



Characteristics and Outcomes of Young Adults With ID/DD Receiving Services

Sarah Taub Webinar Series
May 22, 2018

What is NCI?

- NCI is a voluntary effort by public developmental disabilities agencies to measure and track their own performance.
- Collaboration began in 1997
- Currently 46 states and Washington D.C. represented plus 2 sub-state entities (regional centers in California)
- Coordinated by HSRI and NASDDDS



NCI Goals

- Establish a nationally recognized set of performance and outcome indicators for DD service systems
- Use valid and reliable data collection methods & tools
- Report state comparisons and national benchmarks of system-level performance



Selected Findings

Outcomes and Characteristics of Young Adults Receiving Services



In-person Survey

- Formerly the Adult Consumer Survey
- Adults who receive at least one service beyond case management from the IDD agency
- Face-to-face survey with the person receiving services
- Survey includes three main parts:
 - Background information
 - largely collected from state records
 - Section I – Subjective questions *only* the person can answer
 - Section II – Objective questions can be answered by a proxy when needed



Where Do the Data Come From?

- In-person Survey data from 2015-16 data collection cycle
 - Includes data from 35 states and Washington D.C.
- Two sub-groups were created for comparison using age variable from the Background Information section
 - Data on individuals for whom age information was not available were excluded from analysis
- The total number of individuals in each group was:
 - 2,726 in the 18-25 age range
 - 14,732 who were 26 and older
 - Total sample of 17,458 individuals.



How were the Data Analyzed?



- Chi-squared analyses were conducted to assess significance between age cohorts
- All reported differences in this data brief are significant at the $p < =.01$ level
- Statistical significance means that the result cannot be attributed to chance but in fact is a true reflection of actual differences



Nature of Disability

Has an ID Diagnosis

18-25

• 88%

26 and older

• 96%

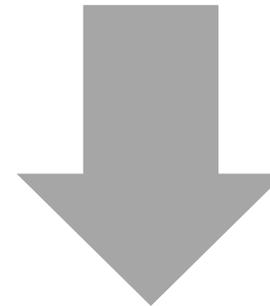
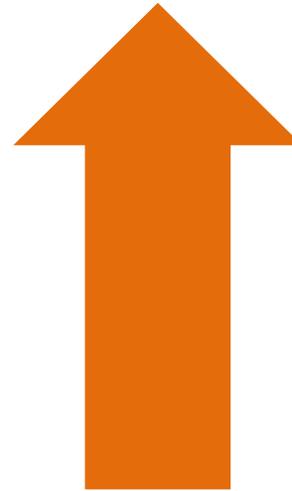
Has ASD

18-25

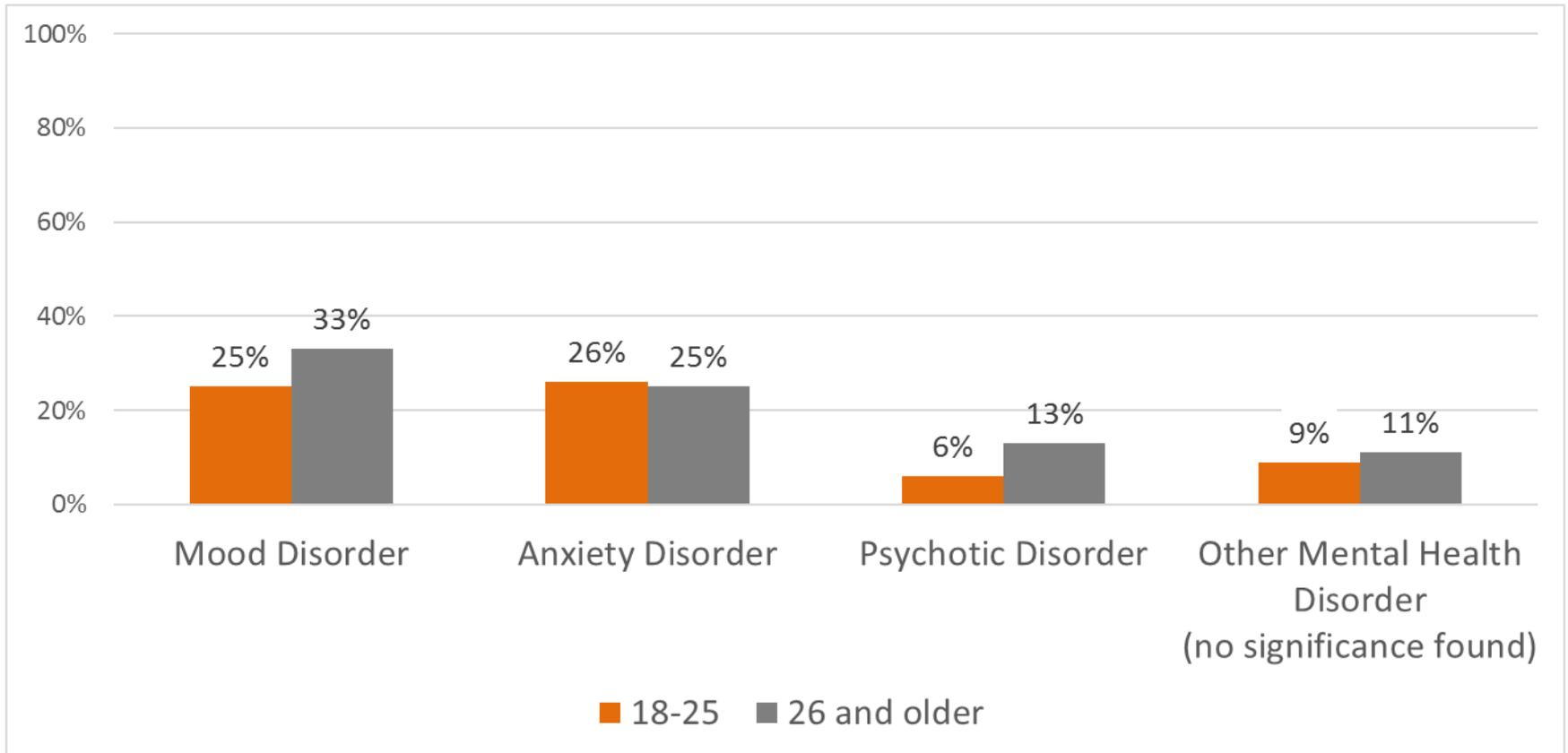
• 39%

26 and older

• 13%



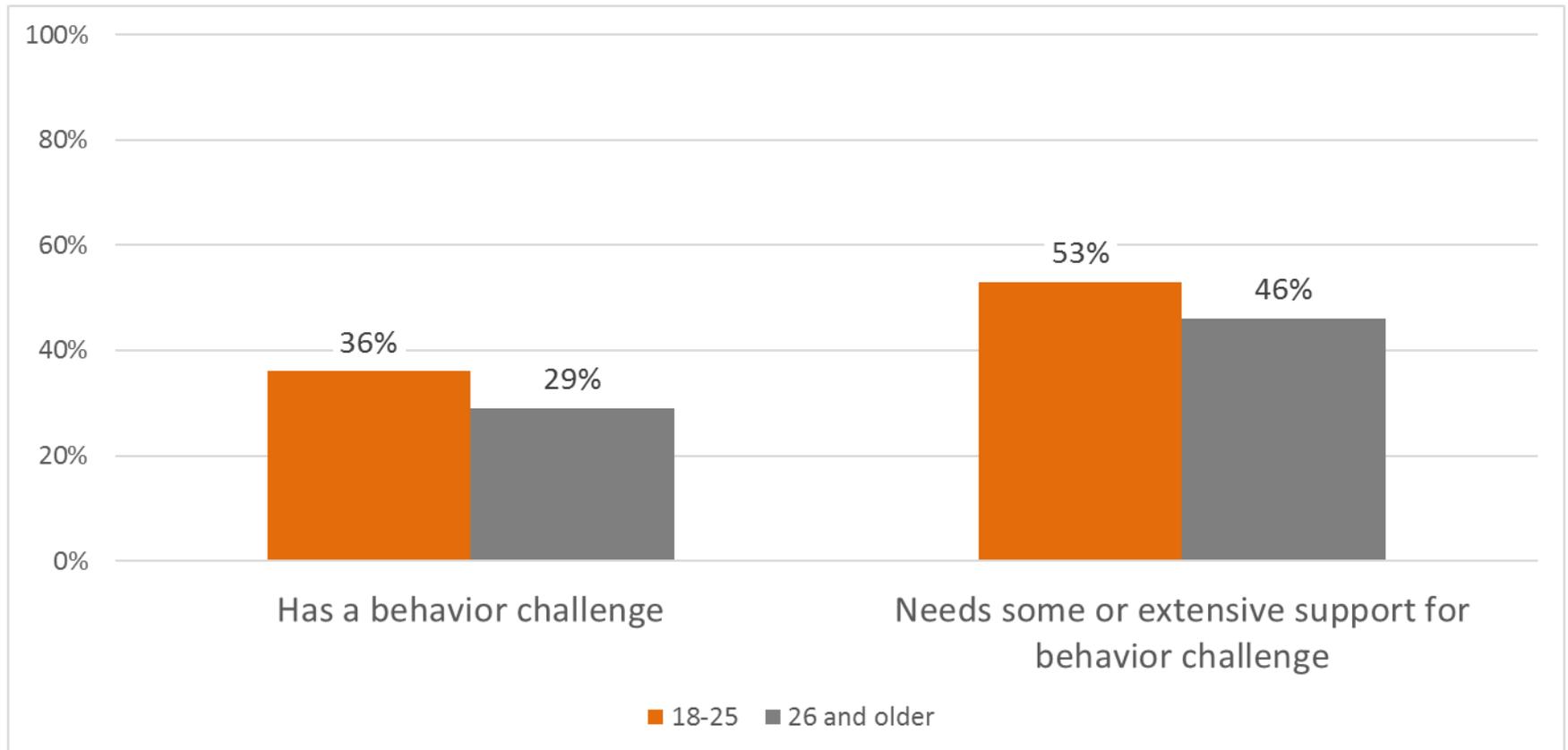
Presence of Mental Health Diagnosis



42% of 18-25 year old versus **50%** of those 26 and older had at least one mental health diagnosis



