

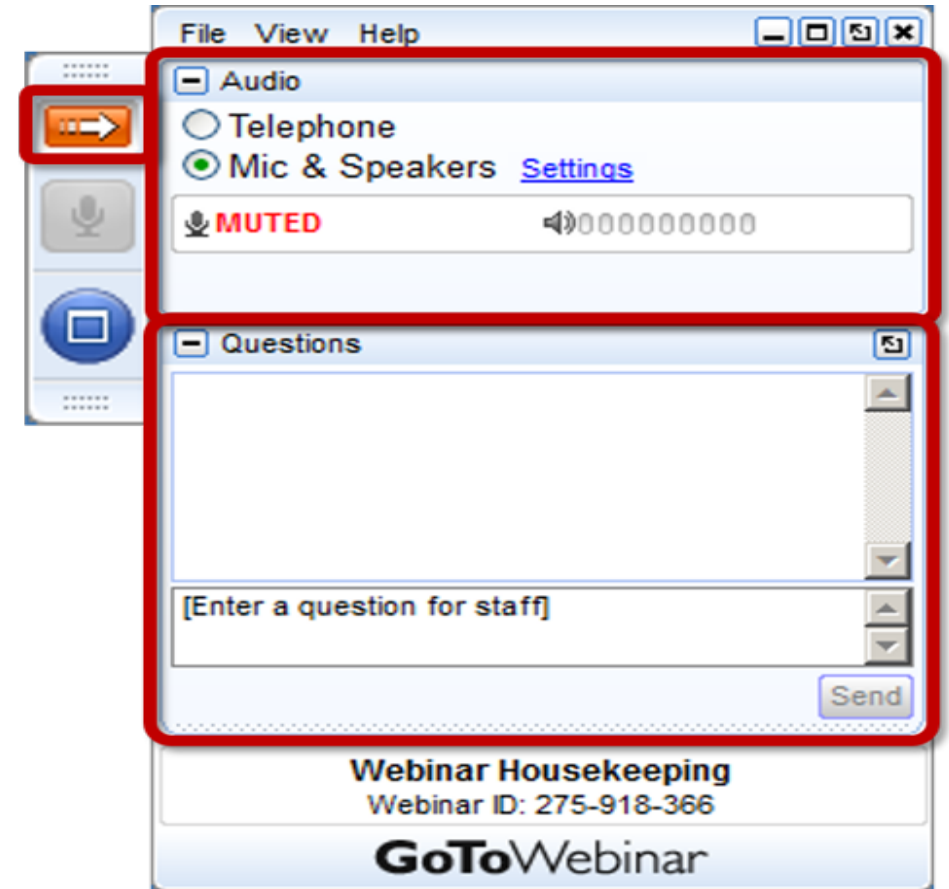
Welcome!

The webinar will begin shortly.

