

Translating Evidence Based Practices into Outcomes for Transition-Aged Youth Receiving SSI

Capacity Building Institute

May, 2018

Learning Objectives



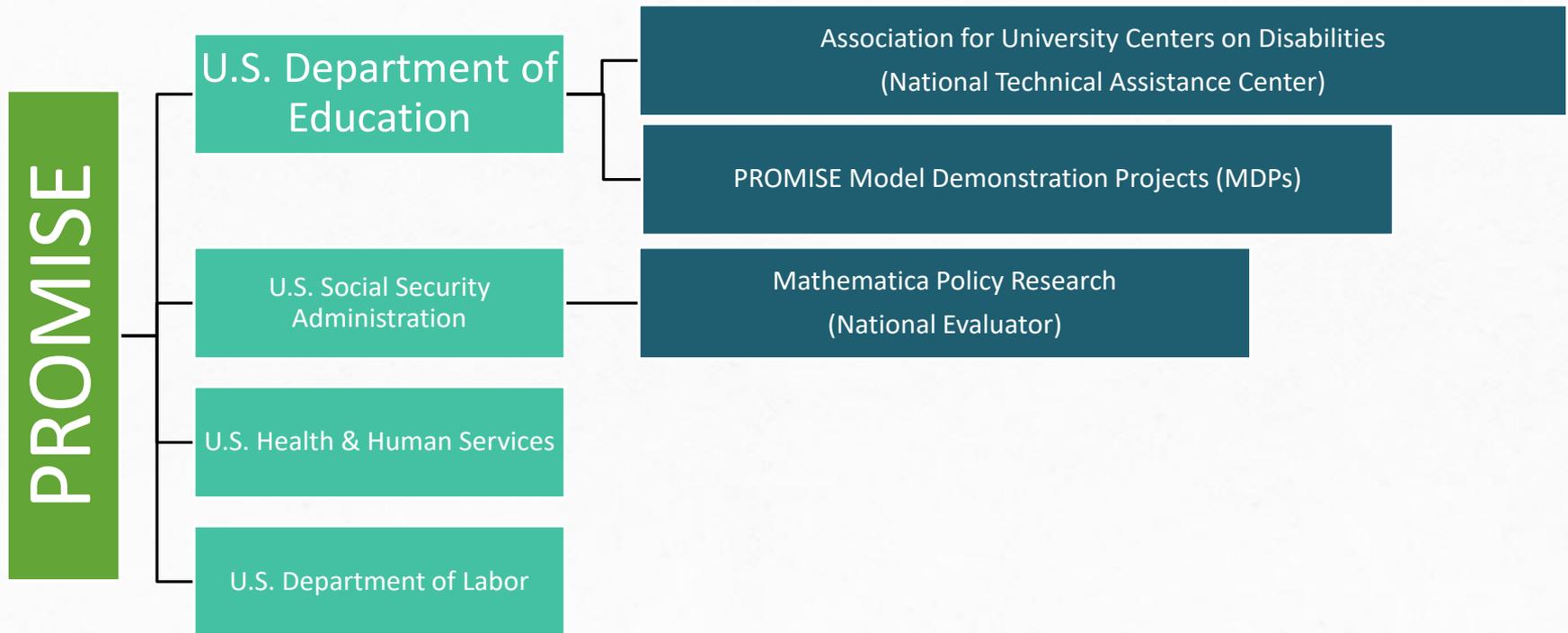
PROMOTING THE READINESS OF MINORS IN SUPPLEMENTAL SECURITY INCOME: FEDERAL AUTHORITY