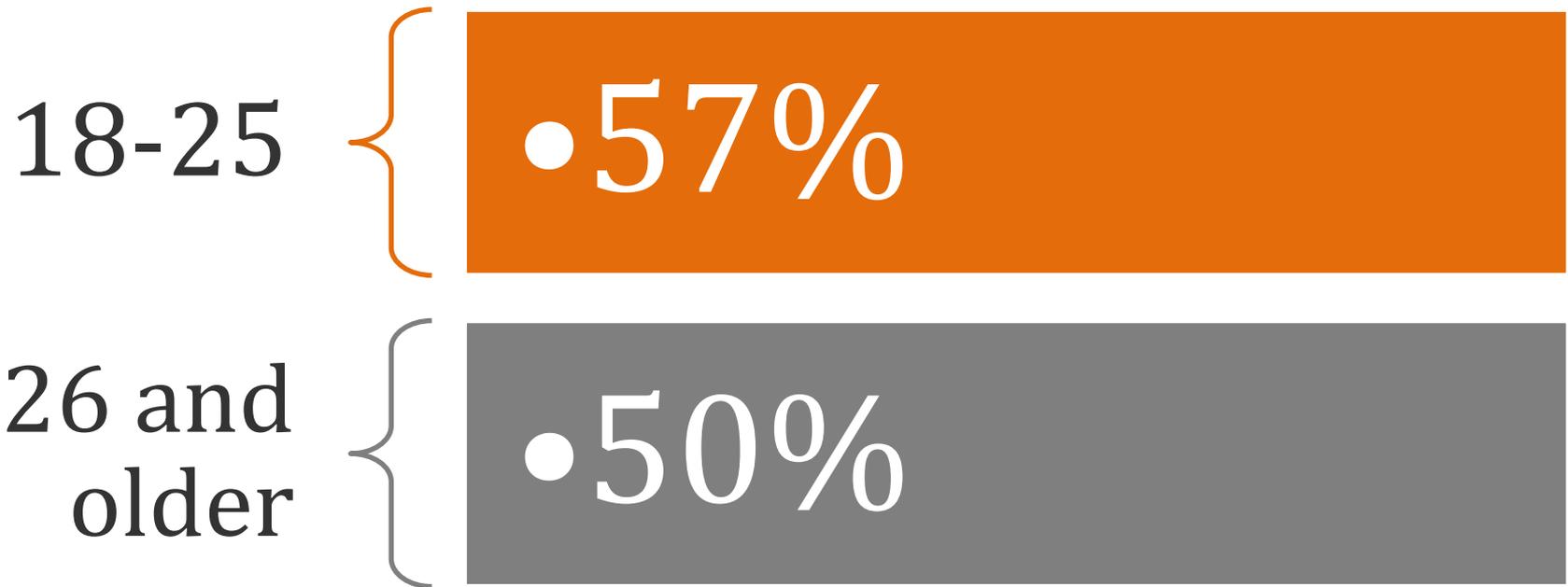
Behavior Challenge(s)* Requiring Support



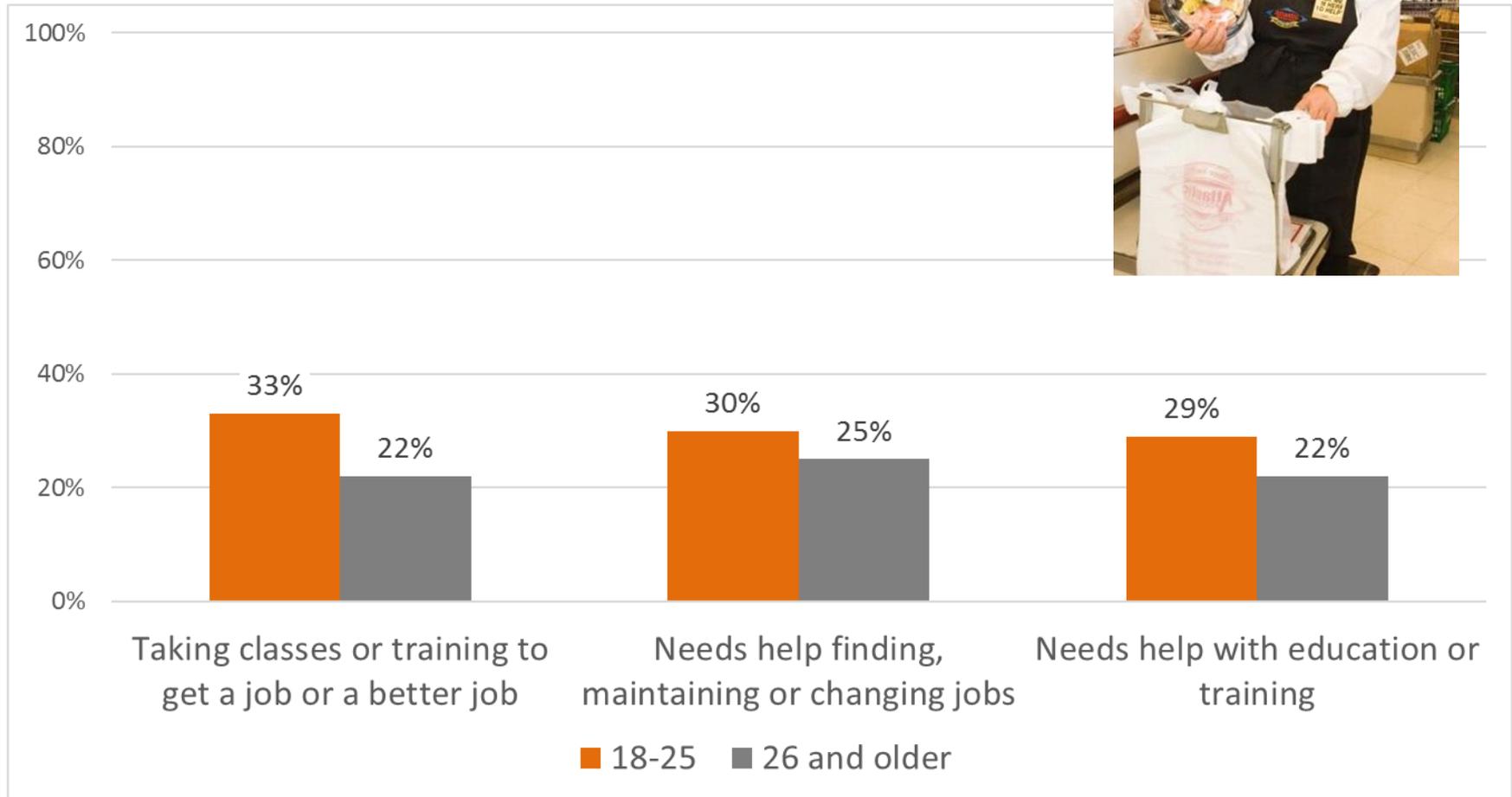
*Self-injurious, destructive, and/or disruptive behavior