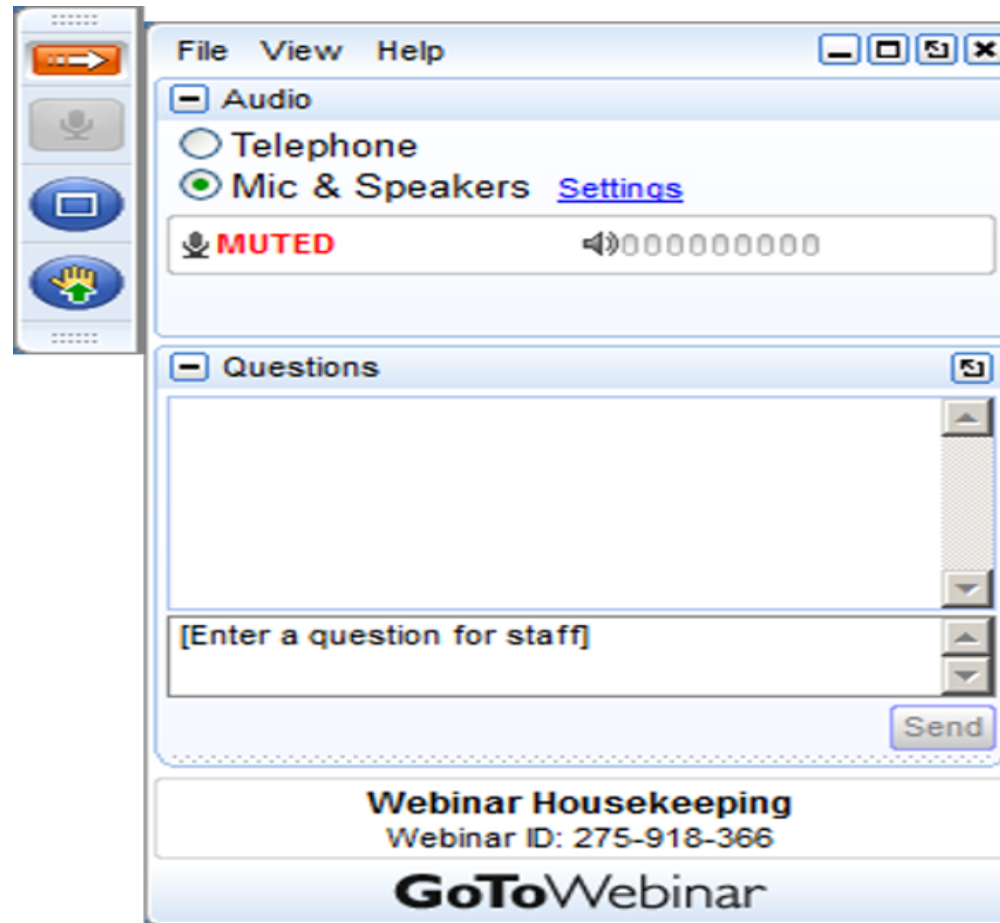
Attendee Participation

1. Open and close your control panel.
2. Join audio:
 - Choose **Mic & Speakers** to use VoIP
 - Choose **Telephone** and dial using the information provided
 - If you are joining the audio by telephone mute your computer speakers
3. Submit questions and comments via the Questions panel.

Note: Today's presentation is being recorded and the link will be sent to you when it is available.



Webinar Housekeeping



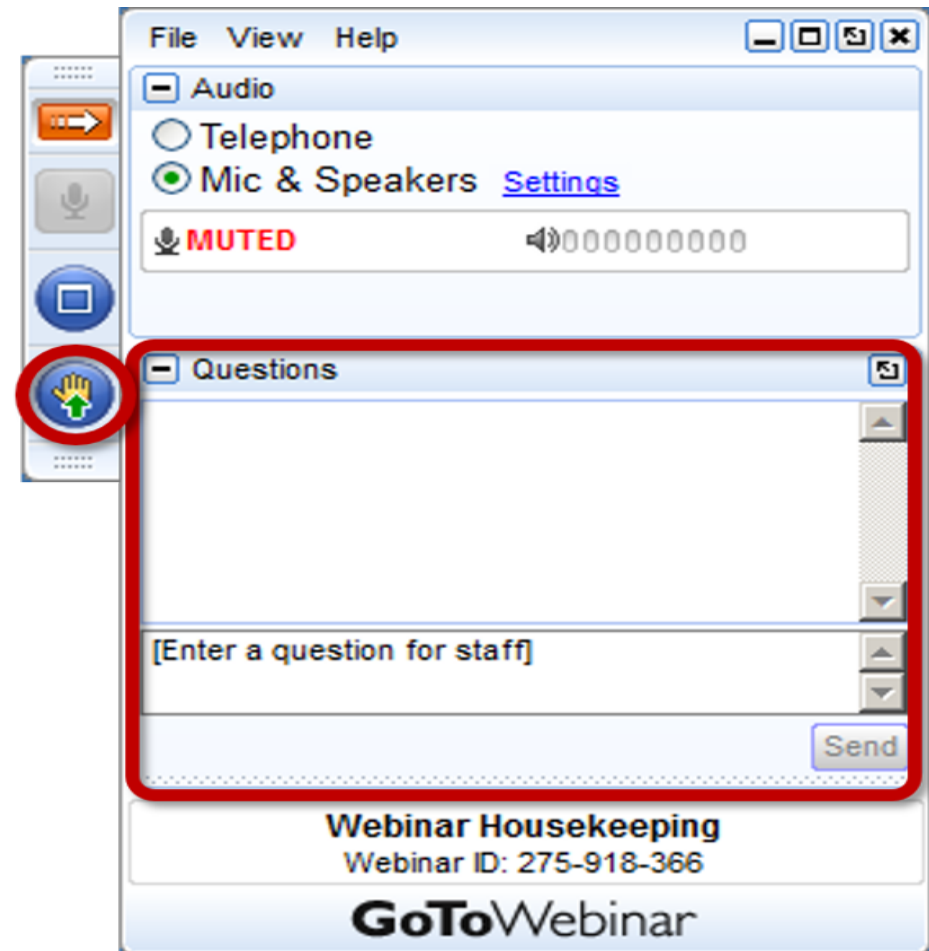
The screenshot displays a GoToWebinar control panel window. On the left is a vertical toolbar with icons for navigation, microphone, video, and chat. The main window has a menu bar with 'File', 'View', and 'Help'. Below the menu bar are two expandable sections: 'Audio' and 'Questions'. The 'Audio' section shows 'Telephone' as an unselected option and 'Mic & Speakers' as the selected option with a 'Settings' link. A 'MUTED' status indicator and a volume slider are also present. The 'Questions' section features a large text input area, a smaller input field with the placeholder text '[Enter a question for staff]', and a 'Send' button. At the bottom of the window, the text 'Webinar Housekeeping' and 'Webinar ID: 275-918-366' is displayed above the 'GoToWebinar' logo.