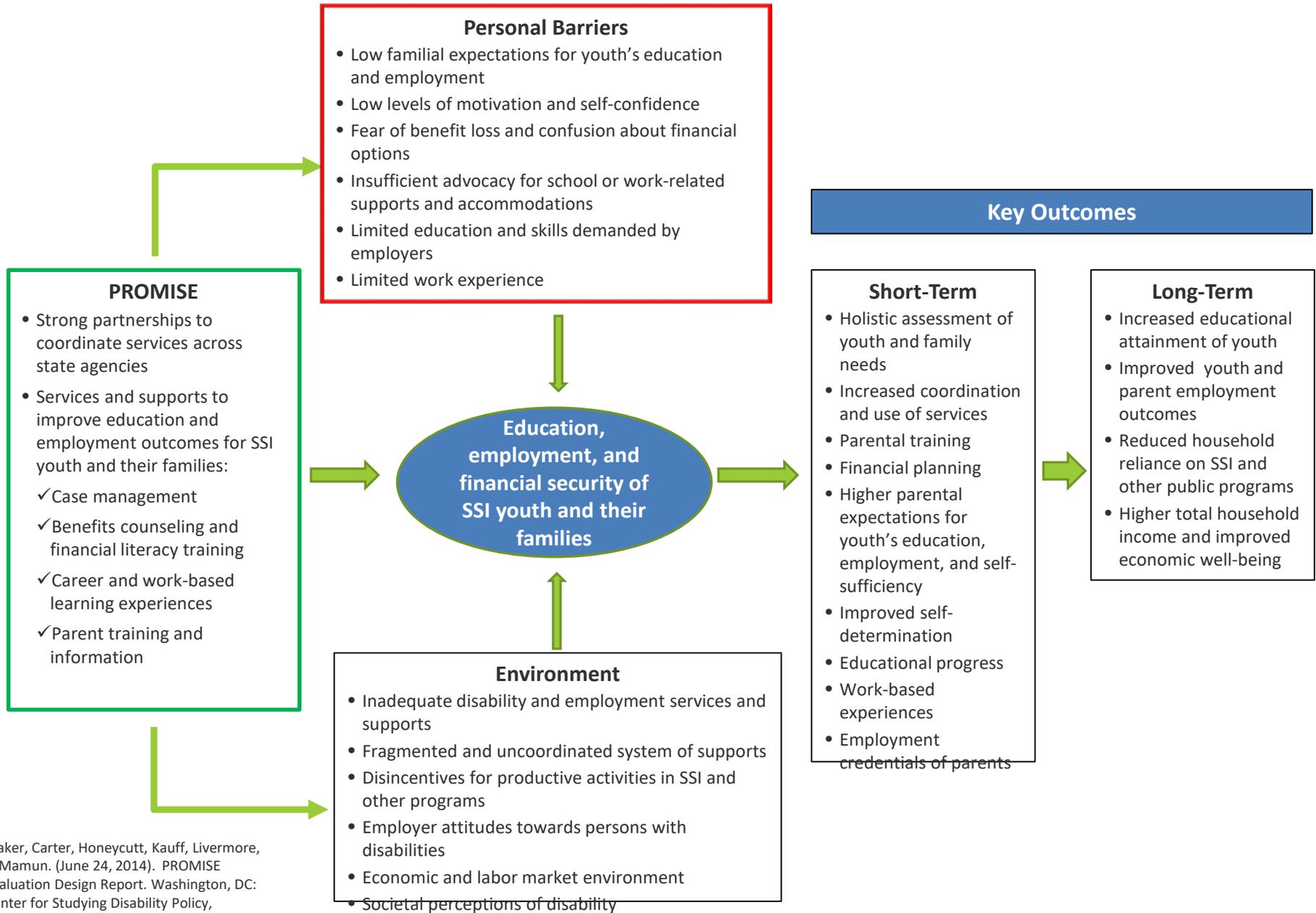
APPROPRIATIONS

1. The Consolidated Appropriations Act, 2012 (P.L. 112-74) provided funds for activities to improve the outcomes of child SSI recipients and their families.
2. The 6 Model Demonstration Projects received a total of approximately \$229 million for 5 years.