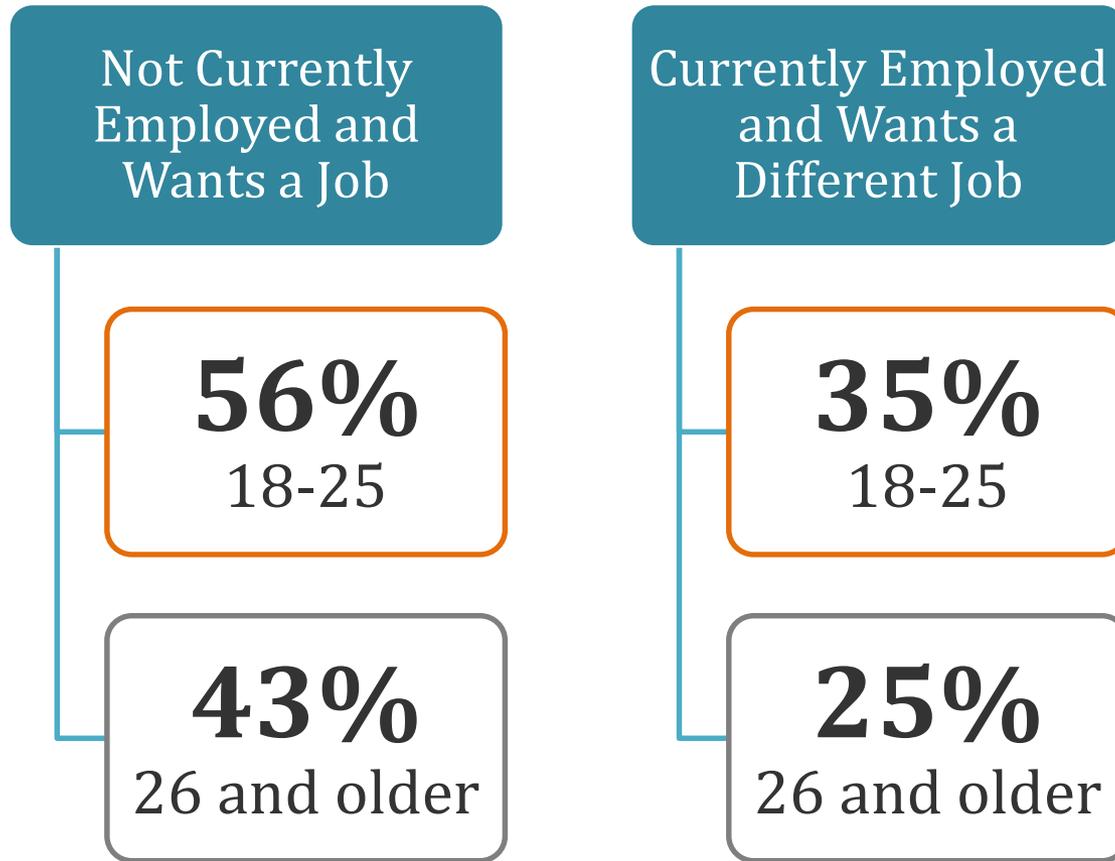
Has a Guardian or Conservator



Training, Employment and Education



Employment

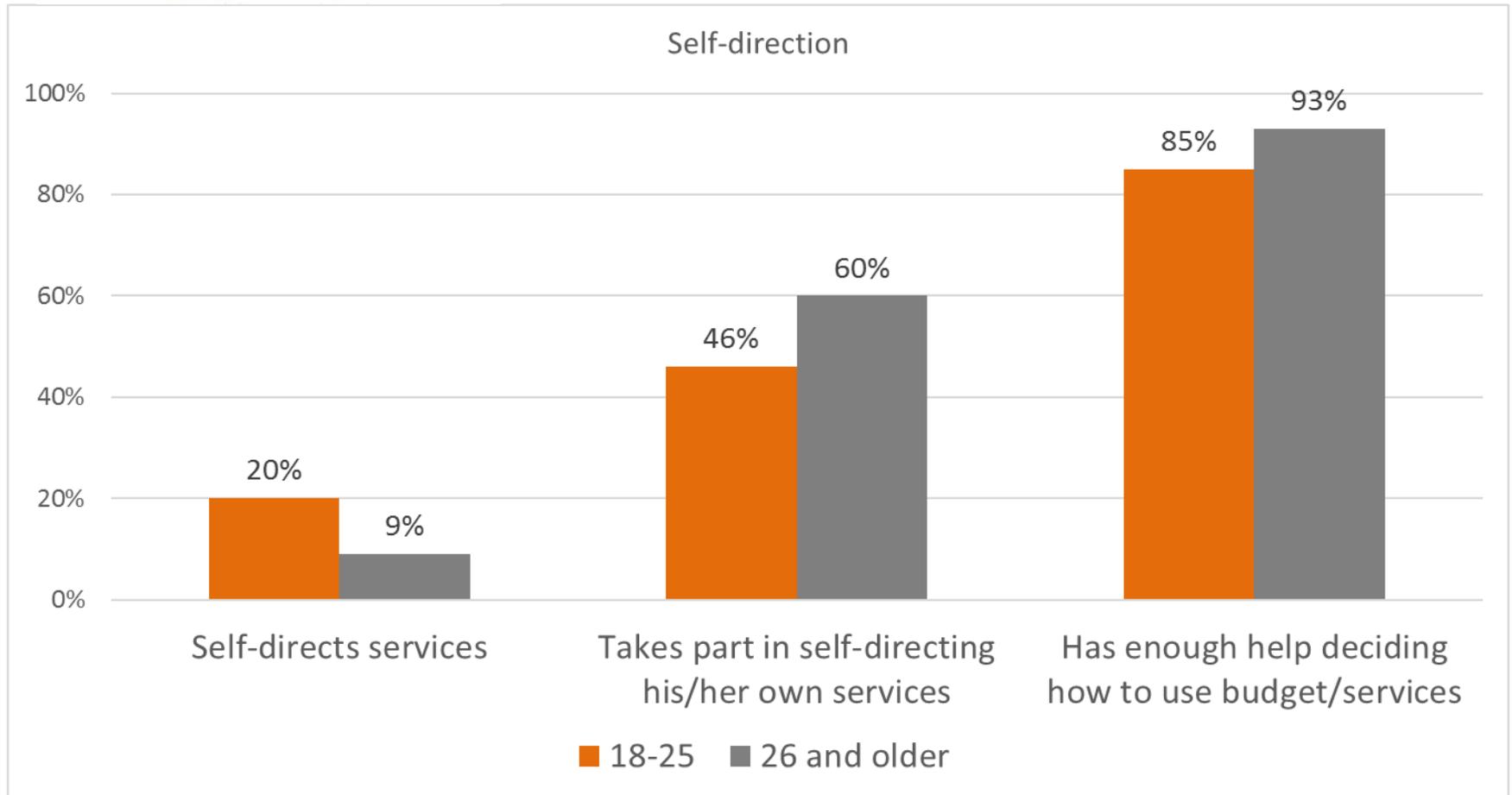


18% in both cohorts had a paid community job





Self-Direction



Additional Findings

- 18-25 years were *more* likely to:
 - Live at home and want to live elsewhere
 - Have rules and restrictions in their everyday lives
- 18-25 years were *less* likely to:
 - Make choices in their everyday lives
 - Have attended a self-advocacy group, meeting conference or event
 - Have voted in a local, state or federal election



Questions for Policy Makers

- Do you carry the transition process beyond the person's graduation from school to ensure a seamless move from adolescence to a productive and empowered adulthood?
- Do you include person-centered expectations during the transition regarding community and civic involvement, postsecondary education, vocational training, self-direction?
- Do you address family expectations during transition?
- Do you make provision for work experience even before the preparation of the transition plan to enhance the possibility of post-graduation employment?



Questions for Policy Makers

- Are alternatives to guardianship explored during the transition process?
- What does your state NCI data tell you about the frequency of guardianship among young adults?
- Is information about supported decision-making broadly disseminated?
- Are you tracking results on the NCI Child Family Survey to detect trends in the numbers of children diagnosed with autism (2015 – 2016 data indicate that 56.2% of children are on the spectrum)?



Young Adult Data Brief

Full data brief can be found here:

[https://www.nationalcoreindicators.org/upload/core-indicators/NCI Young Adult Data Brief Final 1.pdf](https://www.nationalcoreindicators.org/upload/core-indicators/NCI%20Young%20Adult%20Data%20Brief%20Final%201.pdf)

Or by going to:

nationalcoreindicators.org → Resources → Data Briefs





Charting the LifeCourse

Sheli Reynolds, PhD

May 22, 2018

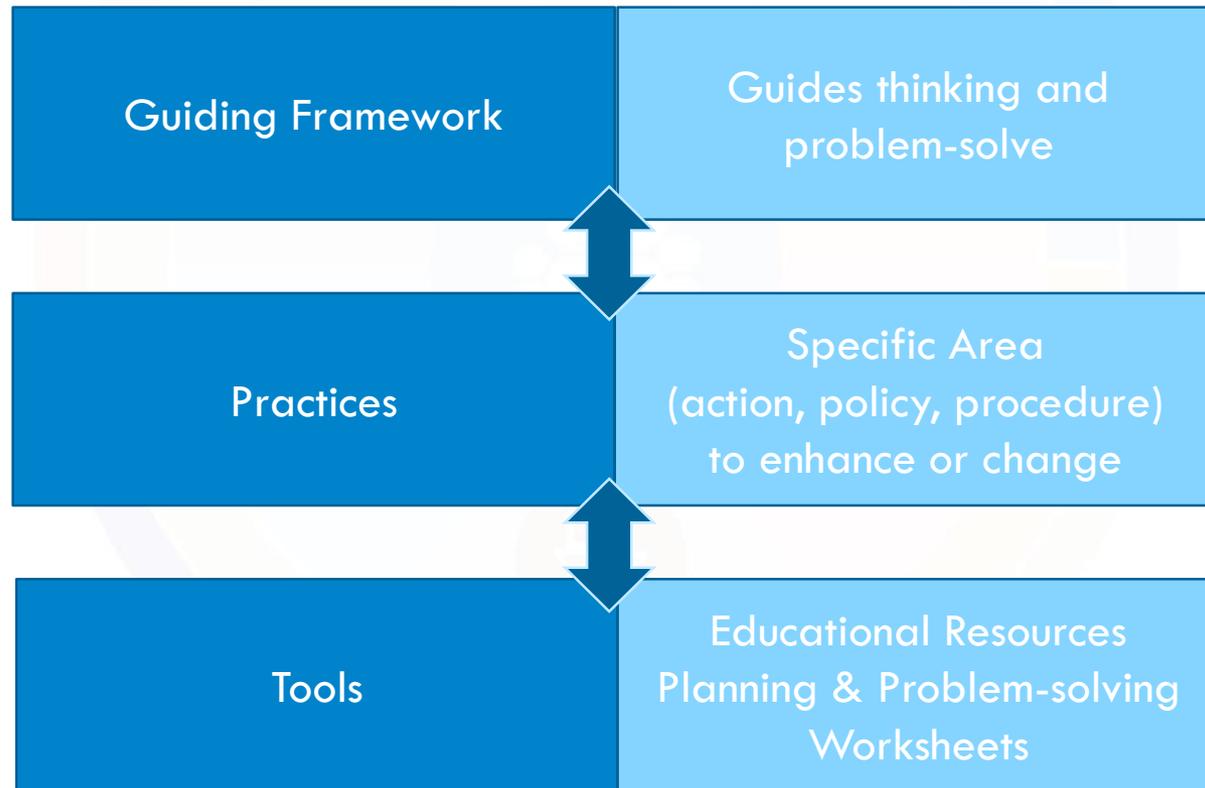


About Sheli Reynolds, PhD

- Associate Director, UMKC Institute for Human Development, University Center on Excellence in Developmental Disabilities
- Research Associate Professor, Department of Biomedical and Health Informatics, UMKC School of Medicine
- Citizen Member, Presidents Committee for Persons with Intellectual Disabilities Appointed by President Obama
- Sibling of three brothers, one who is 35 years old with developmental disability



What is Charting the LifeCourse??



FamilySystemsTheory

Thinking that Guides the Framework

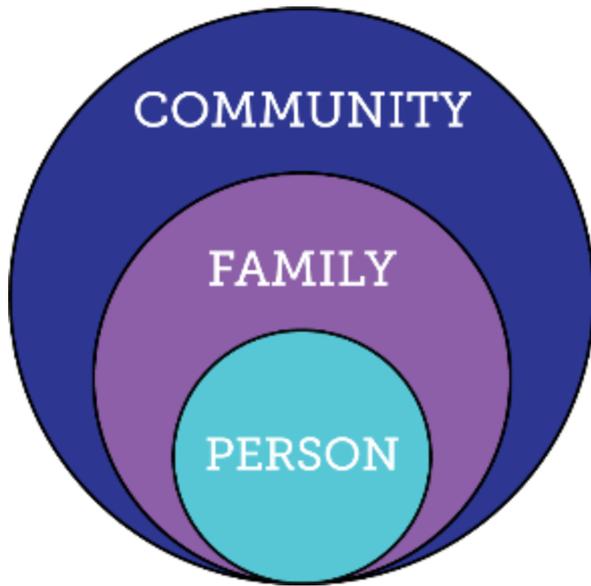
LifeCourseTheory SocialCapital
Person-CenteredPractices
Socio-ecologicalModel
Family-CenteredPractices
CommunityIntegration PublicHealthModel
AnticipatoryGuidance
Self-Determination





Core Belief:
All people and their families have the right to live, love, work, play and pursue their life aspirations in their community.