Questions

Your Participation

- Please continue to submit your text questions and comments using the Questions panel
- Please raise your hand to be unmuted for verbal questions.

Note: Today's presentation is being recorded and the link will be sent to you when it is available.



Parent Centers in Action

Disabilities touch all of us.

Do you have questions,
need connections?

Does someone you know?

900,500

That's how many contacts **Parent Centers** had last year with parents, students with disabilities, and professionals!

Contact your
Parent Center!

Here's how.





Sharing our Results

Resources for you include:

- An infographic and summary of the [national results](#) of the parent centers' reach and impact across disabilities, languages, race and ethnicity;
- an [infographic that's adaptable](#) by Parent Centers to showcase their own individual achievements and data collection results; and
- a 2-page [CPIR Quick Guide](#) to support Parent Centers in adapting the infographic.



Resources & Contact Information

Infographic: http://www.parentcenterhub.org/wp-content/uploads/repo_items/infographic2-network.pdf

Summary in Plain Text: <http://www.parentcenterhub.org/2017-data-collection-results/#summary>

Adaptable Infographic: <http://www.parentcenterhub.org/2017-data-collection-results/#info>

2-Page Guide to Using the Infographic: <http://www.parentcenterhub.org/2017-data-collection-results/#guide>

Contact: Myriam Alizo, Project Assistant, malizo@spanadvocacy.org

For information and assistance.

PROMISE
**(Promoting the Readiness Of Minors In Supplemental
Security IncomE)**

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MODEL DEMONSTRATION PROJECTS
FY2013-2018