FEDERAL PARTNERS

INTERAGENCY





RESEARCH DESIGN

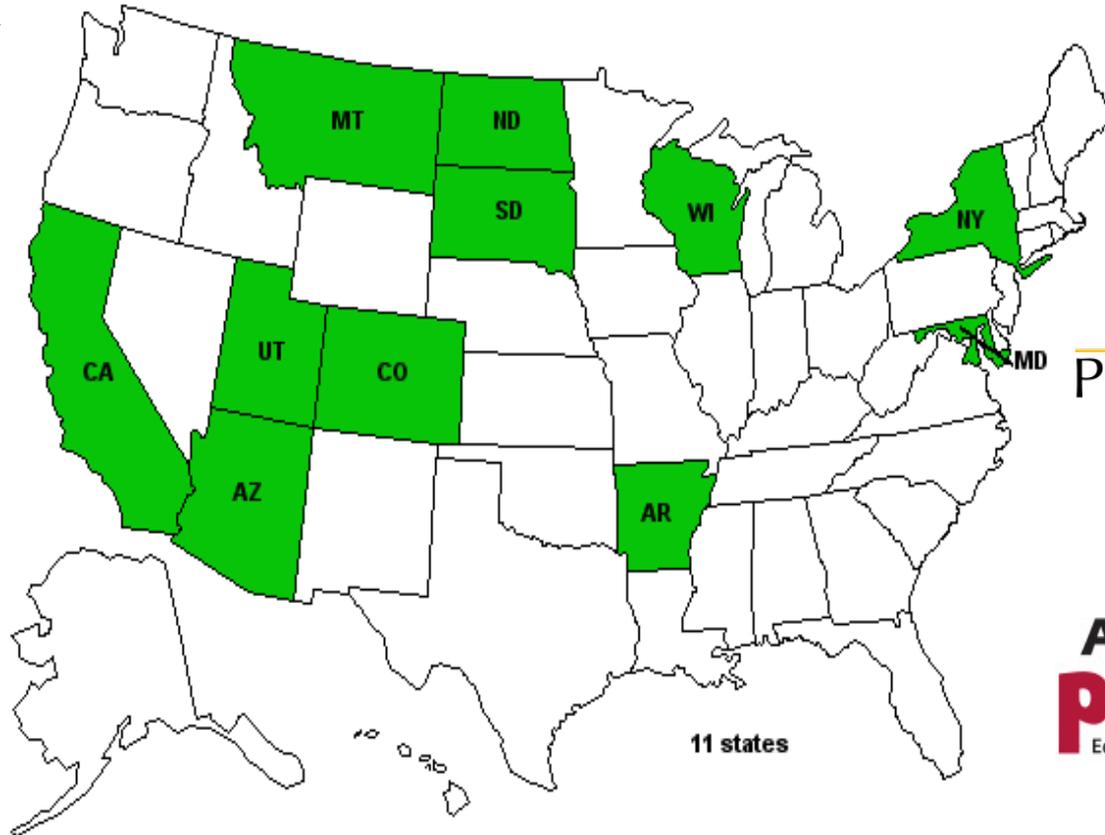
POPULATION

1. Target Population: Youth, 14-16 years of age, enrolled in the SSI program through the Social Security Administration and their families
2. Six grant awardees were required to recruit 13,172 participants for the study (all MDPs were required to recruit 2,000 participants , except CA – 3,172 participants); recruitment ended on 4.30.16 and all MDPs met or exceeded their enrollment targets (total enrollment- 13,444/102%)
3. Experimental Research Design: RCT used to test interventions to predict positive outcomes for SSI eligible youth. The control group continues to receive typical services available to them in their state.

PURPOSE

COMPETITIVE GRANT AWARDS

1. Six grants were awarded in FY2013 for 5 years to implement Model Demonstration Projects (MDPs) to promote positive outcomes for children who receive SSI and their families.
2. PROMISE aims to encourage new ways of providing support and to build an evidence base on the effectiveness of promising interventions related to the transition from school to postsecondary education and employment.
3. The AUCD PROMISE TA Center was awarded in FY2014.
www.promisetacenter.org



PROMISE MDP CORE FEATURES

REQUIREMENTS

- **Develop partnerships** with multiple state agencies and organizations
- **Provide services and supports** which include:
 - case management
 - benefits counseling and financial capability services
 - career and work-based learning experiences, to include paid employment in integrated settings
 - parent training and information
- **Participant outreach and recruitment**
- **Provide technical assistance and training** to include professional development for stakeholders