Everyone exists within the context of family and community



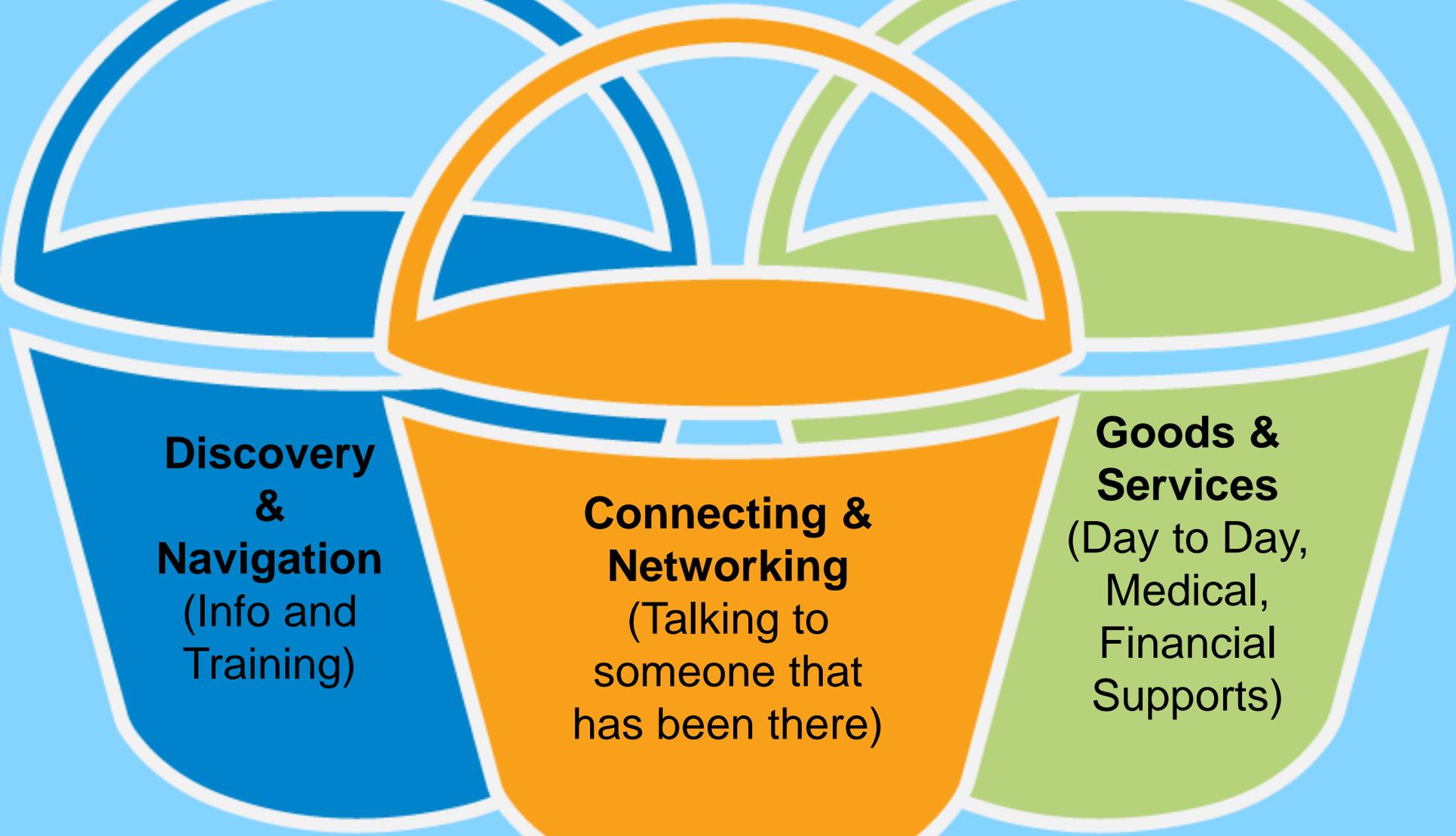
Traditional Long Term Services and Supports



Integrated Services and Supports within context of person, family and community

Charting the LifeCourse Key Principle:
Person within the Context of the Family and Community





Charting the LifeCourse Key Principle:
Supporting Informational, Social Emotional and Day-to-Day needs





Charting the LifeCourse Key Principle:
Holistic Focus across Interconnected Life Domains



Vision for a Good Life



*The future is not something we enter.
The future is something that we create.*

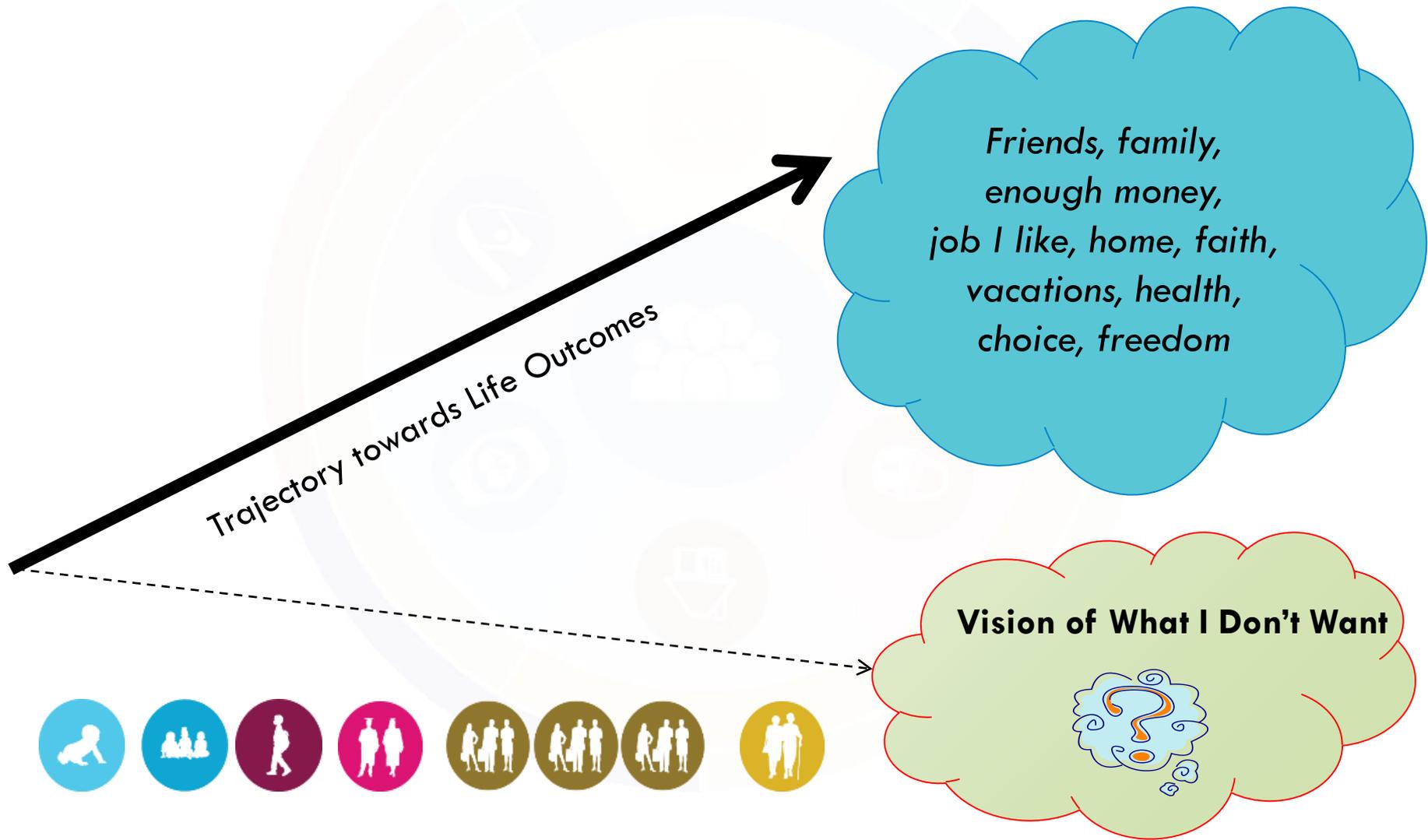
*And creating that future requires us to make choices and
decisions that begin with a dream.*

