



# Bridges Monthly

## California's Bridges to Youth Self-Sufficiency

### Monthly Update for February, 2005

#### PARTICIPANT UPDATE

Month	Previous Total	New Participants	Disenrolled	Current Total
January	243	9	0	252
February	252	14	0	266

#### GENERAL DEMOGRAPHICS

Month	Male	Female	Currently Using SSA Benefits	In School (K-22)
January	54%	46%	63%	71%
February	54%	46%	63%	70%

#### AGE

Month	14-16	17-19	20-21	22+	Average Age
January	13%	44%	22%	21%	19.8
February	14%	44%	22%	20%	19.7

#### LIVING ARRANGEMENT

Month	Foster/Group Home	Independent without support	Parents/Relatives/Legal Guardians	Supervised or Supported Living	Residential School	Other
January	3%	11.5%	82.5%	1%	1%	1%
February	2%	12%	83%	1%	1%	1%

## Core Responsibilities of Benefits Planners and Service Coordinators in the Bridges Project

- **Building relationships and trust with participants and families (Benefits Planner and Service Coordinator)**
- **Assessment of Participant Strengths, Needs and Preferences and Current Status (Benefits Planner)**
- **Person-Centered, Goal Oriented Planning (Benefits Planner and Service Coordinator)**
- **Coordination of Services and Supports (Service Coordinator)**
- **Education and Outreach (Benefits Planner and Service Coordinator)**

### EMPLOYMENT UPDATE

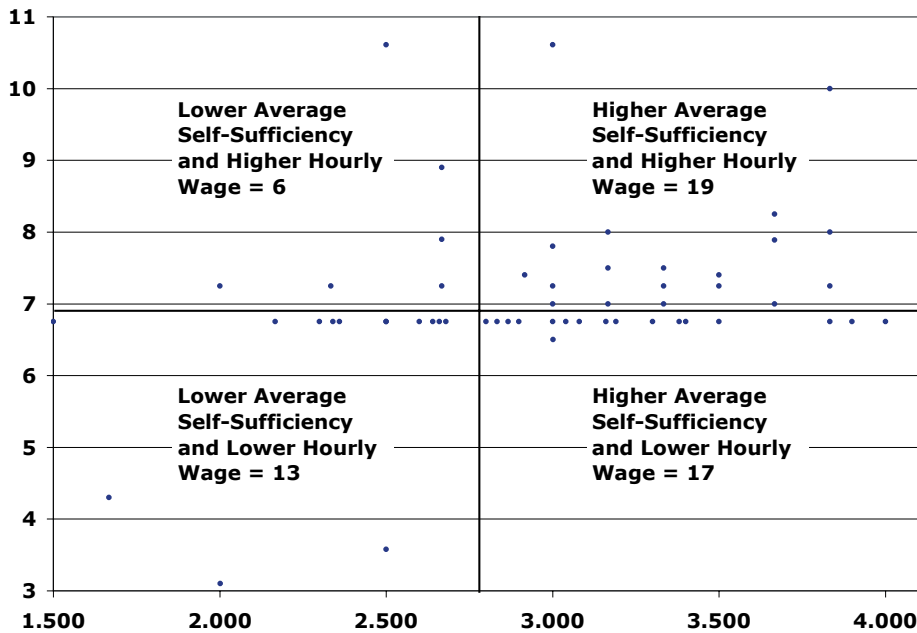
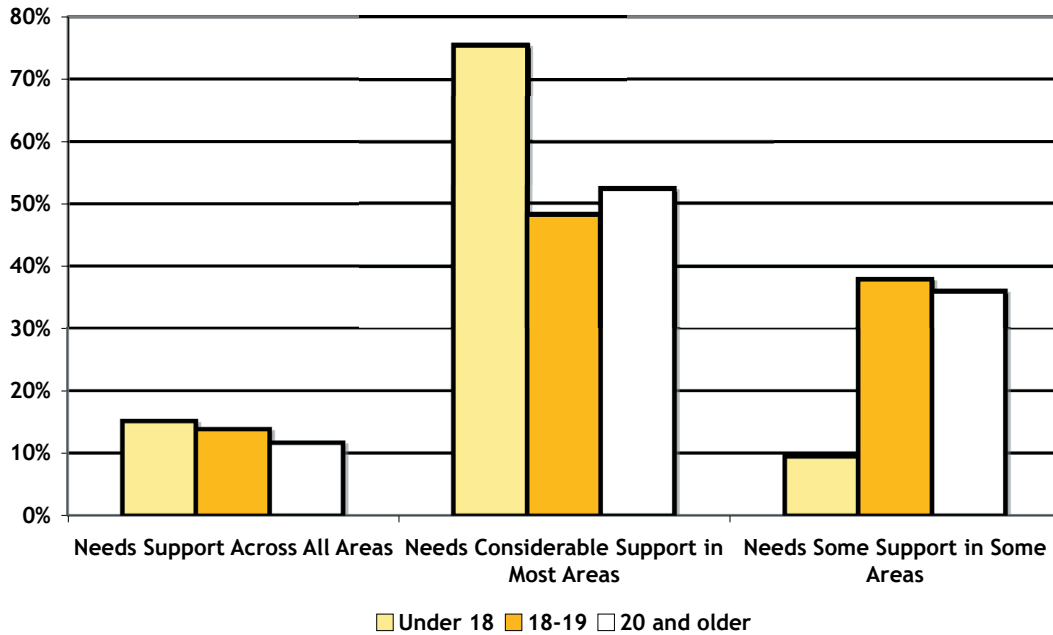
Month	Percentage of All Participants Working	Average Hours Worked Per Week Of Total Working	Average Hourly Wage Of Total Working	Percentage of Total Working with Subsidized Wages
December	32%	16.1	\$6.59	38%
January	30%	16.1	\$7.01	42%
February	29%	15.7	\$6.98	40%

Month	Percentage of Out-of-School Participants Working	Average Hours Worked Per Week Of Out-of-School Working	Average Hourly Wage Of Out-of-School Working	Percentage of Out-of-School Working with Subsidized Wages
December	38%	20.1	\$7.26	Not available
January	37%	22.5	\$7.22	61%*
February	36%	20.7	\$7.14	57%

\* Corrected from last report.

