Secondary Transition Resource Booklet

A Guide to Preparing You and Your Child For Life After High School

Northern Lights Interagency Council (NLIC)
Interagency Coordinating Council of Duluth (ICCOD)

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Electronic version of this booklet can be found at Northern Lights Special Education Cooperative:
www.nlsec.org

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This resource booklet is not so much a creation as it is an organization of existing quality materials into an organized and easily accessible format for youth with disabilities, families/guardians, and educators with regard to community resources and transitional information within St. Louis, Carlton, Lake, Pine, and Aitkin counties.

Transitioning out of high school into the "real world" can be a very stressful and emotional time for both students and families. There is a lot of information to be aware of when planning for your child's life after high school. This booklet was created to assist families and students with the necessary information for our area in terms of planning and identifying services and agencies to support employment, postsecondary education, and independent living needs.

Introduction: Secondary Transition Planning for High School Students and Families

The purpose of special education is to prepare children to lead "productive and independent adult lives to the maximum extent possible." ~ IDEA 2004(c)(5)(A)

Begin with the end in mind. This idea is at the heart of assisting students in planning for their future. Starting in 9th grade, a student's IEP sets the course for planning for the future. The IEP changes to include long range planning to meet the goals (employment, post-secondary education and training, and independent living) established by the student and family. This process is called "transition planning" which also continues to focus on educational and functional needs.

In order to determine the student's future transitional needs, the team (parent, student, administrator, case manager, general education teacher, other service providers,...) will gather data from age-appropriate transition assessments which need to focus on the students needs, strengths, interests, and preferences.

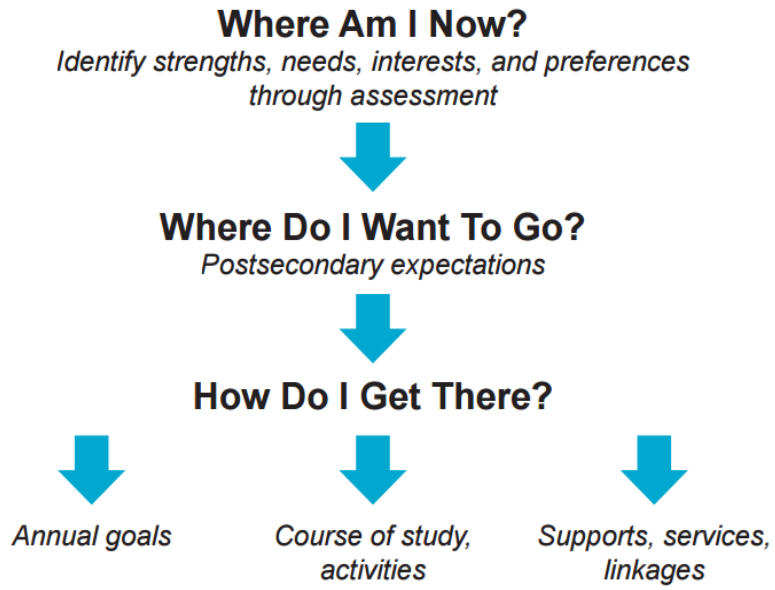
Measurable Postsecondary Goals -These are goal statements describing what the student would like to do *after* high school. These goals are what drive the student's entire IEP. Below are the 3 domains with examples for each:

> **Employment-** Paid (competitive, supported, sheltered), unpaid, military, etc.
> **Postsecondary Education-** 4 year, 2 year college, technical training, vocational training, military, apprenticeships, on the job training (OJT), Job Corps, independent living skills training, adult day training program, etc.
> **Independent Living (community participation, recreation & leisure, home living)-** Adult daily living, money management, personal care, communication, transportation, safety, interpersonal skills, self advocacy, etc. *(This is the only area in which a postsecondary goal is not required for the student, unless the team determines it is appropriate and needed).*

Courses of Study: The purpose is to provide the student with opportunities and experiences that will give them the knowledge and skills they will need in order to achieve their postsecondary goals. These can include specific classes, career/technical classes, advanced placement, PSEO, work-based learning, and/or instruction in daily living and community participation. *The team has the authority to substitute/modify district/state credit requirements in order to fulfill students measurable postsecondary goals.*

Transition Services: Outlines what will be done to help students reach their measurable postsecondary goals. This can include activities and instruction such as building skills for independent living, employment, recreation and leisure and home living. Many outside agencies, such as county services, Vocational Rehabilitation Services (VRS), etc can assist in implementing activities along with the school.

Below is a pictorial description of the transition process for student:



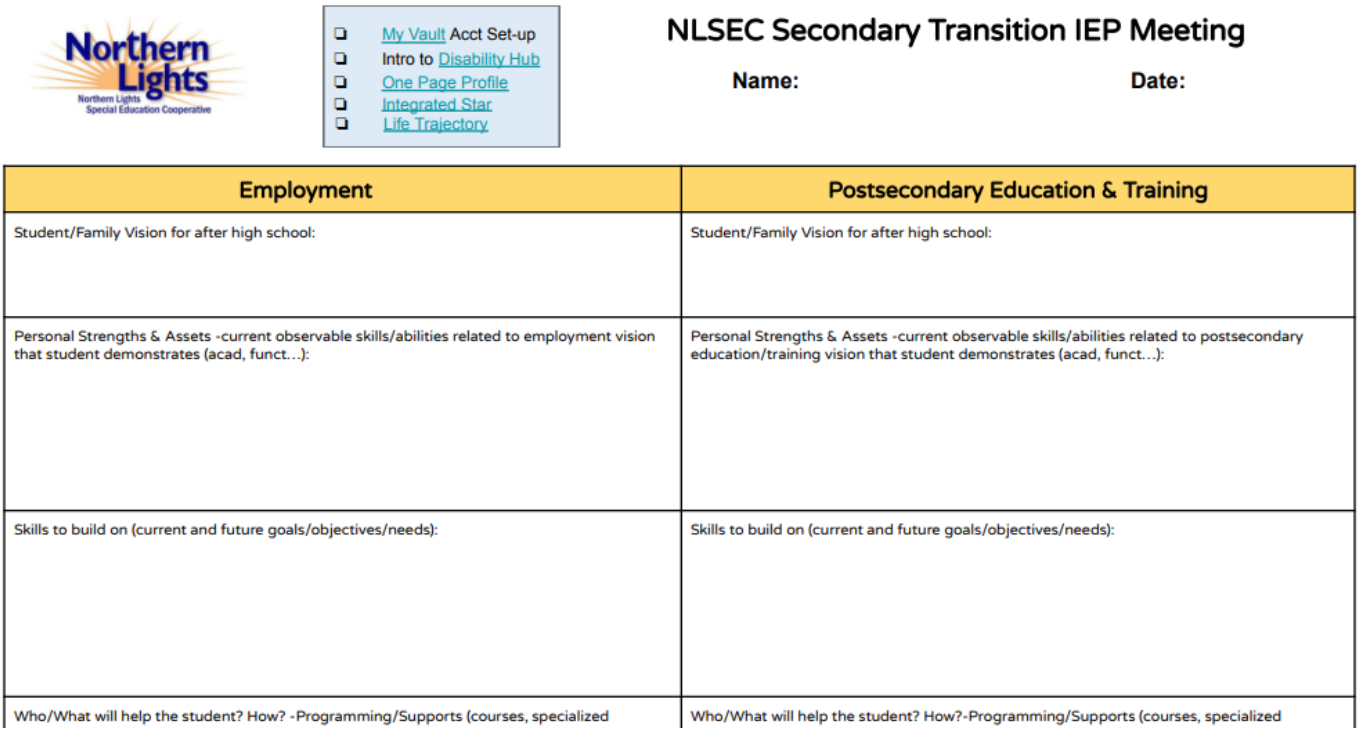
Anticipated Graduation Date: should be considered during each annual IEP meeting. The team should think about what it will look like when the student is ready to graduate? What outside agencies will need to be integrated? What skills, opportunities and experiences do they need to demonstrate or participate in prior to graduating? The team should discuss whether the student will be graduating:

- with their same age peers -meaning the student is expected to meet all state standards for graduation with special education support (accommodations and/or modifications).
- by meeting certain IEP goals/objectives-meaning the student may or may not have met the minimum requirements for graduation in their district, but have ongoing transition needs identified in their IEP's, by the IEP team, and based on assessment data. Students are able to access 18-22 services in their school districts if there is continued documented needs. However, the decision may change over time depending on the student's needs, future plans and readiness to exit their programming.