Background/The Need for PROMISE

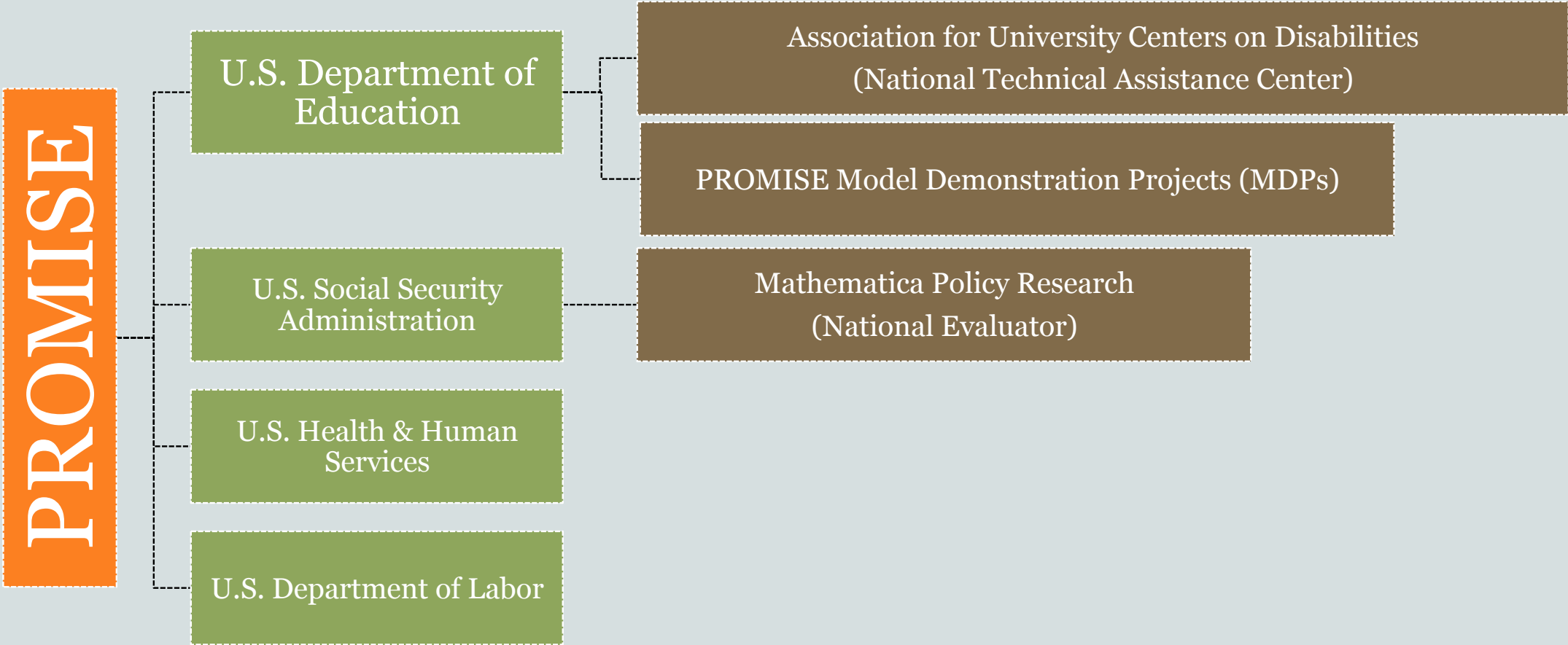
- The PROMISE program was proposed by the Administration to **improve education and career outcomes** of low income children with disabilities receiving supplemental security income (SSI).
- PROMISE advances the Administration's goal of **fostering interagency collaboration** at the Federal and State levels to improve services and drive innovation.
- The Consolidated Appropriations Act, 2012 (P.L. 112-74) provided funds for activities to improve the outcomes of child SSI recipients and their families (approx. \$211 million were awarded to the 6 projects).
- **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. A PROMISE TA Center was awarded in FY 2014. The budget total is approx. \$231 million.

