



Effective Practices Webinar Series: Transition of Youth with Disabilities

Operations Support Manager
Social Security's Ticket to Work program

October 2, 2014

Presenters

- **Richard L. Rosenberg Ph.D.**
 - Director Career Connection WUHSD
 - Lead Vocational Counselor Whittier High School
 - Director Career Connection TTW Employment Network

- **Julie Johnson CWIC**
 - Career Connection TTW Service Coordinator

- **Ginni Bachtelle**
 - Career Connection Mentor Coordinator

Learning Objectives

- Identify Participants
 - HS
 - College
- Foundation for Vocational Success
 - Family Communication
 - SSA Benefit Planning
 - Employment Services
- Ultimate Goal
 - Off Benefits
 - Challenges

“Failure to focus on Social Security benefits during transition is just not a missed opportunity, but may also cause harm when students and family members are not educated about or prepared for the effect of earnings on cash benefits and medical insurance”

(National Council on Disability, 2008)

Most Likely to Succeed!

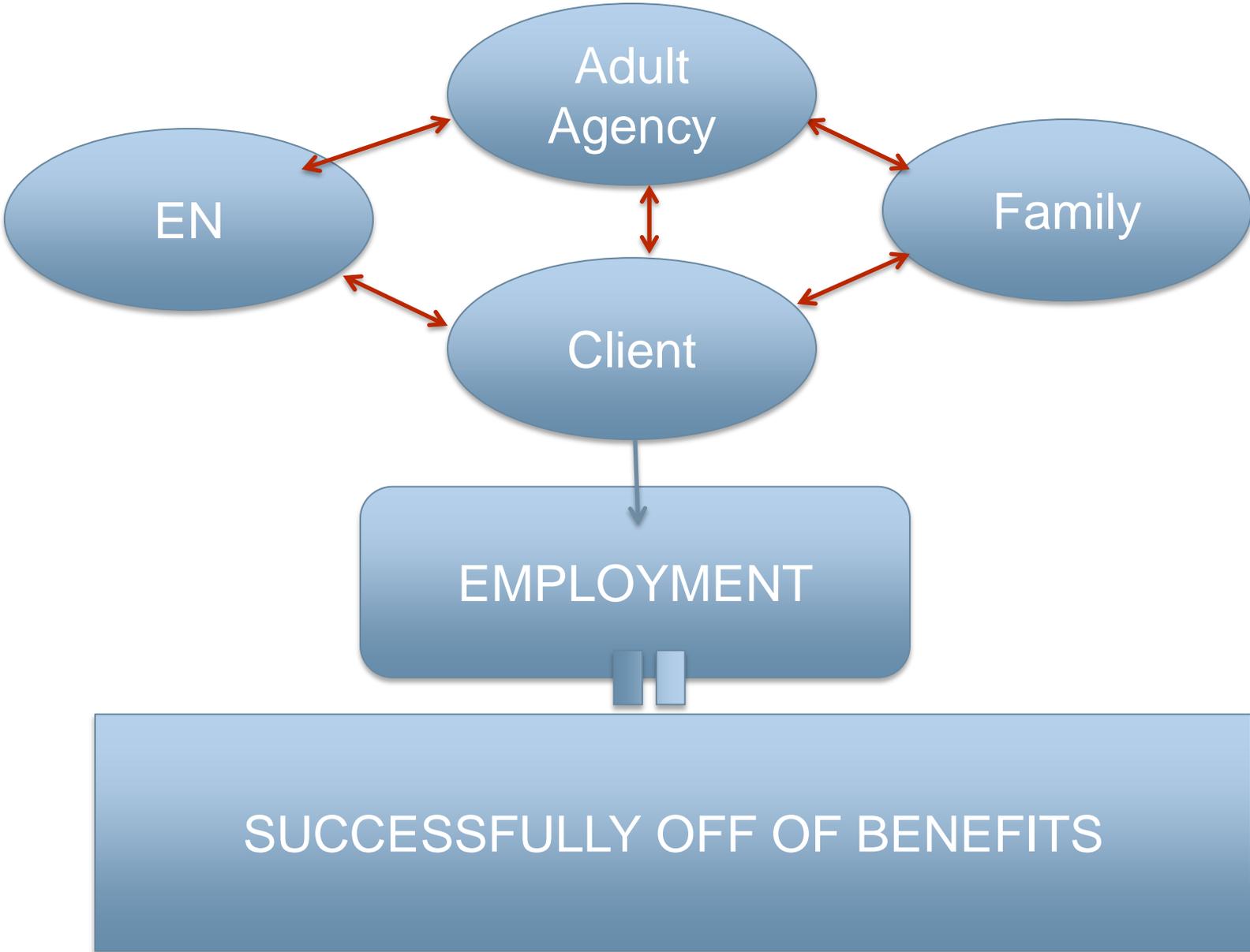
- High School
 - Attend College Fairs
 - Attend Job Fairs
 - Contact Special Education Chair
 - Attend Transition Events
- College
 - Contact Disabled Student Services
 - Attend College Events
 - Make Ticket to Work Presentations