-Leonard L. Sweet

Charting the LifeCourse Key Principle:
Trajectory for Enhancing Life Experiences

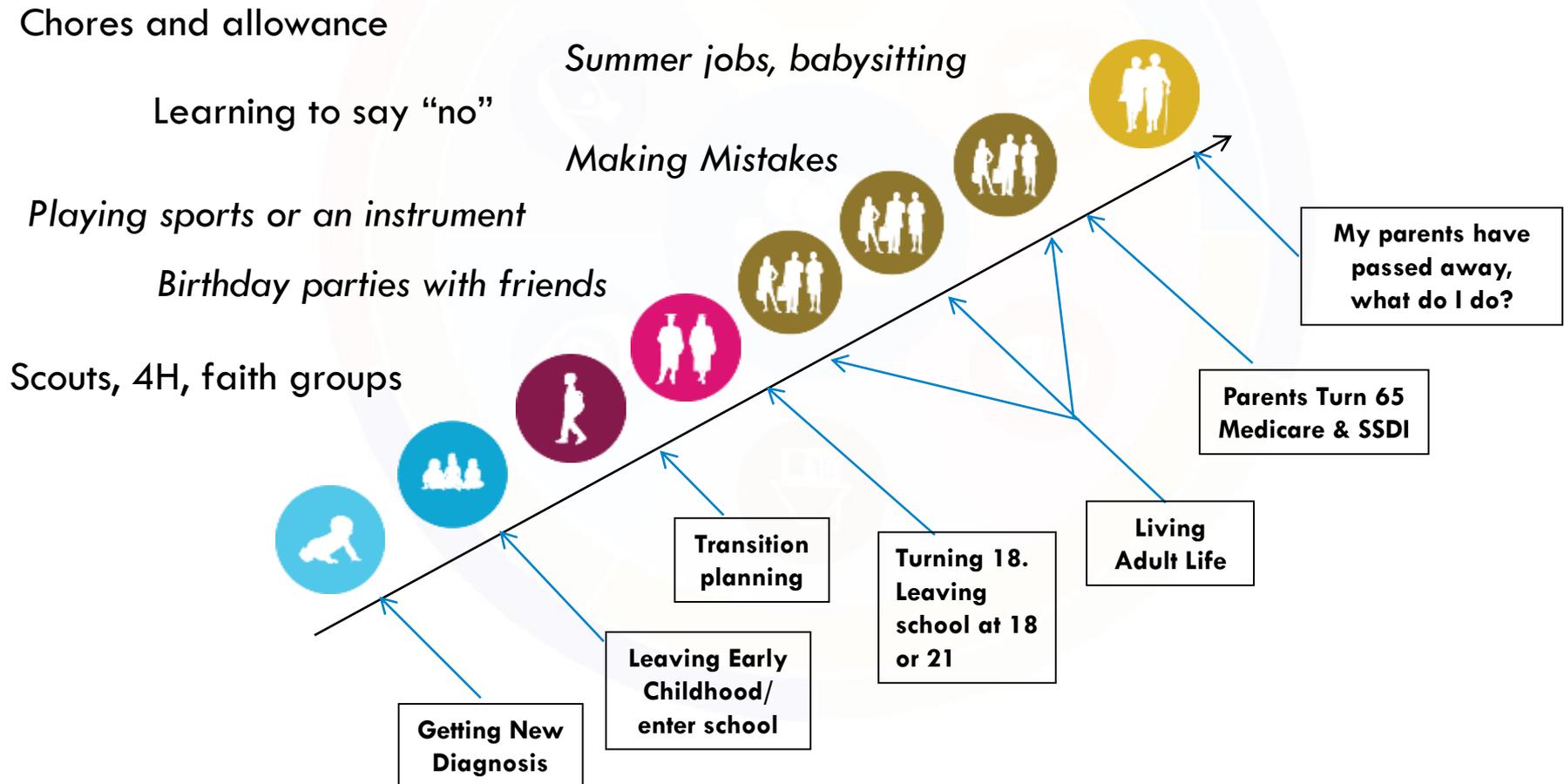


Trajectory towards Good Life

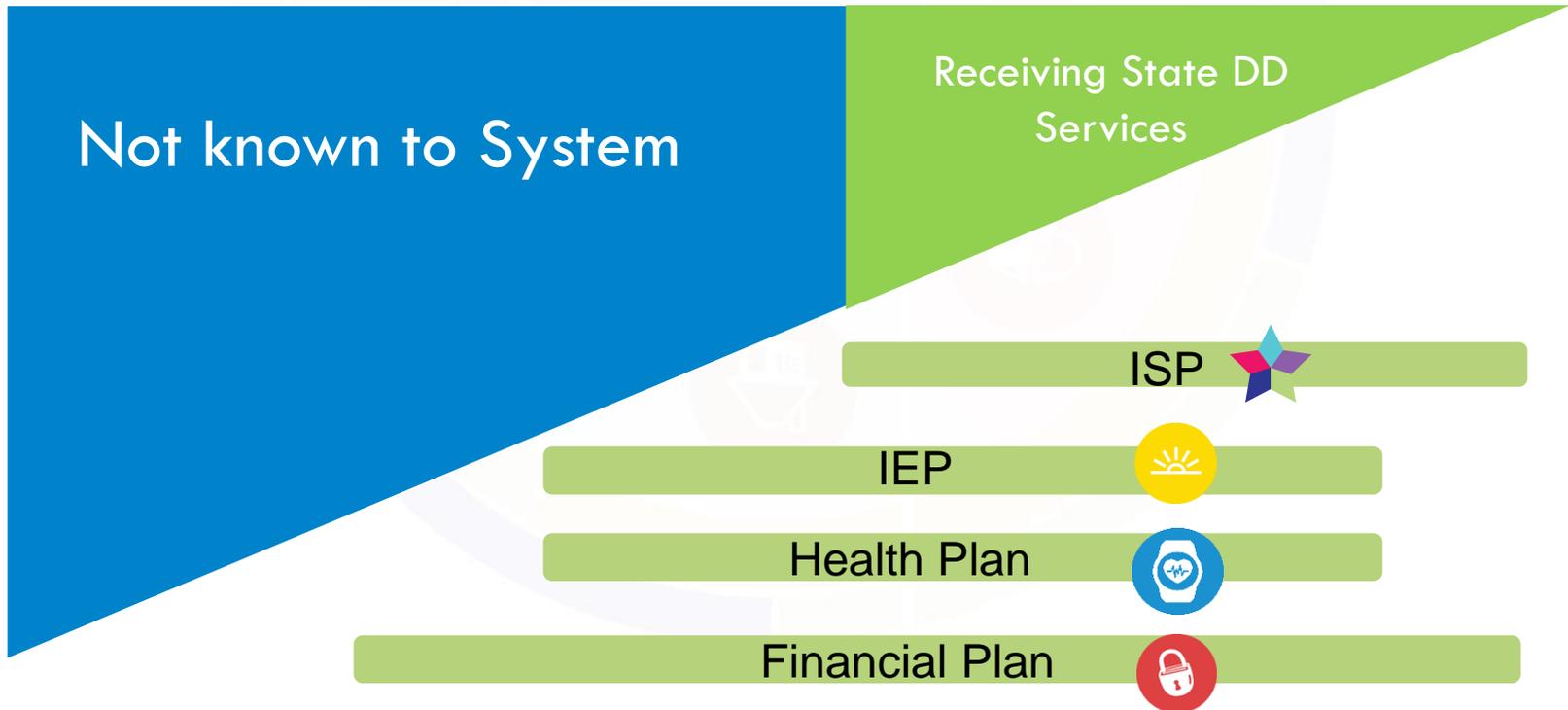


Formal Services & Life Experiences

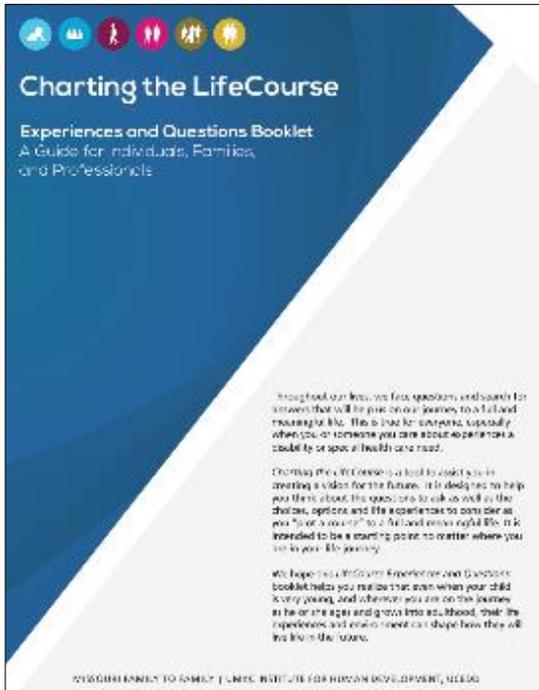
“Anticipatory Guidance for Life Experiences”



Intentional Supports that Focus on “Life Experiences”



Life Stage 4 Pager Series



Charting the LifeCourse

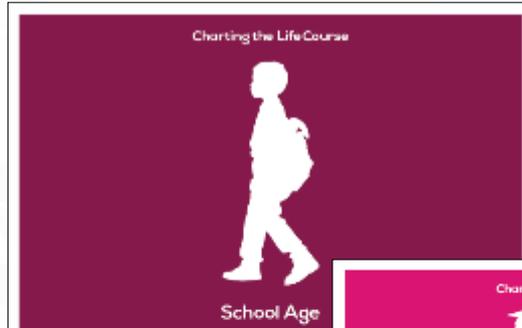
Experiences and Questions Booklet
A Guide for Individuals, Families,
and Professionals

Throughout our lives, we face questions and search for answers that will be part of our journey to a full and meaningful life. This is true for everyone, especially when you or someone you care about experiences a disability or special health care need.

Charting the LifeCourse is a tool to assist with creating a vision for the future. It is designed to help you think about the choices you will face as well as the choices, options, and life experiences to consider as you "plot a course" to a full and meaningful life. It is intended to be a starting point no matter where you are in your life journey.

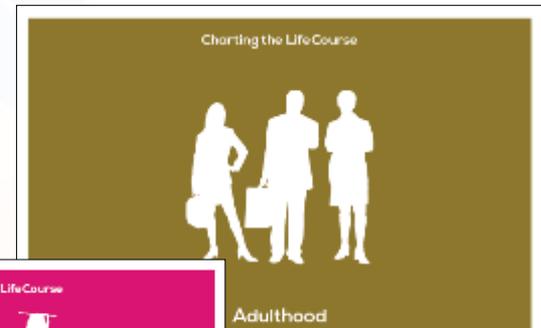
We hope this Lifecourse Experiences and Questions booklet helps you realize that even when your child is very young, and wherever you are on the journey in life or the ages and grows into adulthood, their life experiences and needs need to shape how they will live their life today.

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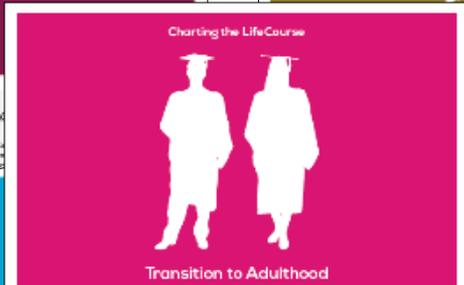
Charting the LifeCourse

School Age



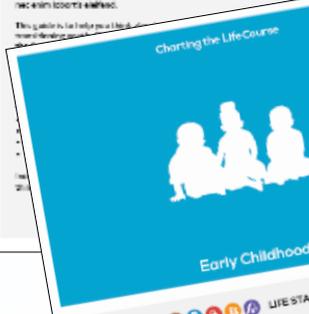
Charting the LifeCourse

Adulthood



Charting the LifeCourse

Transition to Adulthood



Charting the LifeCourse

Early Childhood



Charting the LifeCourse

Aging

LIFE DOMAIN [Icons: Education, Employment, Health, Housing, Income, Relationships, Transportation, Recreation, Safety, Social, Spiritual, Work, Leisure] **LIFE STAGE** [Icons: Early Childhood, School Age, Transition to Adulthood, Adulthood, Aging]

Content: (summary of content, use available judgment skills, Present and use well-being, continue to grow, Develop skills, become more independent, Making plans for the future, Consider future dreams, in preparation for the future, Some are more different, two main content sections)

This guide is to help you think about your future and how you will live your life today.

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LIFE DOMAIN [Icons: Education, Employment, Health, Housing, Income, Relationships, Transportation, Recreation, Safety, Social, Spiritual, Work, Leisure] **LIFE STAGE** [Icons: Early Childhood, School Age, Transition to Adulthood, Adulthood, Aging]

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CtLC Portfolios

Focus Person & Family Perspective

Life Trajectory Worksheet

Past Life Experiences
LIST past life experiences and events that supported your vision for a good life.

LIST past life experiences that pushed the arrow toward things you don't want.



Write current age here

Future Life Experiences
LIST current/ future life experiences that continue supporting your good life vision.

LIST life experiences to avoid because they push you toward things you don't want.

VISION for a GOOD LIFE
LIST what you want your "good life" to look like ...

What I DON'T Want
LIST the things you don't want in your life...

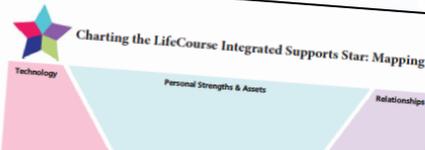
Charting the LifeCourse Portfolio: Planning