Students who have earned the minimum graduation requirements may participate in a "social graduation" if the family wishes, but will not attain their high school diploma until they either "age out" of their programming or meet their goals. Social graduation allows students who will continue to receive services the opportunity to participate in the traditional graduation ceremony with their peers (refer to your school district graduation policy for more information).

Running a Secondary Transition Based IEP Meeting

IEP's are meant to be documents to support the academic and functional development of students with disabilities. Teams are required to include students as a part of the IEP process starting no later than 9th grade. From there, the IEP team meets to develop a plan to support the student attaining their measurable postsecondary goals as mentioned above. By using a secondary transition based IEP meeting agenda, this can support the team in developing a plan to assist the student in meeting their goals for life after high school. Below is a snapshot of an agenda example.



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- ❑ My Vault Acct Set-up
- ❑ Intro to Disability Hub
- ❑ One Page Profile
- ❑ Integrated Star
- ❑ Life Trajectory

NLSEC Secondary Transition IEP Meeting

Name: **Date:**

Employment	Postsecondary Education & Training
Student/Family Vision for after high school:	Student/Family Vision for after high school:
Personal Strengths & Assets -current observable skills/abilities related to employment vision that student demonstrates (acad, funct…):	Personal Strengths & Assets -current observable skills/abilities related to postsecondary education/training vision that student demonstrates (acad, funct…):
Skills to build on (current and future goals/objectives/needs):	Skills to build on (current and future goals/objectives/needs):
Who/What will help the student? How? -Programming/Supports (courses, specialized	Who/What will help the student? How?-Programming/Supports (courses, specialized

Person Centered Planning

Person Centered Planning (PCP) is an ongoing problem solving process used to assist individuals with disabilities plan for their future. A team of people focus on the individual and their vision(s) of what they want their future to look like. This collaborative approach works to identify the individual's strengths and needs and look at what opportunities and resources are available to support their future and achieve their goals. PCP can be used at IEP meetings or as part of the planning stages related to secondary transition.

Charting the LifeCourse framework was developed by families to help individuals with disabilities and their families develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports and discover what it takes to live the lives they want to live.

One Page Profile is a great tool to use to help the student describe themselves; what people like about them, what's important to them and how to best support them.

Life Trajectory is a worksheet used to envision the student's best life and identify the steps or experience needed to get there, including what they don't want their life to look like.

Integrated Support Star is a worksheet used to write about the tools, resources and people in the student's life and how they help them live an inclusive life in the community.

Attaining a County Social Worker

A county social worker can help people access, coordinate and monitor needed services as they relate to the person's assessed needs and preferences-regardless of funding sources. This may include:

- Exploring options for services and securing funding
- Coordinating with service providers and making referrals
- Attending IEP meetings to help plan for the student's future and advocate for the student
- Offering guidance on supported decision making and guardianship options
- Assisting with applying for SSI and county benefits
- Exploring vocational, post-secondary options along with Vocational Rehab
- Exploring housing, rec/leisure activities, helping to access services to increase independent living skills

Who can qualify for services?

A person who has an intellectual disability with an IQ score of 70 or below. When an IQ score is higher than 70, other related conditions may assist the person in qualifying for services. These can include: Fetal Alcohol Syndrome Disorder, Autism, Fragile X or other developmental disabilities.

A person may also qualify for services if they have been diagnosed with a mental health condition obtained by a Psychiatric, Ph.D., Psychologist or Clinical Social Worker. Some health impairments or physical disabilities may also help a person qualify for services.

When should I apply? It is best to apply by age 14 when schools are starting the transition process. If the student has a developmental/intellectual disability, this process can begin in early childhood.

How do I apply? Everyone requesting county services needs to have a MNChoices assessment completed. This is a comprehensive assessment and support planning tool that is used to determine eligibility for services.

To request a MnChoices assessment, contact the local county health and human services department where you reside. You will need supporting documentation such as a school assessment or psychological assessment completed within the last year.

Applying for a county social worker can be done at no cost to the family. Students who are 18 or older and do not have a legal guardian can apply for a social worker without getting parental consent. DHS keeps updated contact information (https://mn.gov/dhs/partners-and-providers/) for the surrounding counties.

Local County Health & Human Service Departments

County	Address	Phone Numbers
Aitkin	Aitkin County Health & Human Service Agency 204 - 1st St NW Aitkin, MN 56431-1291	(218) 927-7200
Carlton	Carlton County Public Health & Human Services 14 N. 11th Street PO Box 660 Cloquet, MN 55720	(218) 879-4511 1-888-818-4511
Pine	Pine County Health & Human Services 315 Main St S Ste 200 Pine City, MN 55063 Pine County Health & Human Services 1610 Highway 23 North Sandstone, MN 55072-5009	(320) 591-1570
Lake	Lake County Health & Human Services Department 616 Third Ave Two Harbors, MN 55616-1560	(218) 834-8400
St. Louis	St. Louis Co Public Health & Human Services Government Services Center 320 W 2nd St Duluth, MN 55802-1495 P.O. Box 307	(218) 726-2000 Intake # for SW (218) 726-2366

Transitioning to Adulthood

The age of majority for all students is 18. For a student receiving special education services, this means they now have legal and educational rights and responsibilities previously held by their parents/guardians. A discussion regarding transfer of student's rights at age of majority should be held prior to the student's 17th birthday. Educationally, students who have reached legal adulthood have the following rights:

- Receive notice of and attend IEP meetings
- Consent to re-evaluation for special education services
- Consent to change in placement
- Request mediation or due process hearing to resolve a dispute regarding their evaluation, identification, eligibility, IEP, educational placement or other issues.

Reaching the age of majority can be an exciting time for some students. It also can bring some anxiety and fear, not only for the student but for that student's support system as well.

There are several options to support your student in making educational and other life decisions. It's important to understand that not all adult children with disabilities will need nor should be under a legal guardianship. There are alternatives to guardianship that help a person make decisions without affecting their independence. These alternatives allow the person to get support for what they need and puts them in control of their lives.

Supported decision making: A Person-Centered approach to decision making that recognizes that all people need at least occasional help to make decisions. It empowers the person to make decisions *with* the support of trusted family members, friends and/or professionals.

Alternatives to guardianship:

- Health Care Directive guides a person to make decisions about what they would like their health care to look like in the event they cannot make their own decisions.
- Banking tools such as automatic bill pay, direct deposit and joint accounts to make sure bills are paid.
- Representative payee to manage governmental income benefits (ie: SSI)
- Power of Attorney can be used to appoint someone to help them make certain decisions such as health care, financial or other general decisions.
- Supplemental/special needs trust/ABLE accounts are all tools to help people save money without it affecting their eligibility for government benefits.
- Releases of information allow a designated person to have discussions with health care, mental health, county and government entities.

Guardianship: An individual or organization, appointed by the courts, who has legal authority to make personal (guardian) and/or financial (conservator) decisions for an incapacitated person who is unable to provide for their own basic needs or financial management even with support from others and/or

technological assistance. A guardian has 7 basic powers including determining where the person lives, their needs for shelter, nutrition and access to service – including academic and vocational services, providing clothing and furniture, providing necessary access to medical or other professional care, approval or withholding of contracts, supervisory authority, and helping to access government benefits.

Even with a court-appointed guardian, people with disabilities have civil and constitutional rights. These rights can be found in the Bill of Rights. It includes everything from the right to be treated with dignity and respect, to the right to privacy, to the right to get married and have children.

Limited guardianship: The guardian has only a few select powers necessary to support the person and all other decisions are those of the individual.

Resources to learn more:

Working Interdisciplinary Networks of Guardianship Stakeholders (http://wingsmn.org)

National Resource Center for Supported Decision Making (http://supporteddecisionmaking.org/)

Arc MN Guide to Guardianship (https://arcminnesota.org/resource/arc-guide-to-guardianship)

Supported Decision Making Planning Guide

Guardianship and Alternative Options Pamphlet

NLSEC Tuesday Transition Talks at Twelve -Supported Decision Making & Guardianship Videos

Exploring Decision Making Supports

I have decided to pursue guardianship. What are the next steps?