Involve the Family

- Parents/Guardian are involved in every decision
 - Finances
 - School
 - Support Staff
 - Transportation
 - Career Advice
 - Ultimate TTW Approval and Acceptance
- Gaining Trust from Parents/Guardians is a Must!



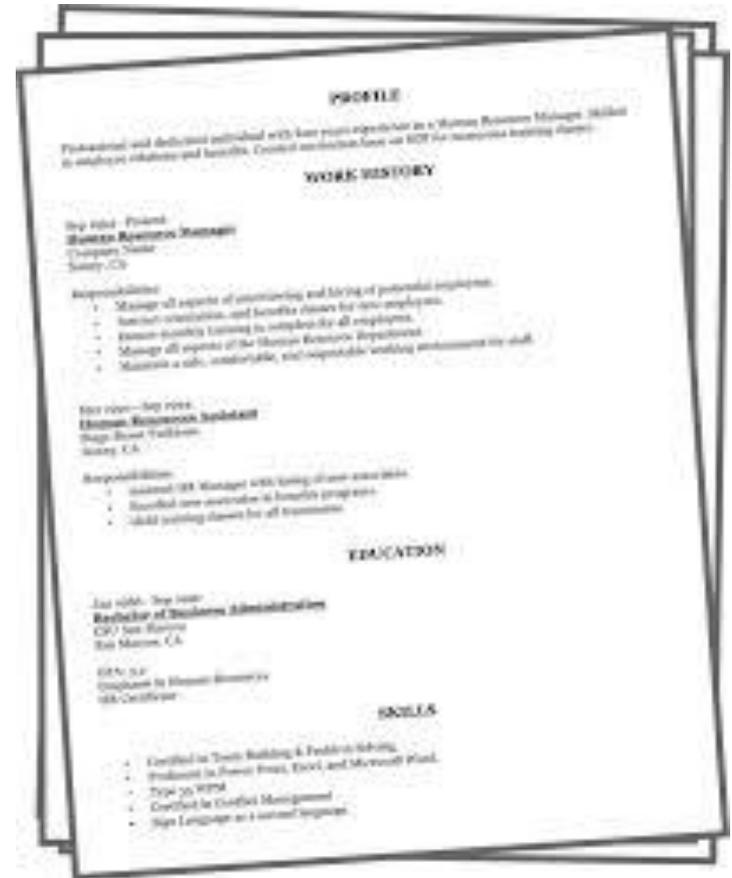


SSA Benefit Planning

- Accurate SSA Benefit Planning must be provided to family and potential participants immediately!
 - Meet individually and provide trainings as often as necessary
 - Work Incentives
 - Student Earned Income Exclusion (SEIE) – the most influential motivation to work
 - Impairment Related Work Expense (IRWE)
 - Plan to Achieve Self Support (PASS) – Another strong motivation for young adults
- Identify the likelihood of SSA letters and guarantee your guidance and support in addressing them

Employment

- Resume
 - Individualized
 - Cover Letter
 - Technology
- Interview Practice
 - Common interview questions
 - Situational questions
 - Completing paperwork
 - Technology
- Independent Employment
- Supported Employment



Employment - 2

- Explore Internship Opportunities
- Research for Summer Youth Employment Programs
- Consider Volunteer opportunities
- Network
- EN provides on-going support
 - Continued Family Communication
 - Available to answer all questions

Challenges

- Young Adults eligible for entry level jobs
 - Minimum wage
 - Part time hours
 - Must have family support
- Disability Benefits reduced but not terminated
 - EN may not be eligible for immediate payments
 - Participant may not meet Timely Progress Guidelines
- Trust of Parents and Participant and ANY work is a Success!

