

Albert Lea .. 507-369-1488
Austin 507-433-0555
Faribault 507-333-2047
Rochester ... 507-285-7315
Owatonna ... 507-446-1470
Red Wing ... 651-385-6480

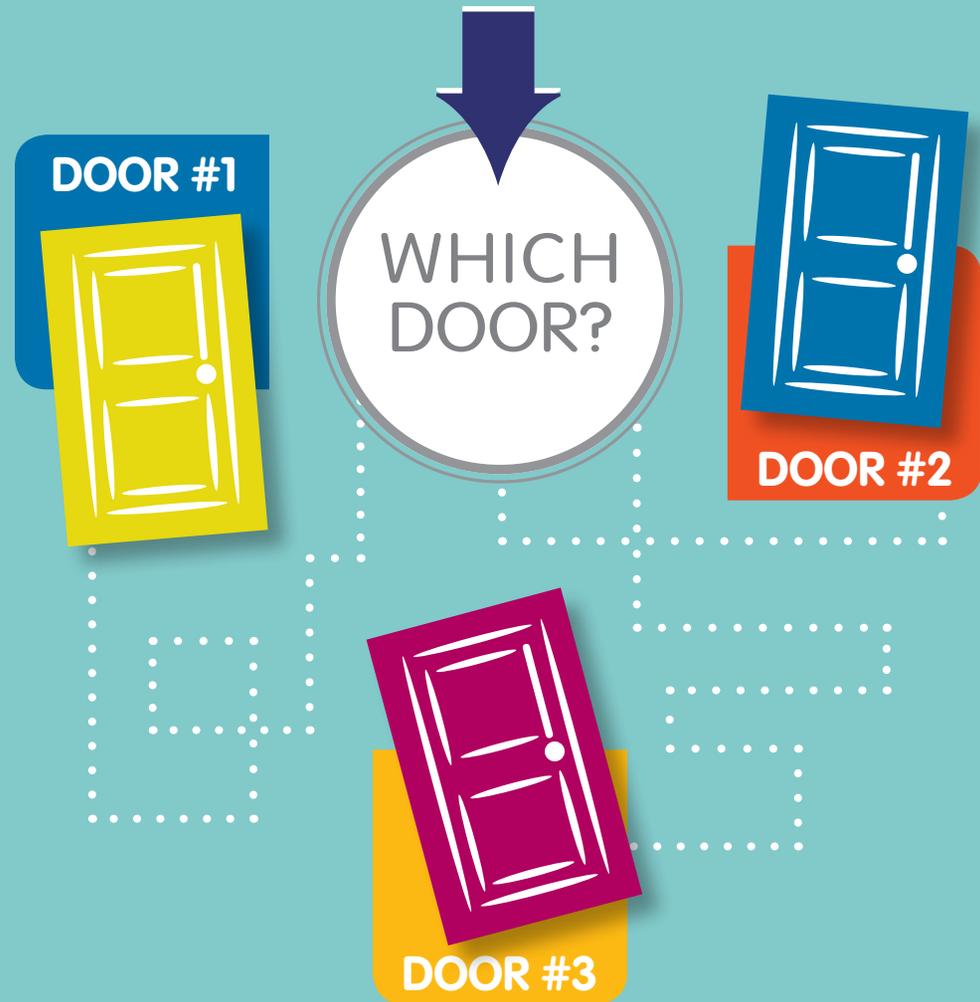
Upon request, this information can be made available in alternative formats for individuals with disabilities.

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WHERE TO GO?

EMPLOYMENT SERVICES IN SOUTHEAST MINNESOTA

For Youth with Disabilities



PICK ANY DOOR!



DOOR #1, #2 OR #3

PARTNERS IN SOUTHEAST MINNESOTA

Young people with disabilities—as well as their families, teachers, counselors and advisors—can choose from a lot of employment related services offered by many different programs. So many options. So many resources. So many choices.

Picking and choosing the right program, the right service, the right resource: it's like the old television show "Let's Make a Deal," where you choose what's behind Door #1, Door #2, or Door #3—without knowing what's behind those doors.

Here's the secret: there's no wrong door!

Which program should you contact when you need assistance? Don't worry. Any of us can help you. Walk through any door. We'll introduce you to a whole network of regional service providers that specialize in assisting students with disabilities to meet their needs in post-secondary education, employment and independent living.

Here's the Secret:
There's no wrong door!

We are a network of Southeast Minnesota service providers who **work together, with you**, to support students with disabilities. Together we can:

- Help you and your student fulfill IEP goals for post-secondary education, employment and independent living
- Spend one-on-one time with your student on future planning
- Assist in engaging parents and other family members
- Consult with you to help resolve student-related concerns
- Identify community resources that might be useful
- Coordinate planning with county social services, corrections systems, and other organizations
- Explore careers and set up work experiences with your students
- Assess your student's independent living skills and provide training and supports
- Provide assistance with assistive technology
- Help your students and families with benefits planning
- Ensure your students continue on with their goals successfully after leaving the school system