- Go to your local county courthouse to request paperwork.
- File paperwork 6 months prior to the person's 18th birthday.
  The person will be served paperwork to inform them that a guardianship petition has been filed.

Student Rights & Responsibilities in Special Education

(upon reaching the age of majority)

*Minnesota Secondary Transition Compliance Toolkit, 2008

It is important for students to understand their rights and responsibilities when it relates to their special education planning once they reach the age of majority, which is currently 18 years old. Below is a table that illustrates what the student should know in terms of their rights and responsibilities.

RIGHTS	RESPONSIBILITIES
I have the right to know what my disability is and how it affects my ability to learn and live independently.	It is my responsibility to learn about my disability and advocate for my needs.
I have the right to be provided information regarding assessment, services, and the IEP.	It is my responsibility to ask questions until I understand.
I have the right to be invited to attend and participate in my IEP.	It is my responsibility to attend all of my IEP meetings and actively participate in the transition planning that will help me prepare for my adult life.
I have the right to make my own decisions about my special education program.	It is my responsibility to invite people to my IEP meeting who know me and understand my disability.
I have the right to have individuals who understand my disability serve on my IEP team.	It is my responsibility to understand that developing an IEP is a collaborative process that involves a variety of team members.
I have the right to accept or refuse services.	It is my responsibility to understand that refusing services may affect my education.
I have the right to give permission for testing or changing my special education program.	It is my responsibility to provide information about my preferences, interests, and strengths to my teachers and adult agency providers, so that they can help identify appropriate programs and services.
I have the right to review my educational records.	It is my responsibility to follow through with any activities I have agreed to do as a part of my IEP.
I have the right to disagree with my IEP and to receive help in writing a complaint, requesting mediation or a due process hearing.	
I have the right to ask my parents to act as my decision making representatives in regard to my IEP. However, if I choose not to involve my parents, they maintain the right to be notified regarding my IEP and have the right to agree or disagree with any recommendations or changes in the program.	

Brief Overview of Post-Secondary Educational Models

Technical & Community Colleges: provide specialized training in a specific career field, trade, or profession, which can include computer technology, business administration, culinary arts, electronics, medical assistance, legal assisting, automotive technology, and cosmetology. Programs can take anywhere from less than two years up to four years to complete and typically award a certificate, diploma, or associate's degree. Associate's degree options include an Associate of Arts, an Associate of Science, and an Associate of Applied Science. Different technical programs have different standards for entrance such as the ACCUPLACER which assess reading, writing and math abilities.

Apprenticeships: Offers a career pathway that provides employment as you learn on the job. People who successfully complete a program become journey level workers. Apprentices are guaranteed a wage as they progress. Employers generally bear the costs of the program. Apprentices may begin at 16 years of age, but the minimum age for most is 18.

4-Year Colleges/Universities: Colleges are often smaller institutions that emphasize undergraduate education in a broad range of academic areas. Universities are typically larger institutions that offer a variety of both undergraduate and graduate degree programs. Admission is stricter and varies slightly compared to 2-year colleges. Most times, they are looking for a student who graduated in the top half of their class or earned a specific score on the American College Testing (ACT) or Scholastic Aptitude Test (SAT). Students considering a 4-year college are encouraged to take the required classes dictated by their school district/state.

What is a Disability Coordinator?

Students with a disability who wish to seek post-secondary schooling are responsible for requesting services from the campus disability coordinator. **Colleges do not provide accommodations until they are requested.** Planning ahead is critical to ensure the proper delivery of services. It is recommended that the student meet with the disability coordinator to discuss services received in the past and the procedures for setting current services. Most colleges or institutions require documentation of a disability, which can be in the form of high school special education evaluation or IEP, psychological evaluations, and/or medical documentation. Disability coordinators will then design and implement accommodation plans to meet the individual needs of the student. It is important to understand, it is the student's responsibility to inform their disability coordinator of upcoming assessments that require accommodations in order to ensure class/instructor timelines and expectations are met.

Postsecondary Accommodations:

Each accommodation plan is arranged on a case-by-case basis. Though services vary between institutions, they may include the following:

- Note takers
- Test Accommodations
- Materials in Alternate formats
- Assistive Technology
- Early registration
- Scribes
- Sign Language Interpreters
- Orientation to the Building

For more information regarding successfully preparing students with disabilities for the postsecondary environment, learning about self advocacy, timelines, disability disclosure, accommodations, etc., go to: Post Secondary Resource Guide

Postsecondary Educational Institutes for Students with Intellectual Disabilities:

These programs are designed for postsecondary students with intellectual disabilities to continue academic, career and technical, and independent living instruction in order to prepare for employment. Intellectual disabilities are defined as a student with significant learning, cognitive, and other conditions whose disabilities impact their ability to access course content without support and services.

Bethel University: Build Program	St. Paul, MN	(651) 638-6713
Central Lakes College	Brainerd, MN	(218) 855-8000
Concordia University Wisconsin: AbleLight College	Mequon, WI	(216) 243-2712
Edgewood College: Cutting Edge Program	Madison, WI	(608) 712-4694
Minnesota Independence College and Community	Richfield, MN	(612) 869-4008
Minot State University: Adult Student Transition Education Program (ASTEP)	Minot, ND	(800) 233-1737
Ridgewater College	Wilmar, MN	(320) 222-5200
Shepherds College	Union Grove, WI	(262) 878-6365
University of Wisconsin Oshkosh	Oshkosh, WI	(920) 424-1033
Northwoods Technical College -Hospitality Foundations Program	Superior, WI	(715) 685-3069

Regional Postsecondary Educational Institutes:

Contact a disability coordinator at the following area colleges for more information:

Central Lakes College	(218) 855-8175
Fond du Lac Tribal & Community College	(218) 879-0864
Minnesota North College: Hibbing	(218) 293-6850
Minnesota North College: Itasca	(218) 293-6850
Lake Superior College	(218) 733-7650
Minnesota North College: Mesabi Range(Virginia) / Mesabi Range (Eveleth)	(218) 293-6850
Pine Technical College	(320) 629-5174
Minnesota North College: Rainy River	(218) 293-6850
Minnesota North College: Vermillion	(218) 293-6850
College of St. Scholastica	(218) 723-6000
University of Minnesota Duluth	(218) 726-8000
University of Wisconsin Superior	(715) 394-8101
Northwoods Technical College	(715) 394-6677

More information can be found on the Minnesota State website.

Regional Apprenticeship Programs:

To find out more information about regional apprenticeship program, check 218trades.com

***It is highly encouraged that a person attains their driver's license prior to applying for an apprenticeship program.*

Boilermakers	(763) 712-9930
Bricklayers	(763) 404-8345
Carpenters Local Union	(218) 724-3297
Cement Masons	(218) 724-2323
Electrical Trades	(218) 722-8115
Elevator Constructors	(651) 287-0817
Insulators	(218) 724-3223
Iron Workers #512 Apprenticeship	(218) 724-5073
Laborers Training Center	(651) 653-6710
Operating Engineers: Local 49	(218) 724-3840
Painters and Glaziers	(218) 728-8300
Plumbers and Pipefitters	(218) 733-9443
Sheet Metal	(218) 724-6873

General Differences Between High School & College

CLASSES:

High School	Postsecondary
Follow a school schedule and classes are normally an hour or less.	Classes vary from day to day and times vary from morning to night classes.
Classes dictated by state/district requirements.	Classes are based on field of study and requirements vary.
Typically a school year is 36 weeks long; some classes extend over both semesters.	Academic year is divided into 2 separate 15 week semesters plus a week for final exams. Courses are offered fall, spring, and summer.
Class attendance is mandatory and monitored.	Attendance policies may vary, however, lack of attendance may impact performance.
Classes generally have no more than 30-35 students.	Classes may have 100 or more students. Some smaller campuses may have much smaller classes.
Textbooks are typically provided at no expense.	Textbooks can be expensive (an anticipated range is $200-$400 per semester).
Guidance is provided for students so that they will be aware of graduation requirements.	Students are responsible for monitoring their progress and seeking advice.
Modifications that change course outcomes may be offered based on the student's IEP.	Modifications that change course outcomes will not be offered. (Hint: Modified high school courses may not be accepted in the admission process).