PROMISE PARTICIPANTS

RURAL AREAS: ENCOMPASSES ALL POPULATION, HOUSING, AND TERRITORY NOT INCLUDED WITHIN AN URBAN AREA

Project	Rural Participants	Total Participants	Percentage
Arkansas	578	1040	56%
ASPIRE	582	1033	56%
California	172	1467	12%
Maryland	444	996	45%
Wisconsin	381	1018	37%

PROMISE PARTICIPANTS

URBAN AREAS

Project	Urban Participants	Total Participants	Percentage
Arkansas	462	1040	44%
ASPIRE	451	1033	44%
California	1295	1467	88%
Maryland	552	996	55%
New York	1078	1078	100%
Wisconsin	637	1018	63%

URBAN

- Students and families frequently changes addresses and phone numbers.
- Robust system of supports can work at cross-purposes.
- Infrastructure is formal, rigid, difficult to navigate, and in “silos”.
- Transportation is available, but safety is a concern.

RURAL

- Evidence based practices typically developed in resource rich areas
- Choices and opportunities in more remote areas differ from urban areas, both state and non-profit services and resources
- Infrastructure less formal/siloed, connected, and collaborative.
- Unemployment rates and opportunities differ
- Sparsity of public transportation in rural areas

What has PROMISE done?

1. Contributed to ***better understanding*** and research regarding youth with disabilities who are in poverty
2. Further ***refined practices*** around key areas and interventions that other practitioners working across a variety of settings including schools and providers can learn from as well as determining areas where additional study is needed
3. ***Identified gaps*** in the current “system” of supports that is available to students and families.

PROMISE *ing* Practices: Communication

Making the time to meet in-person, build and maintain relationships
(Immersed Community Supports)

Incorporation of a “PTA” model to encourage ongoing engagement –
service fairs, talent showcase, and social events.

PROMISE connects with existing community networks including local schools, agencies and organizations, as well as regional or state level agencies

Utilization of remote and distance platforms for training and service delivery, after relationships are established. *(examples include Phone, Email, Web meetings, Social media, etc.*

Surveying youth and families to determine the best delivery model
(season, date, time, location)

PROMISE *ing* Practices: Fidelity and Technical Assistance

Each PROMISE project has strict technical specifications for each service provided, regardless of location of the service

Consistent scopes of work, fidelity checklists, etc. are used within each project

Training and technical assistance to ALL stakeholders, including community leaders

Frequent communication with and reporting by contracted providers

Using Data to change behavior – Recruitment and Employment

Development of materials like “Case Management Field Guide” to provide the roadmap to supporting the youth – *CQI process throughout the project.*

PROMISE *ing* Practices: Capacity Building

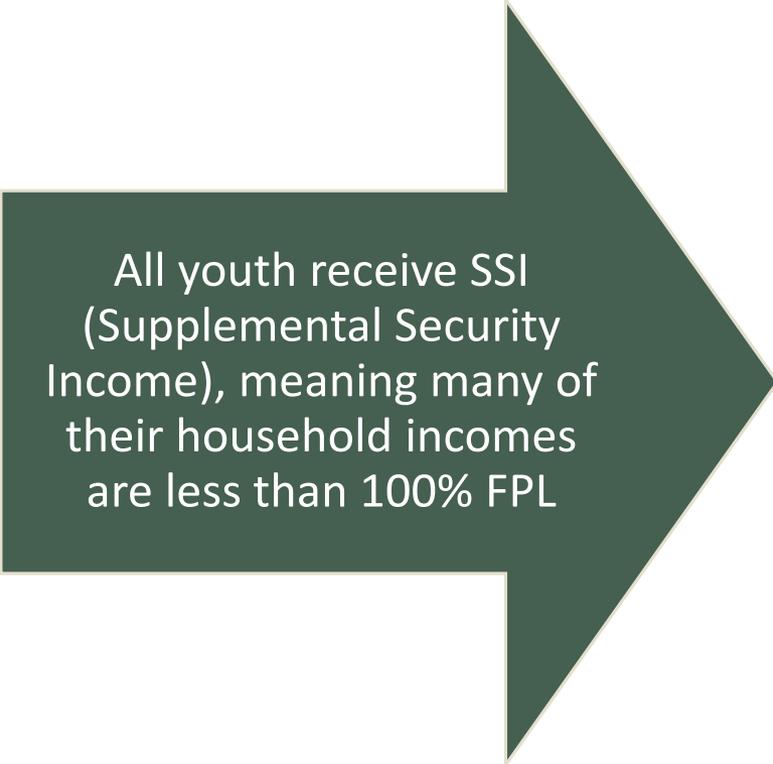
PROMISE advisory committees include representation by area, not only service