PURPOSE

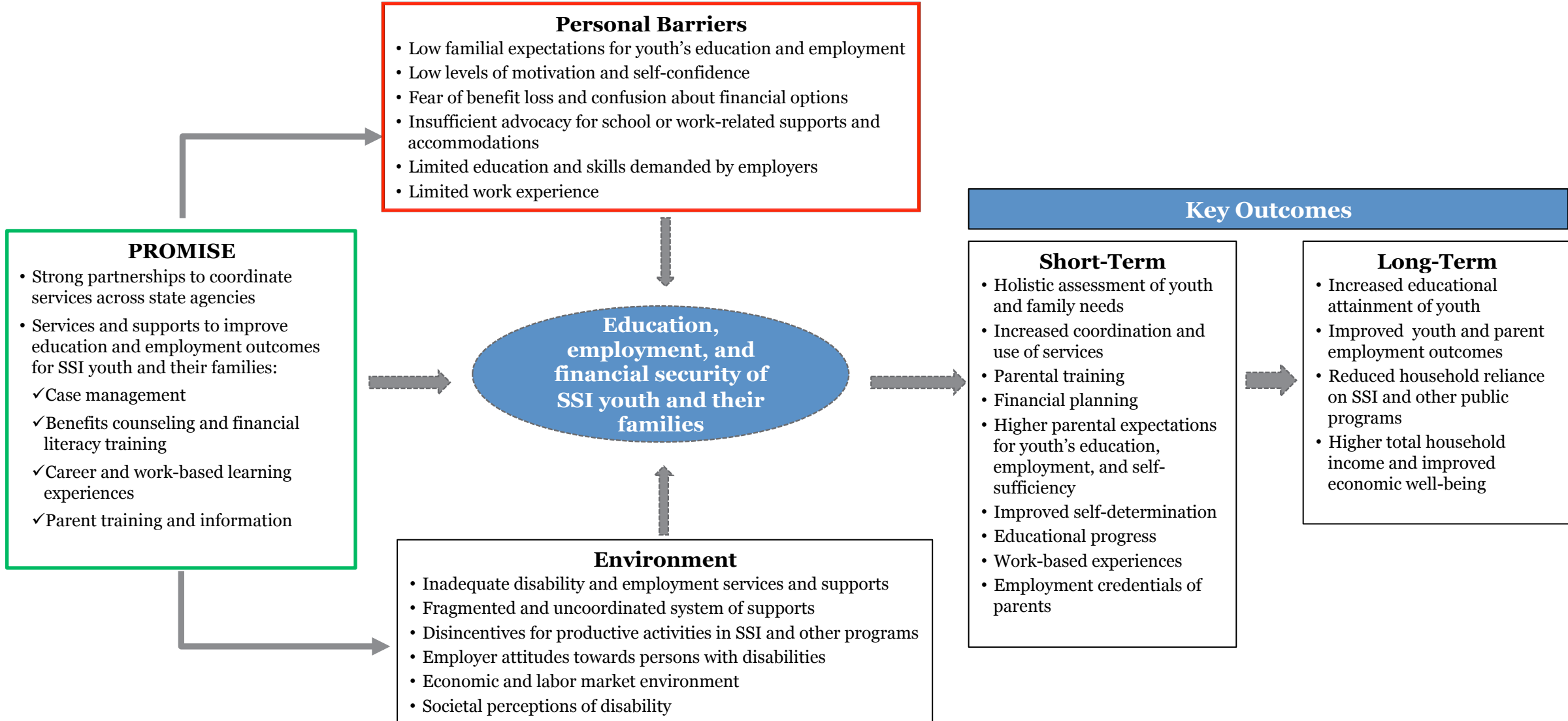
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PROMISE aims to encourage new ways of providing support and to build an **evidence base on the effectiveness of promising interventions related to the transition from school to postsecondary education and employment.**

Federal Partners



PROMISE Conceptual Framework



Fraker, Carter, Honeycutt, Kauff, Livermore, & Mamun. (June 24, 2014). PROMISE Evaluation Design Report. Washington, DC: Center for Studying Disability Policy, Mathematica Policy Research.