INSTRUCTORS:

High School	Postsecondary
Grade and check homework.	Assume homework is completed and students are able to perform on tests.
May remind students of incomplete work.	It's the student's responsibility to check.
May know student's needs and approach students when they need assistance.	Usually open and helpful, but expect students to initiate contact when help is needed.
May be available before, during, or after class.	May require students to make an appointment or attend during scheduled office hours.
Often provide students with information missed during absence.	Expect students to get information from classmates when they miss a class.
Present material to help students understand what is in the textbook.	May not follow the textbook. Lectures enhance the topic area.
Often write information on the board or overhead to be copied for notes.	May lecture nonstop. Good notes are a must!
Teach knowledge and facts, leading students through the thinking process.	Expect students to think independently and connect unrelated information.
Often take time to remind students of assignments and test dates.	Expect students to read, save, and refer back to the course syllabus.

STUDYING:

High School	Postsecondary
Study time outside of class may vary (may be as little as 1-3 hours per week per class)	Generally need to study at least 2-3 hours outside of class for each hour in class.
Instructors may review class notes and text material regularly.	Review class notes and text material regularly.
Expected to read short assignments that are discussed and retaught.	Substantial amounts of assigned reading and writing may not be directly addressed in class.

TESTING:

High School	Postsecondary
Frequent, covering small amounts of material.	Usually infrequent (2-3 times a semester). May be cumulative and cover large amounts of material. Some classes may require only papers and/or projects instead of tests.
Make-up tests are often available.	Make-up tests are seldom an option and may have to be requested.
Frequently conduct review sessions emphasizing important concepts prior to tests.	Rarely offer review sessions, if so, students are expected to be prepared and to be active participants.

GRADES:

High School	Postsecondary
Given for most assigned work.	May not be provided for all assigned work.
Good homework grades may assist in raising grades when test grades are lower.	Tests and major papers provide the majority of the grade.
Extra credit options are often available.	Generally speaking, extra credit options are not used to raise a grade.
Initial test grades, especially when low, may not have adverse effects on grade.	First tests are often “wake up” calls to let you know what is expected but may account for a substantial part of your final grade. Contact the instructor, academic advisor or tutors if you do poorly.
Graduation requirements may be met with a grade of D or higher.	Requirements may be met only if the student’s average meets the department standards.

LAWS AND RESPONSIBILITIES:

High School	Postsecondary
Individuals with Disabilities Act (IDEA) and Americans with Disabilities Act (ADA).	Section 504 and Americans with Disabilities Act (ADA).
Covers ages birth-21 or until regular high school diploma requirements are met.	Covers students with disabilities regardless of age; schools may not discriminate in recruitment, admission, or after admission solely on the basis of a disability.
Free, appropriate public education is mandatory (FAPE).	Students decide to attend and will probably pay tuition.
Districts are required to identify students with disabilities through free evaluation and the IEP process.	Students are responsible for revealing and providing current documentation of a disability.
Students receive special education services to address needs based on an identified disability.	Formal special education services are not available.
Services may include specially designed instruction, modifications, and accommodations based on the IEP.	Reasonable accommodations and modifications may be made to provide equal access and participation.
Progress toward IEP goals is monitored and communicated to the parent(s) and the student.	Students are required to monitor their own progress and communicate their needs to instructors.
Schools assist in connecting the student with community support agencies if identified as a transitional need on the IEP.	Students are responsible for making their own connections with community support agencies.

*Adapted from: SMU-A-LEC Homepages and OKC Community College Accessibility Handbook.

Disability Disclosure

Disclosure means telling someone about your disability. Thinking about how, when, and why to disclose your disability is very important, particularly if you are looking at getting support as an adult. It is encouraged to talk with your support team to discuss whether or not it is appropriate to disclose a disability and when to do so. A person may decide to disclose their disability in order to:

- Access support, such as accommodations or services
- Avoid misunderstandings with teachers, instructors, or peers
- Educate others and reduce the stigma around your disability

Do's and Don'ts of Disclosing Your Disability

Do	Don't
Disclose when you need an accommodation -when you know that there is a workplace barrier that is preventing you, due to a disability, from competing for a job, performing a job, or gaining equal access to a benefit of employment like an employee lunch room or employee parking.	Don't disclose too soon. Many people with hidden disabilities may feel that they are not being completely honest with an employer if they do not tell everything about their disability up front at the time of their interview. Just remember that you are not obligated to do so. When you disclose, just provide basic information about your condition, your limitations, and what accommodations you may need.
Know who to disclose to. Read your employee handbook. Talk to your manager, supervisor or Human Resources directly.	Don't disclose too late. Don't wait to disclose until after you begin to experience work performance problems. It is better to disclose your disability and request accommodations before job performance suffers or conduct problems occur.
Know how to disclose. You only have to let your employer know that you need an adjustment or change at work for a reason related to a medical condition.	Don't disclose it to everyone. Remember that you have a right to keep information about your disability private. It is not necessary to inform coworkers and colleagues about your disability or your need for accommodations. Your employer is required by the ADA to keep your disability and medical information confidential and to give it to managers and supervisors only on a need-to-know basis.

The 411 on Disability Disclosure Workbook is a great tool for students, families, educators, service providers etc.

Military

Recruits must take an entrance exam called the American Services Vocational Aptitude Battery (ASVAB), a multiple-choice exam that helps determine types of careers an individual is best suited for. There are questions about math, language, science, mechanical and electronic knowledge and more. The test lasts about three hours and is one of the factors used in determining entrance into a military speciality. Accommodations and modifications are not allowed on the ASVAB. You can use this website to take practice exams.

There are many conditions that *may* disqualify people from the service. Main medical conditions for being rejected can be but are not limited to; ADHD, ADD (unless the person can demonstrate passing academic performance and no use of medications in the last 12 months), current or history of academic skills or perceptual defects (dyslexia), mood disorders (bipolar, depression, schizophrenia, paranoid disorder, other unspecified), behavioral disorders (sleepwalking, eating disorders, antisocial attitudes, etc), speech affected disorders, other history of medical disorders (anxiety, self-mutilation, suicidal behaviors, drug abuse, etc). Taking medications for any of the above conditions could also prevent a person from serving in the military. A person participating in outpatient care for longer than six months by a mental health professional may be disqualifying.

What is the difference between someone who is active duty in the military and someone who is in the Reserve or National Guard?
A person who is active duty is in the military full-time. They work for the military full-time, may live on a military base, and can be deployed at any time. Persons in the Reserve or National Guard are not full-time active duty, but they can be deployed at any time should the need arise.

Full-time Options:	
Air Force	(218) 722-1453
Army	(218) 722-7832
Navy	(855) 628-9562
Marines	(218) 727-2159
Coast Guard	(218) 720-5412
Part-time Options:	
Minnesota Army National Guard	(218) 879-0875 or (218) 723-4900
Federal Army Reserve	(218) 727-1255
Minnesota Air National Guard	(218) 723-7211

Employment

Starting a path toward successful employment may seem more difficult than the path itself. The transition to employment means the student will have an opportunity to experience greater independence, meet new people, explore their interests, and increase their understanding of the world. Often students blossom once they are given a chance to prove themselves, and a career path is more easily identified using the knowledge of their skills, interests, and preferences. Parents can also help organize and clarify a young person's strengths, preferences, and interests.

- Interests: personal goals and interests, hobbies, leisure-time activities, academics, and favorite and least-favorite subjects.
- Preferences: things, events, work environments, or people that the student chooses over others (independent tasks versus group, lecture vs project based, work inside vs. outside).
- Strengths: general things the student is good at (academic strengths, basketball, singing, telling jokes, art, etc.).

As students begin their high school careers, it is important to add activities to their programming that provides them with a mix of academic, functional and experiential learning opportunities. Such activities can include job shadowing, work site tours, informational interviews, career/interest inventories and research, participation in work experiences, internships and learning about accommodations and assistive technology needs. Once a student's skills, interests, and preferences are determined, the IEP team can guide the student towards certain courses offered in school that will increase their skill base and better prepare them for that transition to employment.