Overcoming Challenges

- Scott – Partnership Plus success
 - Scott's goals
 - EN's strategies



Success Stories

- Craig Cat – Successfully Employed
 - EN Challenges
 - Frustrated with SSA paperwork

Success Stories

- Claudia
 - Claudia's goals
 - EN's challenges



Success Stories

- Miguel
 - Miguel's goals
 - EN's challenges



Introducing GINNI

Our first TTW Participant Real Life Story

Volunteer



Full time

Successfully worked herself off of benefits

CaPROMISE

California Promoting the Readiness of Minors in Supplemental Security Income



CA Promise is funded through a cooperative agreement U.S. Department of Education, Office of Special Education Programs (OSEP) Grant # #H418P130003. The contents of this presentation do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government

What is PROMISE

Joint initiative of the U.S. Department of Education, the U.S. Social Security Administration, the U.S. Department of Health and Human Services, and the U.S. Department of Labor





CAPROMISE

- Model demonstration projects that serve
- 14-16 year old SSI recipients who have a:
 - Significant Disability,
 - Limited Resources, and
 - Limited Income.
- Family members are fully involved and may receive services.

www.CaPROMISE.org

CaPROMISE Overview

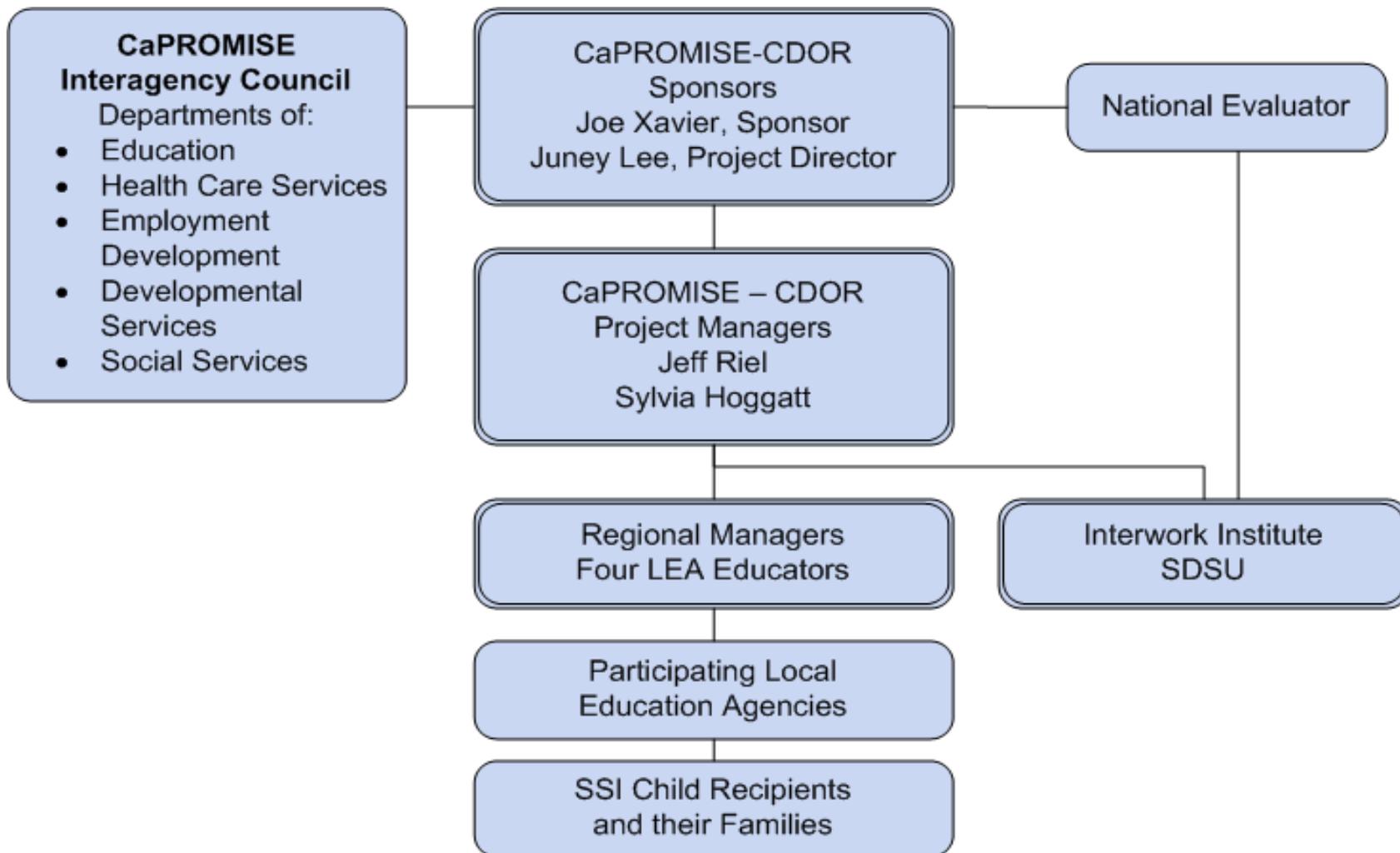
- At least 3,078 child 14 to 16 year old SSI recipients and their families
- Recipients are randomly assigned
 - ½ Treatment Group
 - ½ Usual Group
- Enrollment began at the beginning of August and will continue through April 2016