Name: _____

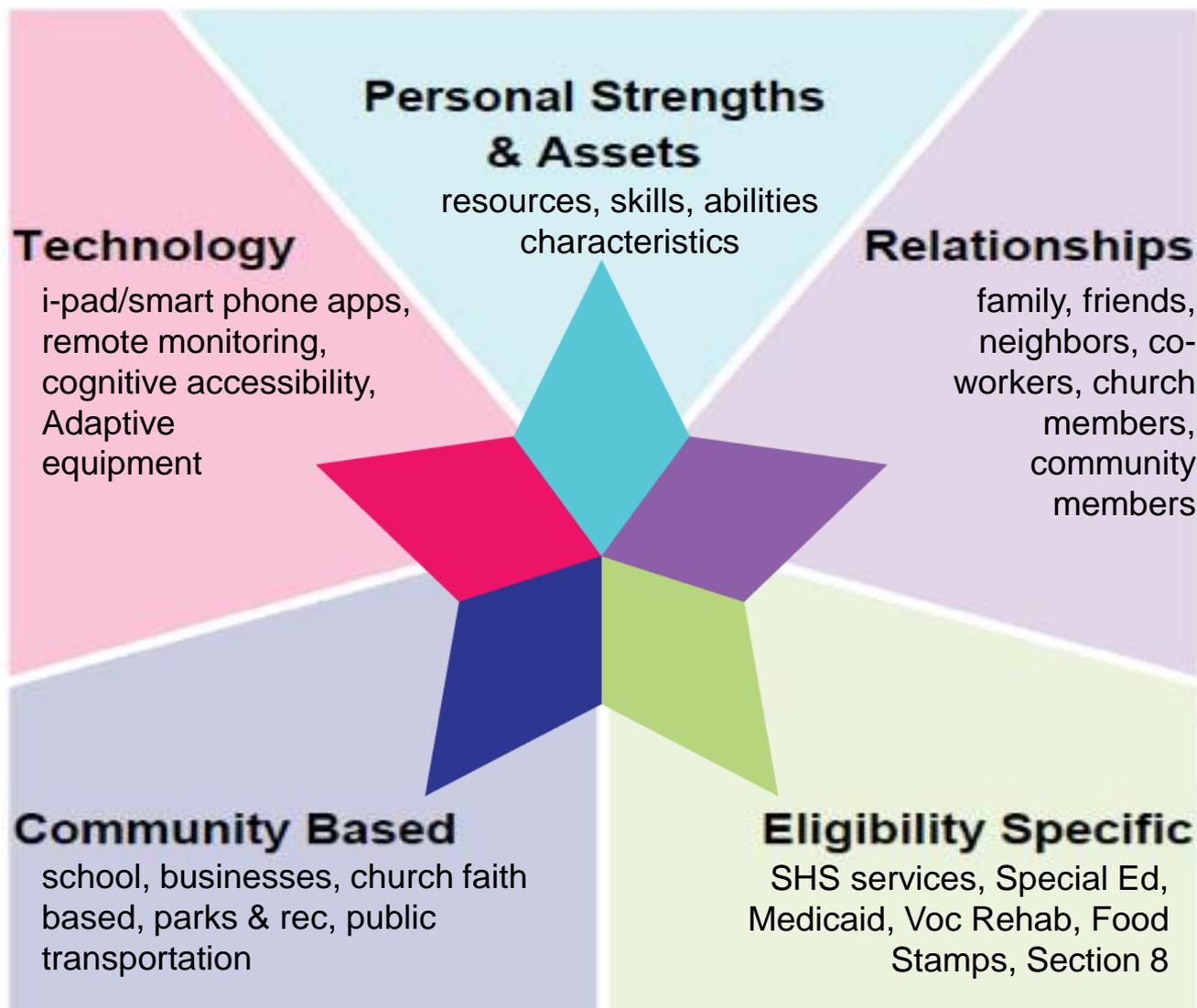
What Do People Like and Admire About Me?

What Is Important to Me?

What Are The Best Strategies To Support Me?



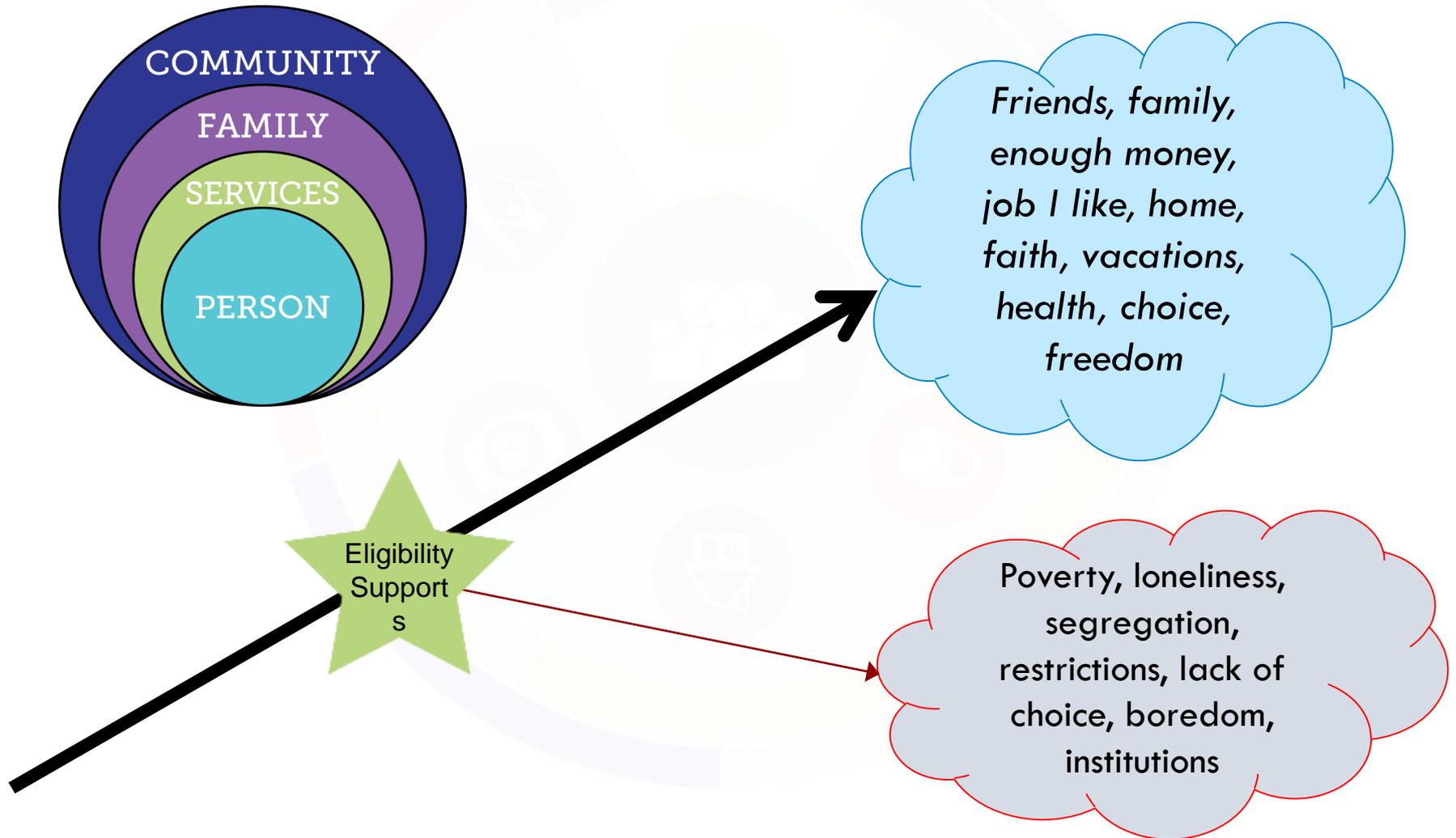




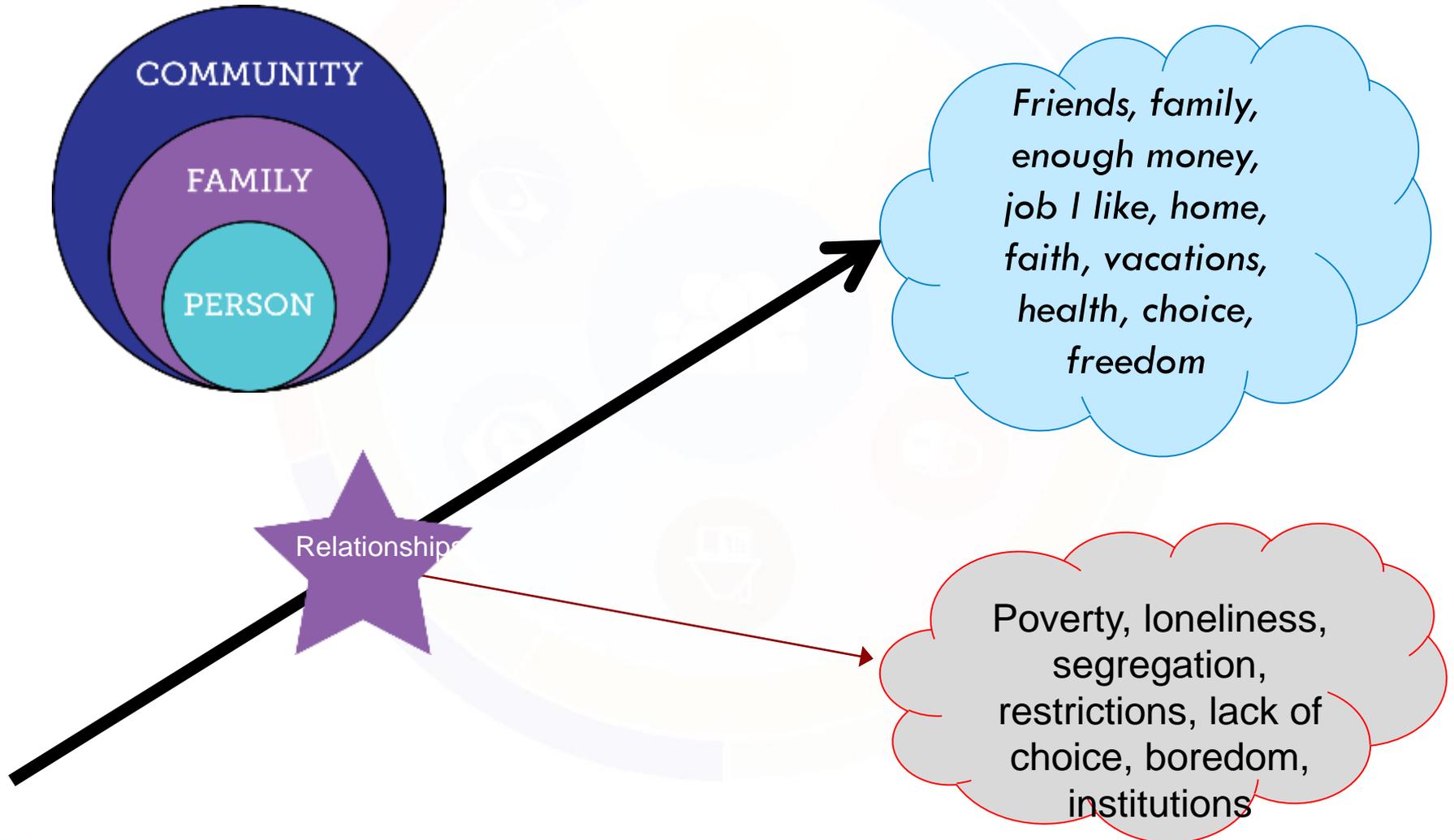
Charting the LifeCourse Key Principle:
**Integrating Services and Supports
 Across the Life Span**



Focusing ONLY on Eligibility Supports



Relying ONLY on Family & Friends





The Garcias Good Life



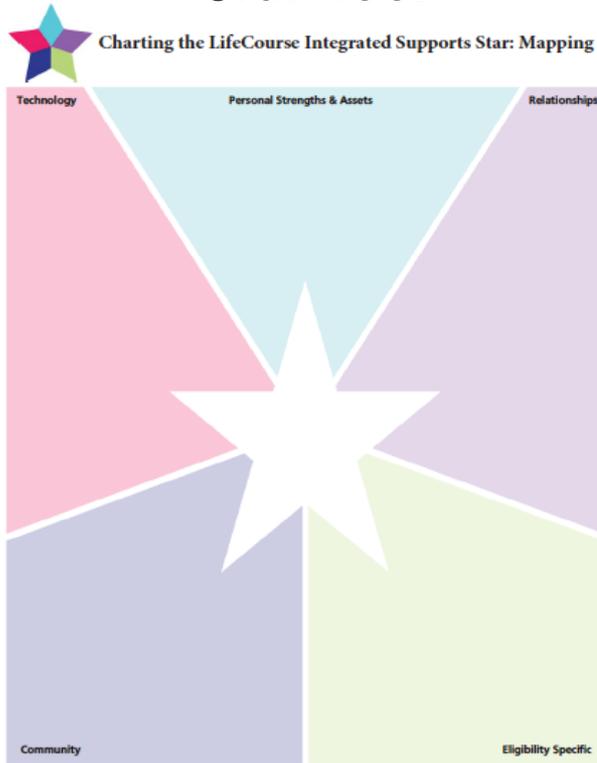
Family,
home, work
health, keep
culture,