As students enter high school, the team should consider the appropriateness of the student participating in a Work Based Learning Program (WBL). This is a formalized learning program that includes instruction at school. WBL provides opportunities to build career awareness, explore careers, develop critical thinking, decision-making, and problem solving skills. Students will participate in work experience opportunities within the school to start and may transition into a community based setting with an employer, if appropriate. Work based learning is a collaborative effort between the student, parent/guardian, employer, school, and even Vocational Rehabilitation Services. Students will have the opportunity to earn school credit for successfully participating in WBL. *It is extremely important that students have their social security cards available, especially when they may have the opportunity to participate in a paid work experience.*

Below is a visual of the Experiential Learning Wheel for Employment (Employment Resource Guide): The foundation knowledge and skills section are key skills students should acquire in order to lead to successful employment. The outside circles depict experiences the student could participate in while in high school in order to better prepare them for their employment goal(s).

Pre-Employment Transition Services (Pre-ETS)

Pre-ETS are a group of services under the federal Workforce Innovation and Opportunity Act (WIOA) that are required to be available to all high school students with disabilities. High schools are the primary provider of Pre-ETS, with the Minnesota Department of Employment and Economic Development (DEED), Vocational Rehabilitation Services (VRS), and State Services for the Blind (SSB) filling in the gaps in service.

Pre-ETS provides students with disabilities opportunities for career exploration and community-based work experiences that develop employment-related skills. These activities should be provided to students in collaboration with school districts. Pre-ETS include five required activities as listed below.

Job Exploration Counseling

Work with students to explore:

- Vocational interests
- The labor market
- In-demand industries and occupations
- Non-traditional employment options
- Career pathways of interest

Work-Based Learning Experience

Arranging for and providing:

- Career Mentorship
- Career Related Competitions
- Informational Interviews
- Internships (paid or unpaid)
- Job Shadowing
- Practicum
- Service Learning
- Simulated Workplace Experiences
- Student-led Enterprises
- Work Experiences (paid or unpaid)
- Volunteering
- Workplace Tours/Field Trips
- Youth Apprenticeships (YA)

Postsecondary Education Counseling

Assisting students with enrolling or remaining enrolled in postsecondary education or training by helping them to:

- Understand how to successfully transition to a postsecondary education or training program
- Identify postsecondary education and training options
- Understand how their career goals line up with education and training options
- Complete steps for enrolling in a postsecondary education or training program
- Learn about and apply for postsecondary financial aid options
- Learn about various supports and assistive technology used by students with disabilities at college, such as where and how to get alternative formats of textbooks
- Learn about information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and how post-secondary opportunities associated with career fields or pathways would pertain to a student who is currently enrolled to ensure they are on the right pathway
- Make decisions about changing majors and/ or education or training programs

Workplace Readiness Training

Arranging for and providing opportunities for students to learn:

- Communication and interpersonal skills
- Employer expectations for punctuality and performance, as well as other "soft" skills necessary for employment;
- Financial literacy and benefits planning
- How to navigate transportation options
- Job-seeking skills

Instruction in Self-Advocacy

Arranging and providing opportunities for:

- Learning about disability and its impact
- Learning about/ how to request accommodations, services, supports, and assistive technology
- Learning about personal rights and responsibilities
- Mentoring (peer mentoring, disability mentoring, group mentoring or e-mentoring)
- Participating in youth leadership activities offered in educational or community settings

Differences Between High School and Employment

Classroom Hours Plus Homework	Work Hours Without Homework
You are expected to complete work outside of the classroom on top of your time in class.	Typically you will not have homework outside of your normal work hours. Typically, your employer will expect you to complete your tasks within your normal work hours.
Classmates	**Co-Worker/Colleagues**
Your classmates are similar to having colleagues at work. Oftentimes, you are expected to work together with your classmates on projects and tasks.	Much like working with classmates in school, you may be expected to work with your colleagues to accomplish various tasks within your job.
Tests and Grades	**Performance Review**
In school, you have taken many tests and been graded in your classes, typically using an A-F grading scale.	In the workforce, you are not graded like you were in school. You will most likely receive feedback on your performance on a yearly basis. These performance reviews can determine whether you may receive a raise or promotion.
Transportation Provided	**Providing Your Own Transportation**
In school, depending on your proximity, the school district provides you with free transportation.	When you enter the workforce, typically you are responsible for transporting yourself to and from work using various modes (public transportation, own vehicle, walking, other services).
Unpaid Work Experience	**Paid Work Experience**
You do not get paid to go to school.	When you have a job, you will earn a paycheck.
No Benefits Package	**Benefits Package**
Schools do not provide students with benefit packages. Most times you receive insurance through parent/guardian, or the government.	Many full-time jobs provide their employees with benefits, such as health insurance, paid time off, sick time, dental insurance, retirement investments, etc.
Summer Vacation	**Vacation Time and Holidays**
Typically, while in school, you get a summer break.	Many jobs allow employees to earn vacation time. There are also employers that recognize federal holidays.

More information on competitive integrated employment can be found at Minnesota Department of Education.

Vocational Rehabilitation Services (VRS): Provides rehabilitative employment planning & support services for students and adults with disabilities. A counselor is assigned to each high school and may be able to provide information on the current job market, support for postsecondary education and training for career goals, and potential funding for services and employment related assets.

Duluth/Cloquet Office (CareerForce Office, 218-302-8400): High School VR Services (MN.gov)

VR Introductory Career Services Reps:

Kenzie McKee, Kenzie.McKee@state.mn.us
218-380-1505
Duluth Public Schools, Hermantown, Harbor City International School, Proctor, Two Harbors, Silvery Bay, Cromwell-Wright, McGregor, Fond du Lac High School, Minisinaakwaang Leadership Academy, Grand Marais

Justin Bonner, Justin.Bonner@state.mn.us
218-578-0755
Carlton, Wrenshall, Esko, Floodwood, Barnum, Moose Lake, Willow River, Cloquet, Northern Lights Academy

VR Transition Counselor:

Andy Larson, Andy.Larson@state.mn.us
218-343-2012
Duluth Public and Private Schools, Home School & Online students who reside in Duluth

Cindy Matheson, Cindy.Matheson@state.mn.us
Proctor, Two Harbors, William Kelly, Cromwell-Wright, McGregor

Amanda Nyquist, Amanda.Nyquist@state.mn.us
218-380-3607
Harbor City International School, Hermantown

Renae Hampton, Renae.Hampton@state.mn.us
218-350-0754
Willow River, Moose Lake, Barnum, Wrenshall, Carlton, Cloquet, Northern Lights Academy, Esko, Floodwood

MN State Services for the Blind (SSB): For people with significant vision loss that make it hard to get and keep a job, they may be eligible for a variety of counseling, training, job skills, and job placement services. Services vary according to individual needs. SSB counselors work with people to determine which services they will need to reach their job goal. You can find general information using the SSB website.

Duluth Office Counselors: *Sheila Koenig, 651-539-2361*

Area Employment Resources/Area Providers:

School Based		
Work Based Learning	An educational approach that uses workplaces to structure learning experiences that contribute to the intellectual, social, academic, and career development of students and supplements these with school activities that apply, reinforce, refine, or extend the learning that occurs at a worksite. The workplace is considered an active learning environment where students acquire new knowledge and skills , learn by doing, and constantly improve their abilities. Academic knowledge and skills learned through the years of classroom instruction are applied to real life situations.	Northern Lights Special Education Cooperative: (218) 655-5018 Duluth Public Schools: (218) 336-8740 Services
T-12	Designed for students who have completed 4 years of high school, who have continued transition needs and who require group supervision to live and work in the community after graduation.	Duluth Public Schools: (218) 336-8756
Bridge Program	Designed for students who have completed 4 years of high school. Focus is to assist students who, after initial support, will independently participate in community settings. Students will receive community-based practice to develop skills in work and community settings and to develop a relationship with providers who may support them in their adult life.	Duluth Public Schools: (218) 336-8756
Community-Based Employment		
CHOICE,unlimited	CHOICE, unlimited provides Employment Services, Day Support Services, Individualized Home Support Services, Transportation Support, and Remote Services The agency is licensed by the state of Minnesota and is accredited through CARF. CHOICE, unlimited works with individuals referred through Vocational Rehabilitation Services (VRS) and County Social Services. Taking a person centered approach to all services by looking at the whole person and what they desire, is at the heart of the company's mission. In addition CHOICE, unlimited offers a robust ARTS program and a Health and Wellness program.	(218) 724-5869 1829 E. Superior Street Duluth, MN 55812 www.choiceunlimited.org
Employment Links	Employment Links is an advocate for community integration in all areas of life, and provides support and guidance to adults with barriers to community employment and integration. Clients are offered supported employment services; employment exploration services, employment development services, and independent living skills. Provide professional	306 W. Superior St. Duluth, MN 55805 (218) 464-4614