Recruitment/Research Design

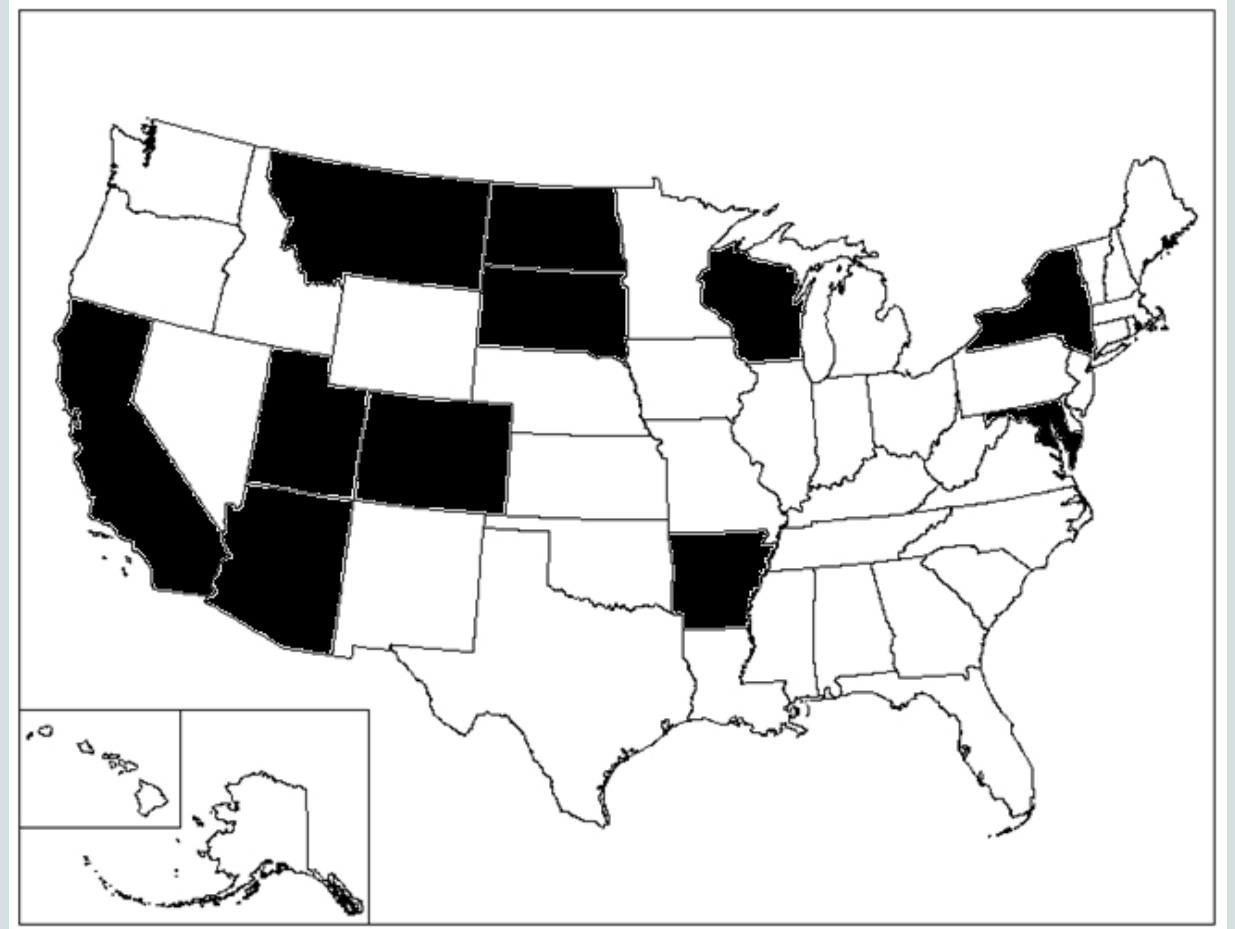
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- Target Population: Youth, 14-16 years of age, enrolled in the SSI program through the Social Security Administration and their families
- Six grant awardees were required to recruit 13,172 participants for the study (all MDPs were required to recruit 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%**)
- 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.

Model Demonstration Project Sites

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- ASPIRE: Arizona, Colorado, Montana, North Dakota, South Dakota, and Utah
- Arkansas
- California
- Maryland
- New York
- Wisconsin



State Leads & External Partners

PROMISE Site	Lead Agencies	External Partners
ASPIRE	UT Board of Education & Office of Rehabilitation	Arizona Governor’s Office of Children, Youth, & Families Colorado Division of Vocational Rehabilitation Montana Department of Public Health & Human Services North Dakota Center for Persons with Disabilities South Dakota Department of Human Services University of Utah
Arkansas	Department of Education	University of Arkansas
California	Department of Rehabilitation	San Diego State University Interwork Institute
Maryland	Department of Disabilities	TransCen Services, Inc.
New York	Office of Mental Health	Cornell University Employment & Disability Institute
Wisconsin	Department of Workforce Development	University of Wisconsin – Madison & Stout; Board of People with Developmental Disabilities

PROMISE MDP Core Features/Requirements

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- **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.