Who are the partners in CaPROMISE?

- California Department of Rehabilitation (DOR) – lead
- California Department of Education (CDE)
- California Department of Developmental Services (DDS)
- California Department of Healthcare Services (DHS)
- California Department of Social Services (DSS)
- California Employment Development Department (EDD)
- Local Education Agencies (LEA) and TransAccess
- San Diego State University's Interwork Institute



CAPROMISE OVERVIEW: STRUCTURE FOR CaPROMISE



21 LOCAL AREAS THROUGHOUT CALIFORNIA



Northern California

Regional Manager Joyce Montgomery

☐ 21 Districts and Organizational Units

- **Vallejo City USD**
- Oakland USD
- Vallejo City USD
- Solano COE
- West Contra Costa USD
- Elk Grove USD
- Lodi USD
- East Side Union HSD
- Expandability Consortium
 - Santa Clara USD
 - Milpitas USD
 - Santa Clara COE

Greater Los Angeles

Regional Manager Richard Rosenberg

☐ 4 Districts and Organizational Units

- **Whittier Union HSD**
- Los Angeles USD
- Whittier Area Special Education Program Cooperative (WACSEP)
- El Rancho Unified School District

Greater Inland Empire

Regional Manager Lynn Smith

☐ 49 Districts and Organizational Units

- **Riverside COE**
- Desert Mountain SELPA
- San Bernardino USD
- West End SELPA

Southern Coastal

Regional Manager Linda O'Neal

☐ 15 Districts and Organizational Units

- **Orange County Consortium/Irvine USD**
- Centinela Valley UHSD
- Compton USD
- Long Beach USD
- San Diego USD

Who is Served

- 14 to 16 year old SSI recipients and their families



Outreach and Recruitment: Outreach Efforts Begin

Enrollment List*

- Managers view on DMS
- Assign Students to CSC with security clearance

Outreach Letters

- Address Outreach letters to Student/Parent
- Print Letters on CaPROMISE letterhead

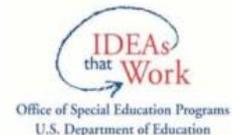
Disseminate Letters

- Mail
- In Person



INDIVIDUAL CAREER ACTION PLAN

ICAP



EDUCATION

H.S. Plans: Certificate of Completion GED H.S. Diploma Job Skills Certificate **P.S.E. Plans:** Job Skills Certificate AA/AS BA/BS Graduate Degree

EDUCATION OBJECTIVES:	ACTION PLAN ACTIVITIES	TECHNOLOGY/ SUPPORTS/ ACCOMMODATIONS	EXPECTED OUTCOME (Date)	AGENCY/PERSON PROVIDING SERVICE	START DATE:	QUARTERLY OUTCOME PROGRESS UPDATES*			
						Q1	Q2	Q3	Q4