	development courses; finance and budgeting, nutrition and health, stress management, fitness, interpersonal communication, and public transportation.	
Human Development Center -Employment Connections	Provide vocational rehabilitation services to consumers in St. Louis, Lake, and Carlton Counties. Services are designed to assist with obtaining and maintaining meaningful employment. Provide community placement services that assist clients to define vocational goals, and then find and maintain competitive employment in the community. Referral sources are through the State of Minnesota Rehabilitation Services Office, HDC staff, or self-referrals. The Employment Connection is located in Duluth.	(218) 728-3931
Tender Loving Care (TLC)	Tender Loving Care is committed to providing person-centered care to adults and children in St. Louis and Carlton Counties. TLC provides a range of in-home services to help support and build skills in areas related to independent living, social and interpersonal interactions, behavior management, and coping. TLC also provides vocational rehabilitation services to high school students and adults seeking meaningful employment through the MN Workforce center and county programs. These programs help individuals obtain competitive jobs by locating jobs in the community and developing relationships with local employers. All service planning is designed around each individual's choice, interests, personal abilities, strengths and needs.	394 South Lake Avenue, Suite 610 Duluth, MN 55802 Phone: (218) 724-3640 www.tlcofduluth.com
Trillium Works!	Trillium Works, Inc. is a licensed employment services and community-based day support provider. They provide support for individuals who are seeking competitive employment including assistance learning job skills and maintaining employment in the community. They also provide individualized, community-based training and support services that help a person develop and maintain essential and personally enriching life skills. Trillium Works! is a leader in person-centered service delivery and can work with all individuals that qualify for a waiver through their counties including the Developmental Disability (DD), Community Access for Disability Inclusion (CADI) or Brain Injury (BI) Waivers. We also do extensive work for individuals who are working with Vocational Rehabilitation Services (VRS) and State Services for the Blind (SSB).	(218) 722-5009 www.trilliumworksinfo.com/

Aitkin County Developmental Achievement Center (DAC)	Aitkin County DAC provides vocational and life skills training, leisure opportunities along with individualized employment search and support for individuals with disabilities. The DAC also provides independent and supported home services. Services are provided through vocational rehabilitation contracts, a variety of work based programming and employment at community businesses and at all three DAC locations- the DAC administrative office / programming site in McGregor, DACMART Thrift store in Aitkin and DACWORKS-Toolmart, Vermiculture farming site in Aitkin. We proudly support people to accomplish their chosen life goals and believe everyone needs choice and purpose in their lives.	(218) 768-4031 https://aitkincountydac.wixsite.com/acdac
Goodwill Industries	Goodwill offers a variety of services to help train, employ and support people working at Goodwill and at jobs throughout the community. They offer work adjustment training as well as extended employment opportunities.	Duluth (218) 722-1561 www.goodwillduluth.org
Lake County DAC, Inc.	Lake County Developmental Achievement Center, Inc. (DAC) is a community based, non-profit program for adults with developmental disabilities and related conditions. Our service focus includes individualized support to help a person work and live as independently as possible in community settings which promote the health, independence, safety and community integration of the person.	626 2nd Avenue Two Harbors, Mn 55616 (218) 834-5767 http://lcdac.org
Pine Habilitation and Supported Employment, Inc.	PHASE is a private, non-profit corporation, which primarily serves individuals with developmental disabilities, brain injuries and/or severe and persistent mental illness. Its services focus on employment development, community integration, skill-building, and social, recreational and therapeutic activities. PHASE operates its primary services in Pine County, MN in three licensed facilities, and serves individuals living in the counties of Pine and Carlton.	PO Box 126 106 Main Street Sandstone, MN 55072 (320) 245-2246 www.pinehab.org
Pinewood Inc.	Pinewood Inc. is a non-profit community-based provider of Supported Employment and Day Training and Habilitation services to adults who have intellectual and physical disabilities. They offer pre-vocational and vocational client services and partner with area businesses and other entities to provide real jobs.	Cloquet (218) 879-4566 www.pinewoodinc.com
Udac, Inc	Udac, Inc is an employment service provider with wrap around Community Day Support Service. The program is designed to grow skills and introduce new experiences, with personalized learning. Learning is structured through music, book clubs, creative writing, theater, film, discussions, art, informational interviews, internships and community activities. Each person	(218) 722-5867 4724 Mike Colalillo Drive Duluth, MN 55807 Email: info@udac.org

	explores employment to make informed decisions about competitive integrated employment. Employment Development assists individuals to see and obtain competitive, integrated employment using tools such as customized employment, interviewing skills, resume development. Certified Benefit Coaching educates individuals and their teams on how employment affects benefits.	
Training		
Job Corps	Job Corps is a no-cost education and career technical training program administered by the U.S. Department of Labor that helps young people improve the quality of their lives through career technical and academic training. Hubert H. Humphrey Job Corps Center supports the Job Corps program's mission of teaching eligible young people the skills they need to become employable and independent and placing them in meaningful jobs or further education.	Hubert H. Humphrey Job Corps Center: (651) 642-1133 https://huberthhumphrey.jobcorps.gov
Lighthouse Center for the VITAL Living	The Lighthouse Transition Program is designed to sharpen skills needed for future success and independence. This program is available to youth experiencing vision loss who are pursuing their high school diploma. With funding provided by State Services for the Blind, this program is offered to students at no cost. The program includes a School-Year Transition Program as well as Transition Summer Camps. The Lighthouse can also support individuals with a disability to determine needed assistive technology to function as independently as possible in all facets of life.	(218) 624-4828 309 West First Street Duluth, MN 55802 https://www.lcfvl.org/ytp Assistive Technology
SOAR Career Solutions	Assist in meeting people's career goals. SOAR offers workshops, training, and 1:1 coaching to assist in developing the necessary skills for people to overcome barriers and integrate them into competitive integrated employment.	(218) 722-3126 www.soarcareers.org
Summer Youth Employment and Training Program	Summer jobs provide a paycheck for eight weeks and entry-level training in a variety of occupations at non-profit, educational, and other community-oriented worksites. The programs take special care with youth who have a strong likelihood of leaving school due to problems with teen parenting, homelessness, runaway situations, juvenile offenses, chemical dependency, disabilities, economic hardships, English language deficiency, or a difficult family life. The programs are designed to help youth complete high school, move on to postsecondary education, and/or transition to	YES Duluth Duluth Workforce Center: (218) 302-8400 Aitkin Workforce Center: (218) 735-6121 Cloquet Workforce Center: (218) 878-5000 www.nemojt.org

	work. Their professional counselors mentor young students, identify problems, and encourage you to develop personal goals for continued education and job preparation. Often, placement into appropriate part-time employment strengthens the relationship between school studies and work.	

Attaining a Driver's License & Other Transportation Options

Getting a driver's license seems like a rite of passage towards independence for many teens. How does a parent know their child is ready to drive? This is an important question whether the individual is typically developing or has special needs. Attaining a driver's license is very individualized to the needs of the person driving. Being an independent and skilled driver with a disability is often possible. Knowing yourself, understanding and respecting your goals and limitations are the keys to creating an independent driver.

What accommodations may be made for driver's with special needs?

Accommodations can range from adaptive devices for those with physical impairments to more time to get settled and comfortable for those with driving anxieties or "invisible disabilities," such as high functioning autism or a nonverbal learning disorder.

What accommodations are available for the written exam?

Every state handles accommodations differently, so contacting your DMV and asking what accommodations you may be eligible for based on your disability and documentation is highly encouraged. Typical testing accommodations for paper-based or computer based tests may include:

- Access to auditory format (text to speech or a reader)
- Extra time to complete
- Private, distraction free room
- A scribe
- Breaks if needed

Study Tips and Resources:

- Read through MN Driver's Manual. A manual can be requested on audio CD if needed.
    - You can find helpful information on MN DMV
- Minnesota Easy-to-Read Driver's Manual created by MN Driver and Traffic Safety Education Association (MDTSEA)
- Practice driver's quiz and street sign matching
- MN Permit Practice Test

***Remember, you can take the permit test twice, without any charge. If you fail twice, the 3rd time you go in you will need to pay a $10 test fee, and continue to pay each time until you pass. You can only take the test once per day.*

When obtaining a driver's license or driving a vehicle isn't an option, public transportation provides a necessary source of independence. Some resources to help when driving is not possible:

- City, county public transportation, or taxi service
- Family support
- Local Department of Health and Rehabilitative Services.