## Excerpts from Brief Articles on Selected Topics

'Total' Self-Sufficiency Score by Major Age Groups

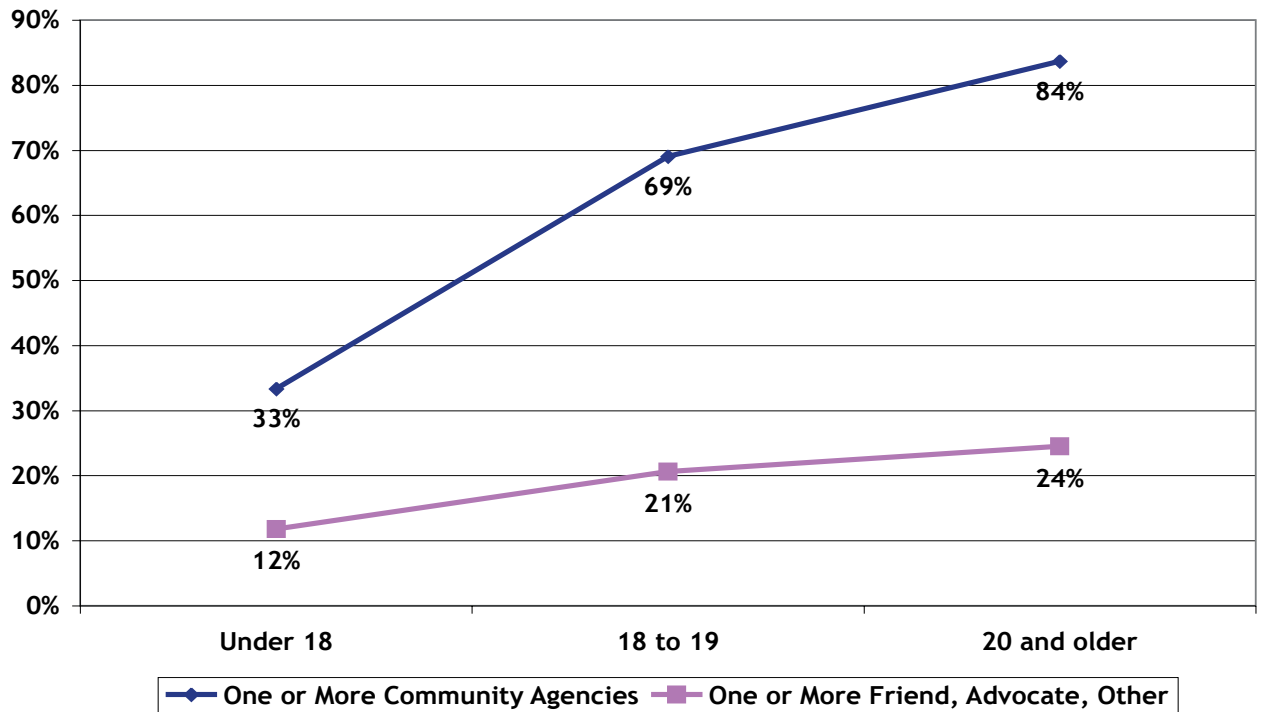


The figure above suggests that for Bridges participants, increases in self-sufficiency do occur with age. However, it is not known from this information if these increases are the result of developmental maturation or training. Even without knowing the connection, parents and teachers should be encouraged to support sons, daughters and students to expand their responsibilities around the house, at school and in the community. The figure to

the left suggests that Bridges participants with higher average self-sufficiency are: (1) more likely to be working; and (2) more likely to be working at a higher wage. (Excerpts from *An Overview Regarding Levels of Independence and Self-Sufficiency for Bridges Participants As of 1/31/05.*)

## Excerpts from Brief Articles on Selected Topics

### Additional Participants at Last IEP or ITP Meeting



One component of facilitating successful transitions for students with disabilities is collaborative planning. Efforts to collaborate with adult service providers and others that will be providing services and supports have a significant pay-off for students and their families. A smooth transition can result in fewer funding gaps and service interruptions.

The figure above summarizes the data on additional participants at the *last planning meeting* for Bridges students 'in school' as of 1/31/05. The figure substantiates a 'best practice' that as students reach 18 years of age and above, there is an increase in the percentage of occurrences where one or more community agencies and one or more others attend the meeting.

While the Bridges database indicates that current or potential employers are rarely (if ever) at planning meetings, input regarding employment strengths and support needs is typically requested from employers and employment support providers on an ongoing basis. The primary reason that employers do not attend individual planning meetings is that the business does, and should, come first! Another is that employers [accurately] view these meetings as focused on school related matters.

(Excerpts from *Collaborative Planning: A Key Element in Successful Transitions.*)