

**Medicaid Infrastructure Grant  
Steering Committee  
Youth in Transition Workgroup  
March 8, 2007  
Minutes**

**Present: Patricia Anderson, Barry Rita, Susan Zimmerman, Sarah Lourie, Arlene Lugo, Jessica Veneziano, Jane Bolles, Maggie Boyce, Glendine Henry, Patti Clay, Khampasong Khantivong**

**Unable to attend: Anthony LaCava, Susan Werboff, Cathy Ludlum, Nikki Richer, Joyce Emmett, Walter Glomb, Jo-Ellen Wickwire, Carol Stocks-Prandy, Karen Stigliano, Carlos Colon**

Key messages for Understanding Benefits and Work Incentives

- Workgroup members developed the following lists of key messages:

<b>YOUTH</b>	
<b>Key messages</b>	<b>Process</b>
Understand your benefit package	Use youth success stories
You can work and have benefits	Design/clarify benefits (definition)- give examples
Benefits alone are not enough	
Benefits alone are poverty level	
Benefits can be a bridge	
Stigma of receiving benefits (Medicaid IS NOT welfare)	
Health insurance can be available without cash benefits <ul style="list-style-type: none"> <li>▪ health insurance is a benefit (public)</li> </ul>	
Specific work incentives just for youth (Students Earned Income Exclusion) and some work incentives can help with transition (PASS)	
Know when, where, and how to apply	

<b>PARENTS, FAMILY &amp; CAREGIVERS</b>	
<b>Key messages</b>	<b>Process</b>
Plan ahead-do you want to look into being conservator or guardian for your child?	Use visuals of benefits like The "ConnectCard" and explain what it is
Know when, where and how	
<b>START EARLY</b>	
Understand benefit packages	
Understand the changes that occur at age 18 <ul style="list-style-type: none"> <li>▪ It All Changes at 18</li> </ul>	

<ul style="list-style-type: none"> <li>▪ you can't sign for your young adult (unless you are already a guardian)</li> </ul>	
Understand how private and public insurance interact (or don't) <ul style="list-style-type: none"> <li>▪ "You Can Have Both"</li> </ul>	
Stigma around public benefits	
It's confusing! For everyone!	
You're not alone-there are resources that can help <ul style="list-style-type: none"> <li>▪ BRS/DSS can be there to support</li> </ul>	
Do your homework ---- ASK QUESTIONS!!!	
The benefit is for the youth----what the income can and cannot be used for <ul style="list-style-type: none"> <li>▪ Young adults can work AND have benefits</li> </ul>	
Let your youth work----- Benefits can still continues	
<b>WORK AS A TEAM</b>	
Think outside the box <ul style="list-style-type: none"> <li>▪ there are creative ways to use benefits</li> </ul>	
Communication is KEY <ul style="list-style-type: none"> <li>▪ it is everyone's responsibility</li> </ul>	
Understand <ul style="list-style-type: none"> <li>▪ don't be fearful about the resources that are/aren't available</li> </ul>	

<b>EDUCATORS, EMPLOYERS and SERVICE PROVIDERS</b>	
<b>Key messages</b>	<b>Process</b>
Enough finger-pointing	Work together
When in doubt ASK questions!	
What questions are the most common from youth and parents	Make a list Post list Create framework of questions for all stakeholders
There are resources that can help	Create list
	Bringing Key messages from youth and parent lists
Look at the big picture	
NETWORK----- who to call	
Teaming----- you <b>can't</b> know everything	
Know your resources!	

### Exploring how we can better include young adults on this workgroup

- Recognizing that this group put forth the recommendation for the RFA that local initiatives would be expected to include young adults in all planning, the workgroup examined their own practices.
- Materials from Family Voices/KASA and Youth on Board were reviewed.

- Workgroup members decided they did not want to move forward with further meetings after the initial "key message" task was completed until the workgroup modeled best practices for including youth.
- Workgroup members suggested including several methods to include youth not only in this workgroup but the larger steering committee. They include:
  - Making arrangements with several groups of young adults who would be willing to participate in ongoing discussion groups with workgroup members in the youth's setting or meeting.
  - Recruit older youth who may be available to attend workgroup meetings.
  - Allow older youth to mentor other young adults.
  - Make sure that more than one young adult is included at meetings.
  - Provide an adult ally/mentor for assistance during and outside of the meeting.
  - Provide incentives, e.g. food, stipend, transportation, school credit.
  - Work with the Youth Leadership Forum to present opportunities for delegates to use participation in boards/workgroups as team leadership projects.
  - Recruit students at postsecondary conferences, existing groups and those looking at the PJ settlement.

