

Examples of SSA's Youth Transition Demonstration intervention components

<i>Component</i>	<i>Examples</i>
Individualized Work-Based Experiences	<ul style="list-style-type: none"> – Career exploration consists of visits by a youth to workplaces to learn about jobs and the skills required to perform them – Job shadowing involves extended time, often a full workday, spent by a youth in a workplace accompanying an employee in the performance of his or her daily duties – Volunteer work, or work sampling, is unpaid work by a youth in a work environment to learn aspects of potential careers and to learn “soft skills” required in the workplace – Internships, paid or unpaid, are formal arrangements whereby a youth is assigned specific tasks at a workplace over a predetermined period of time – Apprenticeships are formal, sanctioned work experiences of extended duration in which an apprentice learns specific occupational skills related to a standardized trade – Paid employment may include existing standard jobs in an organization or created work assignments, as well as work scheduled during or after school hours
Youth Empowerment	<ul style="list-style-type: none"> – Training for educators, service providers, and families in enabling youth to take more responsibility for decision-making – Self-determination skills for youth so that they can make informed choices about education and other services based on their own preferences and self-knowledge – Self-knowledge by youth of their needs for learning and workplace accommodations, combined with self-advocacy for those accommodations – Opportunities for youth to practice self-management and responsible decision making that reflect healthy and informed choices – Student-directed IEP planning and goal setting

<p>System Linkages</p>	<ul style="list-style-type: none"> – High school curricula linked with work experiences, such as work-study assignments, project-based assignments related to career exploration, and/or practical vocational skill development – Interagency planning teams that bring together school personnel, vocational rehabilitation counselors, adult service providers, and/or other representatives of services that may be required to facilitate and monitor collaborative efforts well in advance of projected school exit – Written and enforceable interagency agreements that structure the provision of collaborative transition services, including the sharing of staff and funding resources – A plan for a seamless “hand-off” of youth supports, such as job coaching, so that supports that were initiated during the secondary school years can continue as necessary upon exit from school
<p>Family Supports</p>	<ul style="list-style-type: none"> – Training for families to take an active role (along with schools and community partners) in transition planning – Training and information for families about programs, services, supports, and accommodations for young people with disabilities – Counseling for families to foster high expectations for employment and community participation by youth with disabilities; expectations based on each youth’s unique strengths, interests, and needs – Providing families with access to information about employment, educational opportunities, and community resources for youth with disabilities – Providing families with opportunities to share through peer support networks their experiences in supporting the transition to adult life by their children with disabilities

<p>Social and Health Services</p>	<ul style="list-style-type: none"> – Individualized mental health services such as personal counseling, psychotropic medication prescription and monitoring, and in-patient acute mental health care – Monitoring of prescribed care regimens, including management of the transfer of care from pediatric to adult health systems, identification of health care providers who treat Medicaid patients, and other services that may be required to ensure the uninterrupted delivery of health care – Referral to specific social services to address life and family needs such as transportation, child care, housing, income support, and so forth – Access to recreational opportunities to build physical and social skills that will improve quality of life – Mentoring relationships with adult role models, with and without disabilities <p>Waivers – Earned Income Exclusion (EIE) which allows out-of-school youth to retain SSI cash benefits on a reduction ratio of one dollar of benefit for each four dollars earned, rather than the standard EIE ratio of one to two</p> <ul style="list-style-type: none"> – Expanded Student Earned Income Exclusion (SEIE), which allows youth still in school to be eligible longer and earn more money before cash benefits are affected – Plan for Achieving Self-Support (PASS), which expands the use of PASS for career exploration and education costs – Individual Development Accounts (IDA), savings accounts owned by participants that include matched contributions from approved sources, are not counted when determining the monthly SSI benefit – Continuing Disability Review (CDR) or Age 18 Medical Redetermination, which allows YTD participants to remain eligible for SSI benefits for the duration of participation in YTD, regardless of the outcome of a continuing disability review (CDR) or age 18 medical redetermination
<p>Benefits Counseling</p>	<ul style="list-style-type: none"> – Counseling for youth and their parents and families, provided by specifically assigned YTD project staff, on work incentives, the implications of earnings for benefits, record keeping, medical documentation, reporting of earnings, and so on.