Evaluation Activities

National Evaluator's Role

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- **National Evaluation-SSA**, in collaboration with ED, is conducting a rigorous evaluation of the PROMISE program using an RCT design to obtain evidence of the effectiveness of the MDP interventions.
 - **Use of 5 types of data from many sources—**
 - ✦ enrollment
 - ✦ survey
 - ✦ administrative
 - ✦ program implementation
 - ✦ program cost
 - **Conducted over a 9-year period** (for further information see the reference in slide 5 for the Evaluation Design Report).

Evaluation Activities

MDP's Evaluation Role

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- **Formative Evaluation**-Implement a plan for conducting a formative evaluation of the project's activities and model, consistent with the proposed logic model and data
- **Performance Measures**-Track key outcomes around educational attainment, employment, reduced use of public benefits, increased total gross income of family members, as well as measures associated with their logic models
- **Management Information System (MIS)**- Developed to track and manage project information, such as referrals and service participation, and documents services and supports

PROMISE TA Center

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The Center, awarded to the Association of University Centers on Disabilities (AUCD), and funded in FY2014, provides TA to the PROMISE MDPs to support the implementation of these projects and increase their capacity to improve services and supports to child SSI recipients and their families.

For Further Information

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The PROMISE TA Center's Website:

www.promisetacenter.org

ED's website:

www.ed.gov/promise

PROMISE Team/Project Officers:

- ASPIRE- David Emenheiser
- WI & MD- Selete Avoke
- AR, CA, NYS, TA Center- Corinne Weidenthal



Reaching Families Separated by Geography and Barriers to Access

TISHA HARRY, SITE COORDINATOR, ASPIRE MONTANA

Reaching Families Separated by Geography

Montana is 1 of 6 states in ASPIRE

- 4th largest state in the US but 44th in terms of population.
- 67 Montana youth and their families
- 4 case managers (15-19 families per caseload)
 - Meet with families monthly
 - Connect with agencies
 - Inform of trainings and opportunities
 - Participate in other meetings to support the youth/family
- High rates of “windshield time”



Reaching Families Separated by Geography

1. Families separated from services because of geography
2. Families separated from each other, living apart



Families Separated from Services due to Geography

Barriers that separate families from services:

- Limited services available
- Limited transportation opportunities
- Limited employment opportunities
- Limited education opportunities
- Etc.



Families Separated from Services due to Geography

What ASPIRE is doing to alleviate barriers:

- Case managers meet the families at locations and times convenient to the youth and family.
- We pay agencies to serve in rural areas.
- Utilize technology
- Participate in education services and coordinate continued education exploration



Families Separated from Services due to Geography

Ongoing barriers in bringing services to the families:

- Difficulty finding locations to facilitate trainings
- Travel expenses and issues for trainers
- Learning the resources in several small areas
- Limited Cell Service



Families Separated From Each Other Because of Geography



Families Separated From Each Other

Members of a family live apart from one another.

- Youth lives in a group home while family remains in their hometown.
- Youth lives in one state with grandparent while the parent/legal guardian lives in another state.
- Youth has turned 18 and moved to college.
- Youth is in Job Corps while family remains at home.
- And more



Families Separated From Each Other

Barriers created by families being separated from one another by geography.

- Parents become less engaged when separated from youth.
- Sometimes, an outside entity knows more about the youth than the parent.
- The parents often retain guardianship even though they are apart.



Families Separated From Each Other

Additional barriers created by families being separated from one another by geography.

- Legal confusion
- The services in one location are not always consistent with services in another.



Families Separated From Each Other

How is ASPIRE accommodating families separated from each other?

- Connect with both the youth and the parent regardless of location.
- Educate ourselves and the families on procedures and policies of the alternative residence.



Families Separated From Each Other

How is ASPIRE accommodating families separated from each other?

- Encourage and facilitate communication between parents and additional entities in the youth's life.
- Investigate services in all geographical areas and educate families on both.



Contact Information

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ASPIRE Montana, Site Coordinator

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WarmLine Family Resource Center

- Parent Training and Information Center (PTI)
- Early Start (Part C) Family Resource Center (FRC)

FRCs were a partner in the California Promise Grant



Question:

How does WarmLine raise parent expectations of possible outcomes for you with disabilities?