Program	Information	Contact Information
Access North	Classes are designed to assist people to pass the written portion of their drivers license test either on an individual basis or within a group setting. Access North staff will also assist in obtaining reasonable accommodations necessary to take the driver's license tests.	Duluth: (218) 625-1400 Brainerd: (218) 824-5228
Polinksy Rehabilitation Center	The program includes an occupational skills assessment (vision testing; reaction time screening; assessment for memory, problem solving and cognitive abilities; upper and lower body strength/coordination; and cognitive processing skills). Typically this is for individuals who need an assessment to determine if it is safe for them to continue to drive. *Typically most insurance does not cover this assessment, which is an average $175.	(218) 786-5360
St. Luke's Occupational Therapy	Drive Safe Program: includes driver's evaluation, training & vehicle assessment.	Duluth: (218) 249-6040 Two Harbors: (218) 834-7310

Other Transportation Resources:

Service	Information	Contact Information
Arrowhead Transit	Scheduled services are the stops that buses make each hour, or each day of the week. Hourly scheduled services are like any other public bus service. Weekly scheduled services **require a reservation**. Dial-A-Ride is like a taxi service (but much less expensive!). To use Dial-A-Ride, call our dispatch at 1-800-862-0175. Rural Rides is a work-related transportation program.	www.arrowheadtransit.com Aitkin: (800) 862-0175 option 4 Carlton: (800) 862-0175 option 3 Lake: (800) 862-0175 option 7 St Louis: (800) 862-0175 options 1,2,9 Pine: (800) 862-0175 option 6
Duluth Transit Authority (DTA)	The DTA provides regular route services in Duluth, Proctor, and Superior, Wisconsin	(218) 722-SAVE (7283) www.duluthtransit.com
Duluth Transit Authority (STRIDE)	Individuals whose disabilities prevent them from boarding, riding on, or deboarding regular route DTA buses may qualify for this service. A physician's statement is required. People with temporary disabilities are eligible while the condition exists. Inability to get to a DTA bus stop is NOT a major factor in determining STRIDE eligibility.	STRIDE: (218) 722-3327 https://www.duluthtransit.com/home/getting-there/stride-paratransit/
Volunteer Driver Program	Assists individuals on Medical Assistance to get to and from medical appointments. Arrowhead Transit has contracts with 4 major insurance companies and also contracts with various counties. Contact your insurance provider to see if you qualify for the program.	Aitkin, Carlton, Lake, Pine, St. Louis: (218) 410-9755 or (218)735-6814

Independent Living

What is independent living? Basically, it is living just like everyone else. Having opportunities to make decisions that affect one's life and being able to pursue activities of one's own choosing.

Independent living should not be defined in terms of living on one's own, being employed in a job fitting one's capabilities and interests, or having an active social life. These are aspects of living independently. Independent living has to do with self-determination. It is having the right and the opportunity to pursue a course of action. And, it is having the freedom to fail -- and to learn from one's failures, just as nondisabled people do.

There are, of course, individuals who have certain mental impairments which may affect their abilities to make complicated decisions or pursue complex activities. For these individuals, independent living means having every opportunity to be as self-sufficient as possible.

We often categorize independent skills into the major areas related to our daily lives, such as housing, personal care, transportation, and social and recreational opportunities.

It's important to understand that not all students with disabilities will need preparation for independent living after high school. This is the only area that is not required to be addressed in the IEP through postsecondary goals, unless the team determines it is appropriate and necessary. It will also depend on the nature and severity of the student's disability. Some students will need a limited amount of planning and services whereas other students may need significant planning and services.

*** To access independent living services through a local provider, contact county case management.*

Resources:

Provider	Services	Contact Information
Access North: Center for Independent Living of Northeastern Minnesota	Provides core services of self-advocacy, independent living skills, peer mentoring/group support, transition, PCA, homemaking, respite, support planner services, assistive technology, home accessibility, ramp services, etc.	Aitkin (218) 429-0106 Duluth (218) 625-1400 Brainerd (218) 824-5228 Hibbing (218) 262-6675 www.accessnorth.net
Arc Northland	Provide services in the following areas; self advocacy, housing access assistance, PCA and respite services, social groups (summer), classes, parental support and groups.	(218) 726-4725 www.arcnorthland.org

County Health & Human Services	Provide services in the areas of adults, children & families, disabilities, financial assistance, and public health.	See pages 4 & 5 for contact information of surrounding five counties.
Courage Kenny Rehabilitation Institute-Northland	Provides quality recreational opportunities for youth and adults with physical disabilities, including sensory impairments and autism spectrum disorders (ASD). Able-bodied friends and family members are invited to participate as space allows.	(218) 726-4762
Deaf & Hard of Hearing Services	Provide a variety of services to people who are deaf, deafblind and hard of hearing. Services offered; assistive technology, consumer directed services, deafblind services, family mentor program, interpreter referral, mental health, telephone equipment distribution, and Minnesota Relay Outreach in St. Louis, Carlton, Lake, Pine, and Aitkin Counties.	Northeast Region (St. Louis, Carlton, Lake, Aitkin Counties) (218) 302-3170 Video phone: (218) 206-8381 East/West Central Region (Pine County) (320) 223-7130 Video Phone: (320) 227-2550 Email: dhhs.duluth@state.mn.us http://mn.gov/dhs/people-we-serve/adults/services/deaf-hard-of-hearing/
Human Development Center -T-ACT	T-ACT is a program designed for young adults, ages 18 to 25 years, who have serious mental health issues and are homeless, at risk, or otherwise disenfranchised. An assertive outreach approach assists clients with life skills, social skills, housing, jobs, med management, and other basic needs. The program is collaboratively staffed by St. Louis County Social Services, HDC, and Life House.	(218) 728-4491
Lutheran Social Services	Services are designed to ensure that people with disabilities have access to services, have meaningful relationships with others, and have the opportunity to contribute to community life. (Residential, in-home supports, financial services, life enrichment, and legal and self advocacy supports).	(218) 529-2222 www.lssmn.org
North Country Ride	An equine therapy program for youth and adults with disabilities. Disabilities can range from physical, mental, and cognitive. Services include therapy both on and off the horse.	(218) 879-7608 Email: ncride@gmail.com
Oh No Eighteen! Independent Living Skills	Offered through Lutheran Social Services. Offers independent living skills group training and individual transition planning and services, with a strong focus on personal growth, adventure based learning, and team	(218) 529-2287 Email: ONE@lssmn.org

	building skills. It is a free program offered to youth ages 16-21 who are currently in or have aged out of care. This program is available for youth who have been in care during their teen years for at least 30 days, including foster care, residential treatment programs, group homes, and other types of residential care services. Oh No Eighteen! Group training and one-on-one individualized planning services are offered in Cloquet, Duluth and throughout the Iron Range. Referrals are accepted by caseworkers, probation officers, therapists, teachers, and other caring adults.	www.lssmn.org/youth/duluth/independent-living/
Special Olympics	Provides a year-round program of sports training and competition for people with mental disabilities that contributes to lifelong physical fitness, personal growth and achievement. Programs are designed to improve physical conditioning and competence in various sports.	(218) 260-9529 Email: duluthallstars@gmail.com www.somnduluth.org
True Friends: Camp Courage, Camp Friendship, Camp Eden Wood, Camp Courage North & Camp New Hope	Located in Maple Lake, MN, Annandale, MN, Eden Prairie, Itasca State Park, and McGregor, MN. They provide life-changing experiences that enhance independence and self-esteem for children and adults with disabilities. True Friends provides camp and respite experiences to children and adults with a variety of disabilities, along with their family and friends.	(800) 450-8376 www.truefriends.org

Federal Financial Assistance

The Social Security Administration has a federal program that provides support for people with disabilities called Supplemental Security Income (SSI). SSI is available to anyone who qualifies with a disability **or** is over the age of 65. If your young adult qualified for SSI as a child, they would need to re-qualify as an adult when they reach 18. Qualifications as an adult are based on different financial and disability criteria than as a child. (https://www.ssa.gov/)

Applications for this resource should be made as soon as it has been determined they will be needed. To find out more information, go to the Social Security website:

Go to: https://www.ssa.gov/pubs/EN-05-11011.pdf in order to learn about what you need to know about your SSI when you turn 18.

