

have higher amounts of income and still may qualify for some benefits.

To be eligible for SSI, a person must reside in the U.S. or the Northern Mariana Islands and be a U.S. citizen, an alien lawfully admitted for permanent residence, or an alien permanently residing in the U.S. under "color of law" (PRUCOL). PRUCOL is defined in the Code of Federal Regulations at 20 CFR 416.1618.

#### Description of the YTPD Projects

To further the President's New Freedom Initiative goal of increasing employment of individuals with disabilities, we are conducting a demonstration project, called the Youth Transition Process Demonstration (YTPD), under the authority of section 1110 of the Act. SSA is awarding cooperative agreements to state agencies and universities in six states for five years, subject to the availability of funds, for the purpose of helping youth with disabilities maximize their economic self-sufficiency as they transition from school to work. These projects will focus on youth ages 14–25 who receive SSI, Social Security Disability Insurance (SSDI), Childhood Disability Benefits (CDB), and youth who are at risk of receiving such benefits. The projects are designed to collaborate among federal, state, and local agencies to develop and implement sustainable improvements in the delivery of transition services and supports. The projects will test ways to remove other barriers to employment and economic self-sufficiency.

#### YTPD Project Sites

SSA is conducting seven YTPD projects in six states. The state, title, description and project sites for each project follow.

##### California

*Title:* The Bridges to Youth Self Sufficiency Project (Bridges).

*Awardee:* State of California Health and Human Services Agency Department of Rehabilitation.

*Summary:* The Bridges to Youth Self Sufficiency Project (Bridges) will serve youth ages 14–25 who receive SSI, SSDI, or CDB or youth at risk of receiving such benefits. Benefits planning and intensive service coordination are the main services provided by this project. Other specific program components are benefits training and education, outreach to specialized populations, early intervention, local partnering, youth incentives, local and state oversight bodies, and a data driven research study. The categories of outcomes to be

measured are employment, education, level of independence, service participation, and quality of life.

#### Project Sites:

1. Riverside County Office of Education
2. Whittier Union High School District
3. Vallejo City Unified School Districts
4. Capistrano Unified School District/ Saddleback Valley Unified School District Consortium
5. Irvine Unified School District/ Newport-Mesa Unified School District Consortium

##### Colorado

*Title:* Colorado Youth Work Incentive Network of Supports (WINS).

*Awardee:* JFK Partners of the University of Colorado Health Sciences Center.

*Summary:* Colorado Youth Work Incentive Network of Supports (WINS) overarching goal is to assist youth, aged 14–25, who are currently receiving or are likely to receive SSI, SSDI, or CDB benefits to maximize their economic self-sufficiency and career advancement. Participants will work with a Transition Team (made up of a Consumer Navigator, Benefits Planner, and a Career Counselor) located in each selected community. The Transition Team, housed at local Workforce Centers, will provide specialized and intensive transition services to youth and their families. This project is designed to ensure that the same Transition Team members will work with youth and their families during high school and after the youth has left high school and entered the workforce. This project will collect comparison data from additional youth to determine the impact the intensive transition services and waivers have on Colorado Youth WINS participants. Comparisons will be made between participants and the control group using both direct collect and administrative data.

*Project Sites:* Larimer, El Paso/Teller and Pueblo Counties.

##### Iowa

*Title:* Smart Start.

*Awardee:* University of Iowa's Center for Disability and Development, Employment Policy Group.

*Summary:* Smart Start focuses on supporting the successful transition of students with disabilities from school to employment and economic self-sufficiency by addressing deficiencies and inefficiencies that exist across the system. The project concentrates on coordinating and integrating existing resources (services and benefits)

available through local, state, and federal programs including Individuals with Disabilities Education Act (IDEA), Medicaid, Workforce Investment Act, Vocational Rehabilitation, SSI, and Ticket to Work. The purpose of Smart Start is to design and set into motion a system of individualized, comprehensive, and navigable transition-related services that adequately respond to the needs and aspirations of young people with disabilities. By removing customary bureaucratic constraints that impede individual choice and empowerment, Smart Start enables coordination and integration of transition services across multiple agencies by creating a service delivery system that is market driven. This effort presents an opportunity for local, state, and federal agencies to meaningfully engage in cross-departmental risk-sharing efforts. Project participants are students with disabilities enrolled in public schools and young adults with disabilities, formerly enrolled in public schools, who are unemployed (or who are employed but seeking jobs), starting with youth ages 14–25 years old who receive SSI.

*Project Sites:* Mason City and Waterloo Community School Districts.

##### Maryland

*Title:* The Maryland State Department of Education Youth Demonstration Project.

*Awardee:* Maryland State Department of Education.

*Summary:* The Maryland State Department of Education Youth Demonstration Project will have dedicated staff to assist the student participants and their families in the development of services and training that leads to employability and the building of a safety net for independence. In each service site there will be a dedicated Department of Rehabilitation Services Counselor, a Consumer Navigator, and a Family Support and Benefits Coordinator. Areas to be addressed include transportation, independent living, health care, and benefits planning before exiting school. The partnership with the One Stop will allow students, with the guidance of the Consumer Navigator, to develop those life skills needed for employment. As a result of participation in this project, students with disabilities will be better prepared for life choices at the completion of their public school educational program. Participating students will be more prepared for adulthood by obtaining the skills and the service agency linkages to move from dependence to independence. All