## Employment Summit

### School to Work Transition Internship Recognition

- Workgroup members are collecting recommendations for employers to be recognized at the Summit for providing outstanding internship opportunities.

## Ongoing recommendations to the Steering Committee

- The workgroup would also like clarification about what is expected of them after these initial tasks are completed.
- A list of recommendations gathered to date to will be attached as an addendum to these minutes.

## Confidentiality Statement

- Glendine Henry reviewed the confidentiality statement that had been attached to the agenda e-mail.
- Glendine explained that this confidentiality statement is being requested from steering committee and workgroup members who have contributed to the development of the RFA. Workgroup members may not participate in the development of proposals due to the real or apparent conflict of interest. Workgroup members should return their signed confidentiality statement (original) to Glendine as soon as possible at 25 Sigourney St, 11th floor, Hartford, CT 06106.

## Next meeting

Thursday, April 12, 2007

SERC (State Education Resource Center) Middletown

**SERC**  
25 Industrial Park Road  
Middletown, CT 06457-1520  
Telephone: (860) 632-1485 – FAX: (860) 632-8870

**VISITOR ENTRANCE:**

Effective September 2005, all visitors, both to the classroom and the library, should access SERC from the lobby entrance located at the back of the building.

**From HARTFORD**

I-91 South, Exit 21. Cross over Route 372 onto Industrial Park Road. SERC is housed in a State Office building, the last building on the right (approximately 1-1/2 miles).

**From WATERBURY**

I-84 East to Exit 27 (Route 691 East). Travel on Route 691 to Exit 11 (I-91 North). I-91 North to Exit 21. Right onto Route 372 West. Pass under I-91 and take a left onto Industrial Park Road (Mobil Station). SERC is housed in a State Office building, the last building on the right (approximately 1-1/2 miles).

**From WILLIMANTIC**

Route 66 all the way until after crossing the Portland Bridge (in Middletown). Take first left and go down the hill to Route 9. Take a left onto Route 9 North. Take Exit 19, Route 372 West until just past the Radisson Inn. Take a left onto Industrial Park Road (Mobil Station). SERC is housed in a State Office building, the last building on the right (approximately 1-1/2 miles).

**From NEW LONDON**

I-95 to Route 9 North. Take Route 9 North to Exit 20S (I-91 South). I-91 South, to Exit 21. Go straight off the exit ramp (approximately 1-1/2 miles) to the end of Industrial Park Road. SERC is housed in a State Office building, the last building on the right.

**From NEW HAVEN**

I-91 North, Exit 21. Right onto 372 West. Pass under I-91 and take a left onto Industrial Park Road (Mobil Station). SERC is housed in a State Office building, the last building on the right (approximately 1-1/2 miles).

**PARKING IS LIMITED – PLEASE CARPOOL IF POSSIBLE:**

Spaces designated visitor parking are reserved for short-term parking only. Park in unmarked spaces when attending a classroom activity.

## **Recommendations to the Steering Committee**

### **Systems Issues**

1. Conflicting messages - must apply for Medicaid before services are available from some agencies (DMR, DMHAS), but youth are encouraged to work and this might reduce or eliminate benefits.
2. Eligibility - workers don't tell consumers all the benefits they are eligible for.
3. Important to track needs.
4. Professionals need training.
5. Enough finger-pointing! We all need to work together and leave the past behind.
6. Frequently Asked Questions -
  - a. Groups keep a running list of questions that seem to come up often. FAQs possibly helped through focus groups?
7. Teach networking.
8. Make sure schools accept MIG technical assistance web site and do not have it blocked on school computers. Many sites are blocked from students. Tell them what the web site is about.
9. Many individuals with disabilities do not have access to the Internet.
10. Availability in other languages and formats.
11. Provide technical assistance for best practices in including youth.
12. Local school districts have responsibility for transition and improving employment outcomes where young adults who are graduating or ageing out. All parties (DSS, BRS, and SDE) should help families work with local school districts to develop and implement the transition plan.
13. Local school districts need sites at local businesses where students can gain work experiences as part of their IEP.
14. Job descriptions often include things that individuals can do along with things that they cannot do (such as driving). This disqualifies them from even applying, even though there are many elements of the job that they could do. If employers were more willing to divide job responsibilities and allow for some kind of job sharing, that would go a long way.
15. Eligibility criteria differ between service systems.
16. No lead agency and the parent is de facto case manager.
17. Services differ by geographic region.
18. Agency resources lack adequate planning-suggest adopting the Massachusetts system with a referral form.
19. Adult services are not appropriate for young adults.