Disability Specialists: Disability Specialists strive to make the Social Security Disability application as simple and straightforward as possible. Disability Specialists are paid only if you obtain benefits. If you don't get benefits, you pay nothing. If you receive benefits, they get a percentage of the past due benefits paid to

them by the Social Security Administration. For every case, nothing is taken from your monthly benefit check and you have no upfront costs. Please call us toll-free at 1-800-642-6393 to request an intake interview.

Disability Benefits 101: Offers tools and information on employment, health coverage, and benefits, including how work and benefits go together. (https://mn.db101.org/)

Resources to Help for Your Child's Transition

Employment and Career Planning Resources:

Disability Hub MN: free statewide resource network that helps you solve problems, navigate the system and plan for your future. You'll discover options and tools for managing your health, your benefits, your work, your housing and more. Our team knows the ins and outs of community resources and government programs, and has years of experience helping people fit them together (http://www.disabilityhubmn.org/).

My Vault is a secure personal account you can use to explore planning paths and activities. You can use My Vault path to build a plan for work, map resources and supports to help, and tell others what matters to you in a job or career. You can see how work might impact your benefits, and make a plan to have more money. Lastly, you can explore housing options and make a plan for what you want.

MN State CareerWise: Provides information on Minnesota careers, education, jobs, and self-employment (https://careerwise.minnstate.edu/).

National Collaborative on Workforce and Disability for Youth: Works to ensure that transition age youth are provided full access to high-quality services in integrated settings to gain education, employment, and independent living skills. Also offers a range of technical assistance services (http://www.ncwd-youth.info/).

Job Accommodation Network: Offers free, expert, and confidential guidance on workplace accommodations and disability employment issues. Consultants offer one-on-one guidance on workplace accommodations, the Americans with Disabilities Act (ADA) and related legislation, and self-employment and entrepreneurship options for people with disabilities. Assistance is available both over the phone and online. Contact: (800) 526-7234 (Voice) (877)781-9403 (TTY) (https://askjan.org/index.cfm)

Postsecondary Education and Training Resources:

Disability Hub MN: free statewide resource network that helps you solve problems, navigate the system and plan for your future. You'll discover options and tools for managing your health, your benefits, your work, your housing and more. Our team knows the ins and outs of community resources and government programs, and has years of experience helping people fit them together (http://www.disabilityhubmn.org/).

My Vault is a secure personal account you can use to explore planning paths and activities. You can use My Vault path to build a plan for work, map resources and supports to help, and tell others what matters to you in a job or career. You can see how work might impact your benefits, and make a plan to have more money. Lastly, you can explore housing options and make a plan for what you want.

ACT Assessment: Information about online test preparation, dates, how to apply for accommodations, and more (http://www.actstudent.org/).

Accuplacer Assessment: Sample questions for students with answers (https://accuplacer.collegeboard.org/students/prepare-for-accuplacer/practice).

Collegeboard: Provides information about advanced placement and PSAT/NMSQT and SAT assessments for students with disabilities, including test preparation, dates, and how to apply for accommodations (https://www.collegeboard.org/).

DO-IT Program: Serves to increase the success of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment. (888) 972-DOIT (3648) toll free voice/TTY. (https://www.washington.edu/doit/)

Free Application for Federal Student Aid: Provides online registration or downloadable application to apply for federal grants and loans (http://www.fafsa.ed.gov/).

Minnesota Department of Education: Provides resources and tools to help students, parents, and educators plan for transition using both federal and state requirements. (http://education.state.mn.us/MDE/dse/sped/sec/)

Student Financial Assistance: U.S. Department of Education resource that provides free information about preparing for and funding education beyond high school. Call (800) 433-3243; (800) 730-8913 TTY. https://studentaid.gov/

Think College: Provides resources, tools, and a database for students, families, and professionals who are interested in inclusive postsecondary options (https://thinkcollege.net/).

U.S. Department of Education, Office for Civil Rights: Provides a guide that answers questions students with disabilities may have as they prepare for postsecondary education options (http://www2.ed.gov/about/offices/list/ocr/transitionguide.html)

Independent Living Resources for Recreation and Leisure, Community Participation, and Home Living:

Arc Minnesota: Advocacy, resources, and community inclusion for people with developmental disabilities. (651) 523-0823 or (800) 582-5256. (https://arcminnesota.org)

Centers for Independent Living: Non Profit organizations that advocate for the independent needs of people with disabilities; identify and provide access to existing resources, such as transportation; provide peer support; and offer opportunities for people with disabilities to acquire the necessary skills to become more independent. There are eight Centers for Independent Living across Minnesota. Call the Disability Linkage Line to find one in your area: 1(866) 333-2466. (http://www.macil.org)

Community Education Programs: Offer lifelong learning for people with disabilities. These programs can provide classes in various areas of interest, such as cooking, sports, money management, art, drama, music, computers, and a variety of other activities. Contact your local school district and ask for the community education coordinator.

Disability Hub MN: free statewide resource network that helps you solve problems, navigate the system and plan for your future. You'll discover options and tools for managing your health, your benefits, your work, your housing and more. Our team knows the ins and outs of community resources and government programs, and has years of experience helping people fit them together (http://www.disabilityhubmn.org/).

My Vault is a secure personal account you can use to explore planning paths and activities. You can use My Vault path to build a plan for work, map resources and supports to help, and tell others what matters to you in a job or career. You can see how work might impact your benefits, and make a plan to have more money. Lastly, you can explore housing options and make a plan for what you want. (https://disabilityhubmn.org/hub-tools/online-resources/my-vault)

Disability Linkage Line: Offers up-to-date information about community resources related to people with disabilities. Inquiries include requests for information and referrals on disability benefits programs, home

modifications, assistive technology, personal assistance services, transition services, accessible housing, employment, social activities, and disability rights. (866) 333-2455 toll free; (800) 627-3529 TTY.

Medicaid: Also called Medical Assistance, Medicaid is a government-run health insurance program that can pay health care expenses, such as doctor appointments, therapy, hospitalization, prescription drugs, and personal care assistance. Contact your county Department of Human Services to determine eligibility.

Social Security Administration (SSA, Federal Government): Offers programs that pay cash benefits to people with disabilities based on eligibility criteria. Supplemental Security Income (SSI) pays monthly benefits based on financial need to people who have disabilities and have limited income and resources. This financial support can be very helpful as youth with disabilities transition from school to adult life. Receiving SSI provides you with Medical Assistance/Medicaid health insurance. (800) 772-1213 voice; (800) 325-0778 TTY. (https://www.ssa.gov/benefits/disability)

YMCA: Provides a variety of community-based programs and offers access to those with disabilities (http://www.YMCA.net).

Learning about Disability Rights as an Adult:

ADA Minnesota (Americans with Disabilities Act): Gives civil rights protection to people with disabilities. (651) 603-2015 voice; (888) 630-9793 toll free; (651) 603-2001 TTY.
(https://mcil-mn.org/services/ada-minnesota)

Minnesota Disability Law Center: Provides legal help for Minnesota residents with disabilities. (612) 332-1441; (612) 332-4668 TDD. (https://mylegalaid.org/our-work/disability-law)

Minnesota State Council on Disability: Provides information to expand opportunities, increase the quality of life, and empower all persons with disabilities. Services are provided to individuals with disabilities and their families, the governor and Legislature, government and private agencies, employers, and the general public. (651) 361-7800 voice/TTY; (800) 945-8913 toll free voice/TTY. (http://www.disability.state.mn.us/)

PACER Center: A parent training and information center for families of children and youth with all disabilities from birth through 21 years old. It expands opportunities and enhances the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. PACER provides individual assistance to families and offers more than 30 programs for parents and professionals. (952) 838-9000; (800) 537-2237 toll free. (https://www.pacer.org)

Other:

Epilepsy Foundation of Minnesota: offers services for people with epilepsy and seizures.