Moving
away to get
supports, not
staying
together



CtLC Integrated Problem Solving Stars

Star Tool



Access the Charting the LifeCourse framework and tools at lifecoursetools.com

Charting the LifeCourse Portfolio is a template of the UMKC iHD, UCEDO. More materials at lifecoursetools.com

3/27/17

Integrated Star Educational Resources

Integrated Services and Supports Community Living

Integrated Services and Supports Healthy Living

Integrated Services and Supports Social & Spirituality

Integrated Services and Supports Citizenship & Advocacy

Category	Personal Strengths & Assets	Relationships	Technology	Community	Eligibility Specific
Personal Strengths & Assets	• Physical health • Mental health • Emotional health • Intellectual health • Spiritual health	• Family • Friends • Community • Supportive relationships	• Assistive technology • Information technology • Telehealth	• Housing • Transportation • Food • Financial	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity
Relationships	• Family • Friends • Community • Supportive relationships	• Family • Friends • Community • Supportive relationships	• Assistive technology • Information technology • Telehealth	• Housing • Transportation • Food • Financial	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity
Technology	• Assistive technology • Information technology • Telehealth	• Assistive technology • Information technology • Telehealth	• Assistive technology • Information technology • Telehealth	• Housing • Transportation • Food • Financial	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity
Community	• Housing • Transportation • Food • Financial	• Housing • Transportation • Food • Financial	• Housing • Transportation • Food • Financial	• Housing • Transportation • Food • Financial	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity
Eligibility Specific	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity

CHARTING the LifeCourse
Integrated Support Options

Category	Personal Strengths & Assets	Relationships	Technology	Community	Eligibility Specific
Personal Strengths & Assets	• Physical health • Mental health • Emotional health • Intellectual health • Spiritual health	• Family • Friends • Community • Supportive relationships	• Assistive technology • Information technology • Telehealth	• Housing • Transportation • Food • Financial	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity
Relationships	• Family • Friends • Community • Supportive relationships	• Family • Friends • Community • Supportive relationships	• Assistive technology • Information technology • Telehealth	• Housing • Transportation • Food • Financial	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity
Technology	• Assistive technology • Information technology • Telehealth	• Assistive technology • Information technology • Telehealth	• Assistive technology • Information technology • Telehealth	• Housing • Transportation • Food • Financial	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity
Community	• Housing • Transportation • Food • Financial	• Housing • Transportation • Food • Financial	• Housing • Transportation • Food • Financial	• Housing • Transportation • Food • Financial	• Disability • Age • Race/Ethnicity • Sex • Sexual Orientation • Gender Identity
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Charting the LifeCourse: Achieving Personal Outcomes





Tool for Developing a Vision - Family

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What are things my family member will do during the day in his/her adult life?	Continue to volunteer at Fire Station because he loves it and he belongs. We want to help Ben start his own small business, based on his interests, using the Micro-Enterprise model. We want him to be active /not sit home all day.	1	Priority #1: We need to help Ben figure out how one of his interests can be used to help him start a small business and make money. We also need to explore how to do this and maintain his eligibility for Medicaid. We also need to work with his daytime staff and help them with ideas on ways to get him out of the house more. Priority #2: We need to take a more active role to help Ben. Invite friends to do things with him, especially the firemen outside the station. Priority #3: Explore buying a medication dispenser that he can start learning how to use while we are around to supervise and help him. We also think it is a good idea for him to start a small container garden to grow some of his own vegetables. Priority #4: We would like to finish our basement as a possible apartment for Ben or at least a hangout space where he can spend time with friends away from mom and dad.
 Community Living	Where and with whom do I think my family member will live in his/her adult life?	Ideally, we want Ben to either rent or own an apartment, condo or house, and have a roommate or live-in companion. For now, we are looking at options for him to be more independent within our family home.	4	
 Social & Spirituality	How will he/she connect with spiritual and leisure activities, have friendships & relationships in his/her adult life?	Ben loves going to weekly mass and a lot of people there talk to him. The fire department is so is a source of friendships for him. We want him to keep in touch with friends via social media and invite friends over or out and about with him. We would like him to have a girlfriend and maybe get married.	2	
 Healthy Living	How will he/she be able to live the healthy lifestyle and manage health care supports in his/her adult life?	Ben would work out at least 3-5 times/week, eat healthy food choices, and limit caffeine (Pepsi). We want to get a pill dispenser so he can be more independent taking his meds. We want him to be able to talk to his health care providers and be supported to make choices about his medical care.	3	
 Safety & Security	How will we ensure safety from financial, emotional, physical or sexual harm in adult life?	We want Ben to have lots of friends and family members who keep in touch with him regularly and will notice if something is wrong. He has a trust committee for his SN Trust, and he has family who are his Powers of Attorney. Use available banking options for financial security.		
 Citizenship & Advocacy	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?	We would like to see Ben have more active roles at church – maybe ushering or joining the men's group. Maybe find some other volunteer opportunities. Ben should be supported by family and trusted friends to make his own decisions and choices.		
 Supports for Family	What will our family need to help support him/her to live a quality life as an adult?	Helping Ben self direct his services is helpful so we can continue to work while still being able to hire people we know or that are highly recommended. We need coaching and mentoring for future options.		
 Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants to live independently as possible?	By using a combination of technology, family and friends, community options, paid supports, and building on Ben's own skills and abilities, we think he can have the good life he wants.		

Working with Families to Capture Vision for their Son

Getting more specific in each life domain



Creating a Shared Vision for Parents and Team Members

Used during Early Childhood Transition Planning Meeting



CHARTING the life course
MAX's ONE-PAGE PROFILE

What people like & admire about me

Funny
Cute
Little

Complimentary
Affectionate
Energetic

What's Important to ME

Attention
Family
Toys
Food
Cooking with mom

How to Best Support ME

- Boundaries
- Consistency
- Appropriate affirmation

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 AUGUST 2015

Integrated Services and Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

Technology
 Personal Strengths & Assets
 Relationship Based

- likeable
 - social
 - affectionate
 best - no
 entime

- he was in pre-school/peer relationships (childcare)

Goal for Academic readiness

res neighbor
 kid - good
 relationship

- Biological Mother bases a lot of decisions on scheduling needs - but feels full time pre/childcare is the answer

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 AUGUST 2015

School success
 friends
 - appropriate behavior and social functioning
 - positive relationships
 - consistent expectations

Home with family
 - social interaction with parents/caregivers
 - appropriate behavior and social functioning
 - positive relationships
 - consistent expectations

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 AUGUST 2015

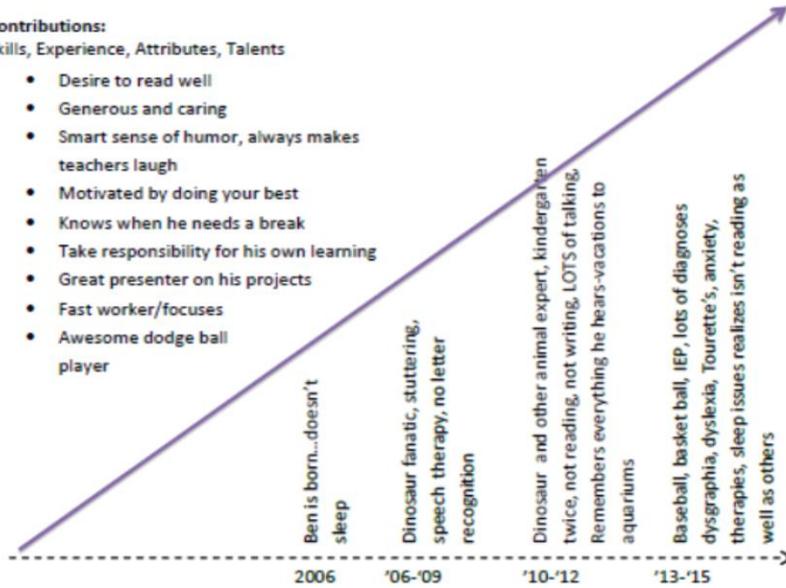
Educate School Team on Vision

Elementary School Trajectory Worksheet:

Contributions:

Skills, Experience, Attributes, Talents

- Desire to read well
- Generous and caring
- Smart sense of humor, always makes teachers laugh
- Motivated by doing your best
- Knows when he needs a break
- Take responsibility for his own learning
- Great presenter on his projects
- Fast worker/focuses
- Awesome dodge ball player



What I DON'T Want

- To be bullied
- For other kids to know I am below grade level in reading
- Not be able to be a marine biologist or paleontologist
- A teacher that corrects my reading and tells me I can read better if I just try harder, a teacher that tells me to stop doing a tic, but I can't stop it

VISION for successful school experience and a GOOD LIFE

Long term education desires and goals:

Ben is currently considering a career as a marine biologist or paleontologist. He wants to meet people that have dyslexia and Tourette's that have chosen these careers.

Educate his classmates on Tourette's

He is determined to be able to read on grade level

Conditions:

- Access to de-stressing supports (ball pit, alone time, talking it through with trusted teacher)
- Modification for reading assignments and home work
- Having a teacher that "gets" Tourette's, dyslexia and anxiety
- LOTS of activity at recess

Preferences:

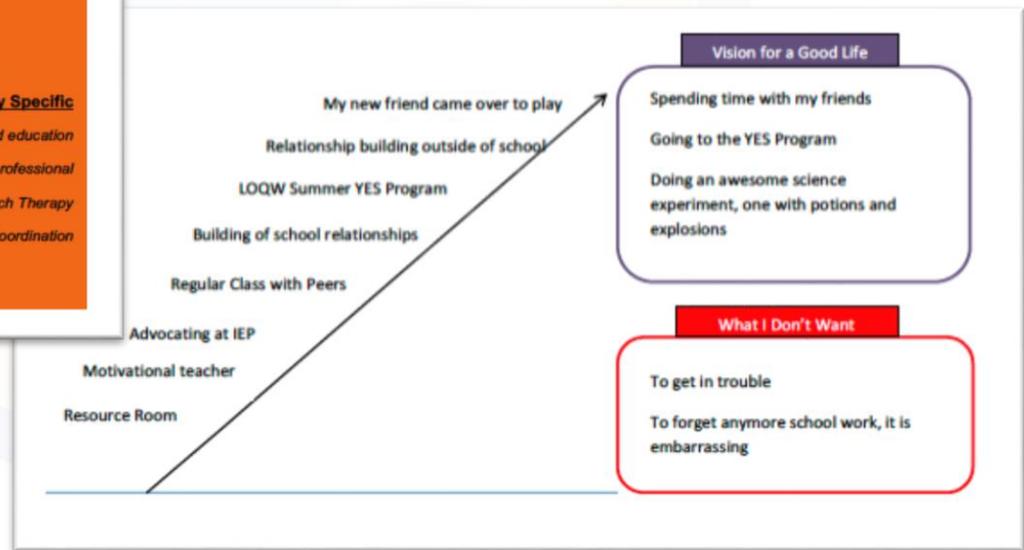
- Teacher – nice, not a lot of home work
- Loves social studies and science best!
- Recess!!!!!!