Development and facilitation of community-based resources; 'seeding' of existing services,

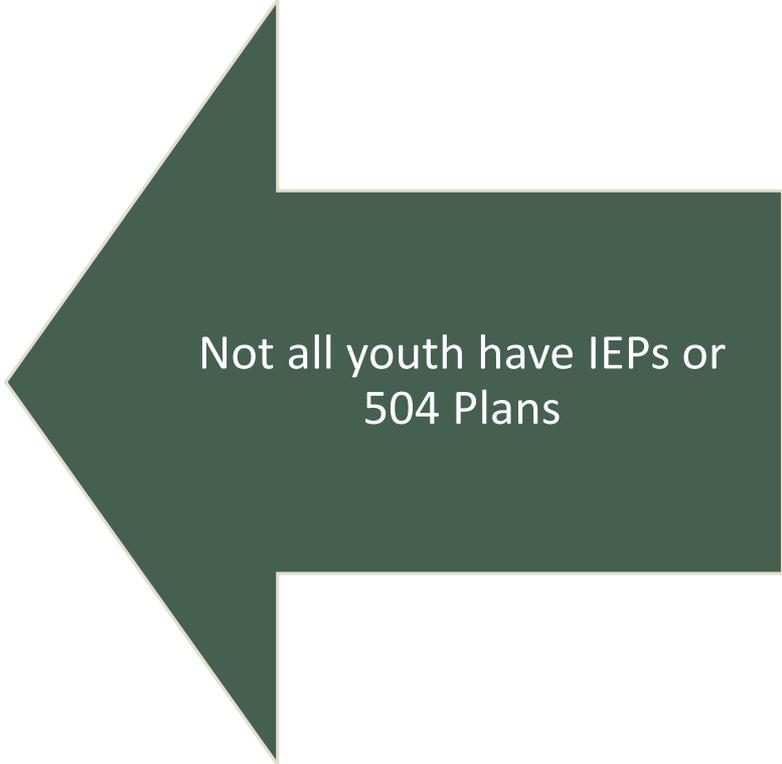
Assisting local services to build capacity through the logical partner (school, VR, etc.)

Development of resources and tools that will be continued beyond PROMISE – the Work Incentive Navigator (NY).

Worth noting



All youth receive SSI (Supplemental Security Income), meaning many of their household incomes are less than 100% FPL