* (1) No progress toward expected outcome (2) Little progress toward expected outcome (3) A moderate amount of progress toward expected outcome
 (4) A great deal of progress toward expected outcome (5) Expected outcome has been met



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EMPLOYMENT

Short Term Goal: _____ Long Term Goal: _____

Work Place Learning Sites: • _____ • _____ • _____

EMPLOYMENT OBJECTIVES:	ACTION PLAN ACTIVITIES	TECHNOLOGY SUPPORTS/ ACCOMMODATIONS	EXPECTED OUTCOME (Date)	AGENCY/PERSON PROVIDING SERVICE	START DATE:	QUARTERLY OUTCOME PROGRESS UPDATES*			
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BENEFITS PLANNING & WORK INCENTIVES

Work Incentives Utilized: SEIE PASS IRWE

Section 301 Waiver

Short Term Goal: _____ Long Term Goal: _____

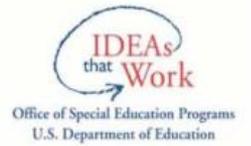
BENEFITS PLANNING & WORK INCENTIVES OBJECTIVES:	ACTION PLAN ACTIVITIES	TECHNOLOGY SUPPORTS/ ACCOMMODATIONS	EXPECTED OUTCOME (Date)	AGENCY/PERSON PROVIDING SERVICE	START DATE:	QUARTERLY OUTCOME PROGRESS UPDATES*			
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OTHER OBJECTIVES

Youth Development Activities
 Extended & Experiential Learning
 Career Related Training & Education

Self Determination Skills

Health Behavior Management & Wellness Services
 Training in the Use of Technology
 Independent Living Activities

Short Term Goal: _____ Long Term Goal: _____

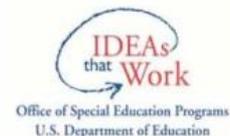
TECHNOLOGY OBJECTIVES:	ACTION PLAN ACTIVITIES	TECHNOLOGY SUPPORTS/ ACCOMMODATIONS	EXPECTED OUTCOME (Date)	AGENCY/PERSON PROVIDING SERVICE	START DATE:	QUARTERLY OUTCOME PROGRESS UPDATES*			
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SERVICE MATRIX

(In addition to CaPROMISE, please check all service agencies currently providing support)

<p>General Education (K-22) <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Special Education/IEP <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Community College <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Four Year College <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • •
<p>Department of Rehabilitation/IPE <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Regional Center/IPP <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Social Security Administration <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>WorkAbility I <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • •
<p>Regional Occupational Program <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Workforce Investment Act/ISP <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Mental Health Department <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Transition Partnership Project/IPE <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • •
<p>America's Job Center <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Housing Authority (Section 8) <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Public Authority (In-Home Supportive Services) <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Social Services <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • •
<p>Family Resource Center <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Adult Education <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Other <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • • 	<p>Other <input type="checkbox"/></p> <p>Contact: _____</p> <p>Interventions:</p> <ul style="list-style-type: none"> • • •



INDIVIDUAL CAREER ACTION PLAN

ICAP



CaPROMISE Individual Career Action Plan Disclaimer

I understand that this CaPROMISE Action Plan for _____ has been developed pursuant to a grant from the US Department of Education. It shall not be construed to be part of any Individualized Education Plan developed for _____, pursuant to the Individuals with Disabilities Education Act; nor shall the services and supports outlined within be considered special education and/or related services, unless they are specifically included in an IEP for _____. USDOED and _____ (school/district/agency) will not be liable to provide any of the services set forth in this Intervention Plan.

I hereby acknowledge the above statement and am fully committed to the ICAP that I have developed with my Career Services Coordinator. I agree to the contents of the ICAP and will work on the goals, objectives and activities listed. As I see a need to change/update any parts of the ICAP I will work with my CSC to make the needed revisions.

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Ca Promise Participant Signature

Date

Career Services Coordinator's (CSC) Signature

Date

Parent/Guardian Signature

Date



Youth at Job Fair Citadel Today



Questions



Thank You!

- Richard L. Rosenberg Ph.D.
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- Julie Johnson CWIC
Julie.Johnson@wuhsd.org
- Ginni Bachtelle
Ginni.Bachtelle@wuhsd.org