Support Needs:

- Visual schedule
- Regular routine
- Opportunities to explore his passions in projects
- Audio learner with demonstration as needed



Mapping Experiences for 6th Grade Year



Self-Lead IEP Transition Plan

WHAT I DON'T WANT

- ❖ I don't want to work in a sheltered workshop or in some boring place making less than minimum wage.
- ❖ I don't want everyone else to assume they know what I want and make all my choices for me.
- ❖ I don't want to live in a group home or an institution with a whole bunch of other people.
- ❖ I don't want to be lonely, isolated, or "lumped with a disability."



MY PLANS AS AN ADULT

- ❖ I want to be independent and make good choices for myself.
- ❖ After I graduate, I want to:
 - Go to college
 - Live in my own home with a friend
 - Work at a good job like the movie theater or Starbucks like my big sister!
 - Go to church
 - Have fun with my friends and family
- ❖ I need caregivers and staff to help me.
- ❖ I want to have a boyfriend and then some day get married in a wedding too.



MY TIMELINE



on,
Play



Career Planning Star



Future Career Planning Caleb

Technology

Decision Making:
I can learn on line or in person.

Missouri Assistive Technology
-What equipment do I need?
-What is available?
-AgrAbility grants?

Money Management:
Can I buy it at a regular store?
How can I pay for it?
-Private funding
-Charity
-Public funding eligible

Personal Safety:
Decision making apps

Personal Strengths & Assets

Decision Making: I can accurately choose from lists of activities. I have definite preferences for what I like to do.

Skills: I have a very positive attitude. People like to be around me. I will try to do any activity that I am challenged to do. I like to do anything outside and I work hard. I have been working outside all my life.

Money Management: I can use a debit card and cash.

Personal Safety: I follow directions well. I can tell a person of authority who I am, where I live and who my parents are. I might get bored but will get back on task with reinforcement.

Relationship Based

Decision Making:
Caleb's family farms
Caleb can express his preferences.
Caleb needs support to understand the situation to make choices.
There are some situations he will not comprehend and will need more input from trusted family or friends.

Skills:
Caleb has been trained to understand how to pick and handle produce in the garden. He is interested in learning more about animals. Caleb has support to try new opportunities.

Money Management:
Caleb is learning more about money. He needs help with significant monetary decisions.

Personal Safety:
Caleb is known by some other school district students in our community. He is known in our church community. He needs to be with a trusted adult at all times.

Decision Making:
Caleb needs substantial support in regards to public sector resources.

Money Management:
-Substantial family involvement and planning
-Financial Planner
-Can use traditional savings to pay for school/career
-Tax status – can I get tax deductions and credits?

Personal Safety:
-Lawyer - Special Needs Trust, Ait. Guardianship tools, Living Will
-I have private health insurance as well as Medicaid

Community Based

Decision Making:
Use a CWIC to understand my SSI/SSDI benefits options.
Use Vocational Rehabilitation for job readiness planning.
Use CIL to understand community options of all kinds.

Money Management:
Determine how to use Student Earned Income Credit benefit
Medicaid – access waiver, medical insurance, support, job coach, equipment, PCA
Determine how my services will be effected and eventually replaced as my income increases?
Determine what financial tools are available based on my eligibility ABL, PASS, IDA, grants,
Increase cash flow and keep/get private insurance - HIPP

Personal Safety:
Good relationships with family, providers and case managers learn about P&A/DHSS rights to protection

Eligibility Specific





HS Football Coach



NASCAR



Eagle Scout Leader

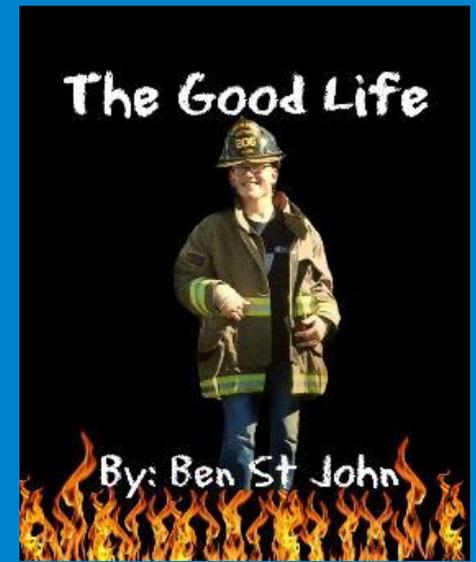
Going to country music concerts



Going to the Library and other places around town.



What is important to me?



Cognitively Accessible Tools for Self-Advocacy



Diverse Array of Implementation

- ⊙ Educating self-advocates and families on possibilities, problem-solving and planning
- ⊙ Early Childhood and School Transition Planning
- ⊙ Information and Referral/Options
Counseling/Navigation Support/Futures Planning
- ⊙ Long Term Services and Supports Planning Formal
Planning Process and Requirements
- ⊙ Aging, Social Services, Employment, Retirement,
Health
- ⊙ Etc, etc, etc.



LIFECOURSE Tools

LIFECOURSE TOOLS

LIFECOURSE PRINCIPLES

LIFECOURSE IN ACTION ▾

CONNECT ▾

ABOUT



chartingthelifecourse.org
LifeCourseTools.com



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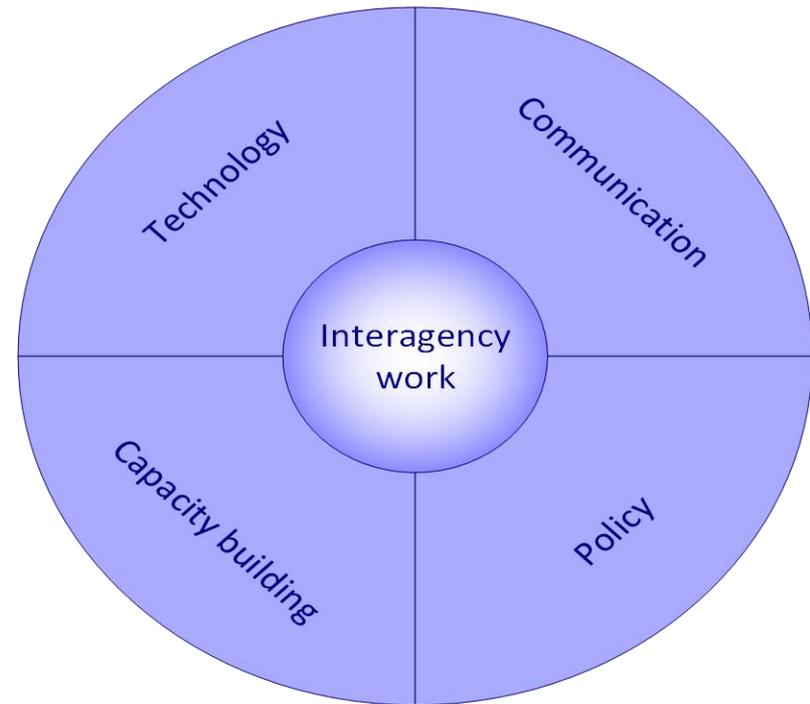
816-235-1759



Minnesota's Interagency Efforts

Core Inter-Agency Partners

- Minnesota Department of Human Services (DHS)
- Minnesota Department of Vocational and Rehabilitation Services (VRS)
- Minnesota Department of Education (MDE)



Technology Tools

Central Launch Pad: Disability Hub MN

Disability HUB MN

Welcome to the Hub.
We can help you plan your best life, your way.

Select Language ▼

My options ▾ My voice My tools Hub partners

Search Disability Hub MN...

What is the Hub?

Disability Hub MN is a free statewide resource network that helps you solve problems, navigate the system and plan for your future.

At the Hub, we focus on your needs — helping you understand your options, connect to resources and find solutions. We're here to help you get the answers you need. We'll help you think through additional options and identify new paths toward creating the life you want.

Read more [about the Hub](#).

Introducing Disability Hub MN: Your best life, your way.

Watch a [video](#) or [audio described video](#), or read video [transcript](#).

Tools – DB101 and HB101

Disability Benefits 101

Home Your Situation Programs Estimators Glossary Videos My Vault Partners

Disability Benefits 101 gives you tools and information on health coverage, benefits, and employment. You can plan ahead and learn how work and benefits go together. > More

Welcome to DB101 (1.5 min video)

Your Situation
Take a personal approach to benefits planning. Find information that applies to you. > More

Programs
Just the facts. Get details about benefit programs. > More

Going to Work
Cash Benefits

Housing Benefits 101

Home MY SITUATION PROGRAMS & SERVICES MY VAULT GLOSSARY PARTNERS

Plan for Your Home, with the Services You Need
Explore your housing options. Discover what works for you. Make a plan to get there.

BUILD YOUR PLAN

Get Help Now
Do you have a disability?
Are you 60 or older?
Are you a veteran?
Are you homeless?
Other?

Moving Out of a Facility, Group Home, or Foster Care
Changing Your Home
Keeping Your Housing
Homeless Services in Minnesota

The “Vault” – supports person centered practice and coordination

Shared vault between DB101 and HB101

My Vault
Using Vault activities, see how to increase your income or access to health care through work. You can also save files that are important when planning for work and benefits.

Paths Files Contacts Shares

BENEFITS PLANNING
What happens to my benefits when I work?

BUDGET IDEAS
Can I move into my own place?

HOUSING NEEDS & WANTS
What do I want in a new place?

PRESENT MYSELF
How can I make a good impression?

HOUSING BUDGET
Does the money add up?

Current list of activities

All Activities (DB101 & HB101)

- About Me
- Build a Benefits Planning Team
- Do a Quick Budget
- Make a Work Plan
- My Budget
- Needs & Wants
- Presenting Myself
- Services Needs & Wants
- Accessibility Needs & Wants
- Build a Housing Team
- Get a Benefits Lookup
- Manage Benefits
- My History: A Guide for Dealing with Past Problems
- Options for Paying for Your Own Place
- See How Work and Benefits Work Together
- Start a Benefits Plan