Not all youth have IEPs or 504 Plans

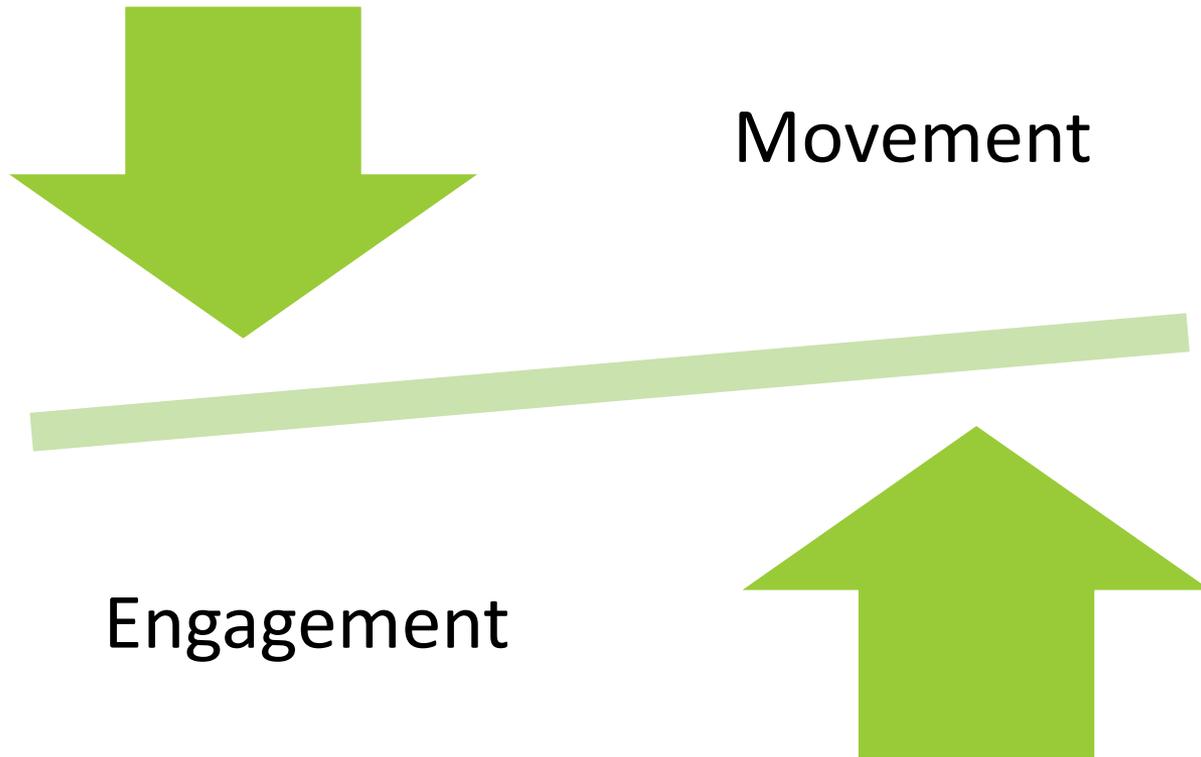
Utilizing community knowledge increases overall willingness of youth and families to participate in PROMISE

Community Based/Need to meet families where they are literally and figuratively

Natural supports higher in youth employment in rural areas

Higher rates of youth employment in rural areas than urban areas

The Balancing Act



Evidence Based Practices

Maryland:

- Schools in rural areas were far more likely to be engaged and had more knowledge of youth and partners than in urban areas. MD Department of Disabilities facilitated agency linkages (VR, DD, BHA, MSDE and others) at state level including development of an online tool

New York:

- Utilization of the NYESS system to create the “conversation”. Partnership between Office of Mental Health and Department of Labor; now extended to Developmental Disabilities, Vocational Rehabilitation, and Health.

Interagency Linkages

Paid/Unpaid Work Experiences*

Maryland:

- Employment as an intervention as well as an outcome.
- Youth showed a strong interest in paid work and employers were interested in hiring them or offering experience.
- Need for staff training/capacity building, as well as strong ongoing focus on quality and performance outcomes.
- Positive Personal Profile.

New York:

- Getting providers to support youth in un-paid experiences is difficult.
- Gap that exists between utilization of Career Planning & Preparation and Paid Work

*(Carter, Austin, & Trainer, 2012; Gold, Fabian & Luecking, 2014),

Benefits Counseling*

Maryland:

- A trust relationship must exist before talking about personal finances and public benefits.
- More interest in financial education, benefits counseling required a much stronger level of engagement.

New York:

- On-site, come to us services, do not work for providing benefits counseling to this population.
- Less curriculum based, and more “coaching” or specific issue focused. NYS – using this to develop the Work Incentives Navigator.

Note: No one, educators or others, should perpetuate the myth that individuals with disabilities will lose benefits if they can't work. <https://www.ssa.gov/work/WIPA.html> *(Wittenburg, et al. 2007).

RECALIBRATING FOR SUCCESS

Lessons Learned From New York Parent Centers

Presented by Andrew Karhan, & Susan Barlow

*Prepared by Dr. Thomas P. Golden, CRC, Executive Director, K. Lisa Yang and
Hock E. Tan Institute on Employment and Disability, Cornell University*

Parent Center Administration Focus Group

Conducted Tuesday, April 17th, 2018 to answer two primary questions:

Did the intervention result in improved practices and policies at the state, regional and/or local levels?

Did the intervention result in improved education, employment and/or economic outcomes for SSI youth and/or their families?

Conducted with administrators and lead managers from three regional parent centers

Top Three Challenges

CONNECTING

Engagement

- Students
- Families

COMMUNICATING

Partnership

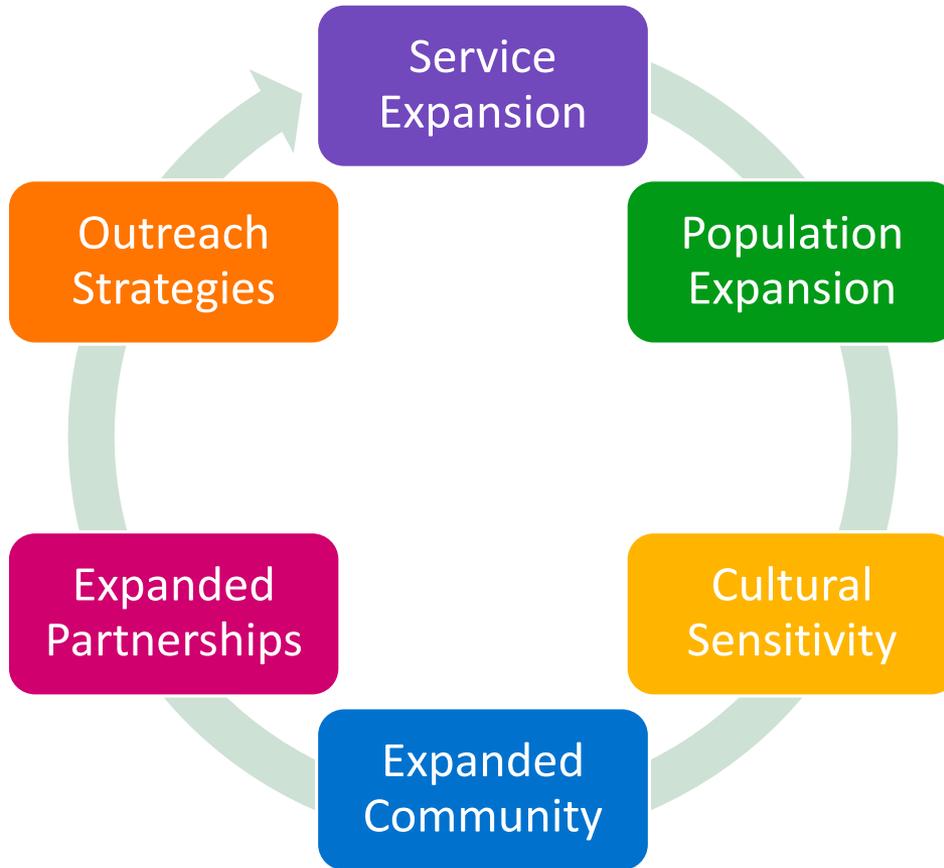
- Service Providers
- Schools

CAPACITY

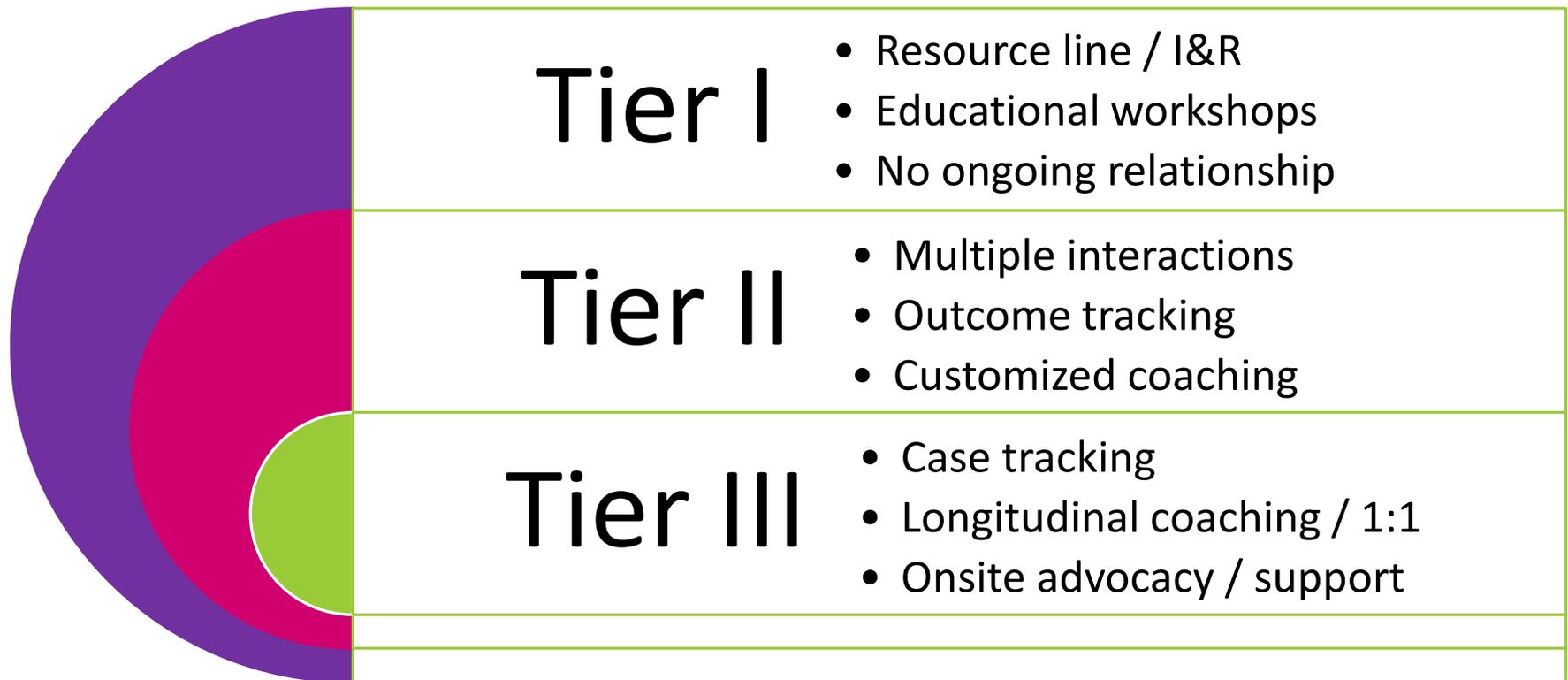
Consistency

- Service Providers
 - Rural Setting
- 

Organizational Impact



Shift from Light to Intense Supports



Evidence of Positive Partnerships with Schools

“Partners don’t see us as adversaries”

“Partners invite us in, give out our flyers, refer parents to us, send home our rack cards in backpacks, and link to our website”

“We’re both on the same page, bottom line is the kid”

New Relationships

Work Incentive Planning and Assistance
Projects & SSA

Community Centers / Libraries

Array of Service Providers

State Vocational Rehabilitation Program and
Others

Local Education Agencies



New York State 
PROMISE

Preparing Parent Centers to Work Effectively with SSI Youth/Families

Dedicated staff

Train staff on fidelity and intervention guidelines

Equip family coaches to do needs assessments

Clarity regarding roles and responsibilities

Establish people and data to support the work

Know your demographics

Wrap services



New York State 
PROMISE

Discussion and Questions

Contact Information

To learn more about the six PROMISE Initiatives, see <http://www.promisecenter.org/promisemdps>

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