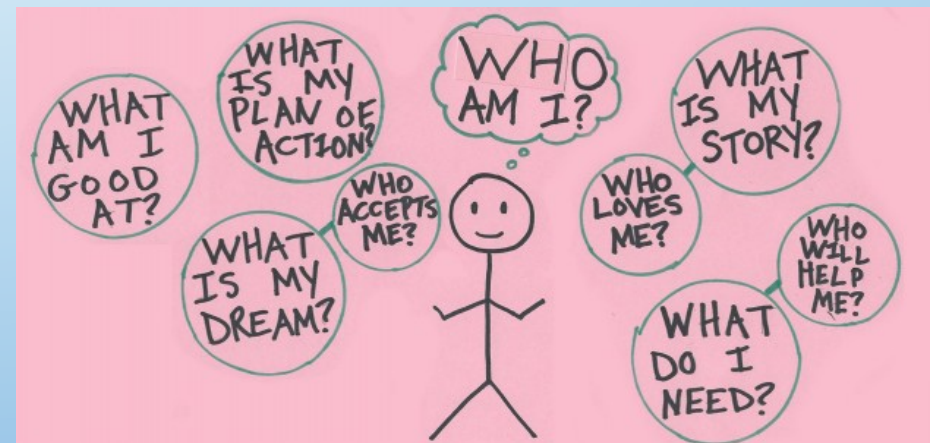


Traditionally, parents of children with disabilities are not led to have high expectations for their children.

Many parents have no idea that their adult child can have a life independent of them, employment and social ties.

When they contact WarmLine, parents can express frustration, confusion and fear of the unknown when it comes to outcomes for youth'

WarmLine provides a “listening ear” from parents who have had similar experiences.



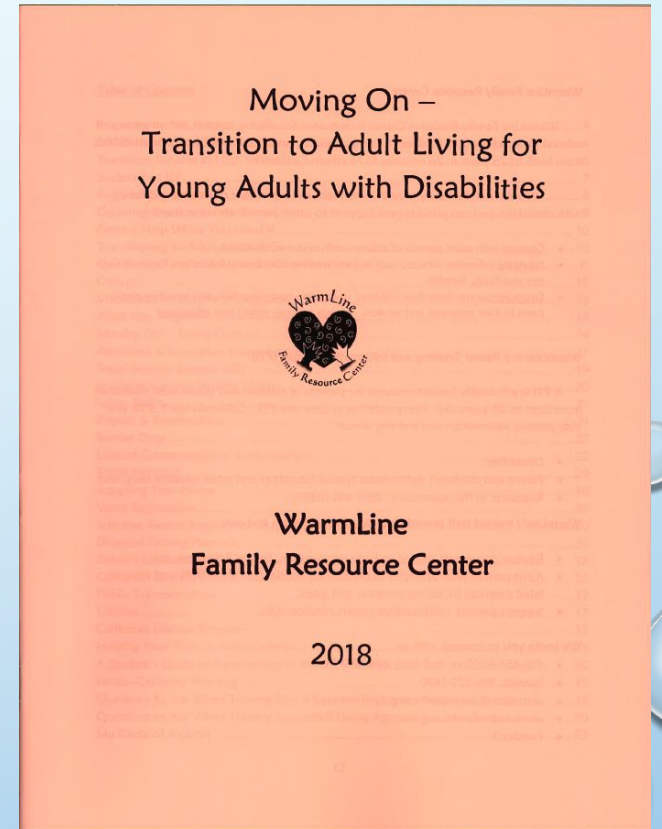
Tools for giving parents high expectations and vision for their children's futures:

- We model high expectations for our own children, share our frustrations, strategies and our children's triumph.
- We encourage all parents to give their child choices and support him/her to self-advocate and dream big. Big dreams drive us to try new things.
- Workshops:
 - Supported Decision Making
 - Person-Centered Planning
 - Student-Led IEPs



Tools for giving parents high expectations and vision for their children's futures:

- "Moving On to Adult Services..." - WarmLine publication guiding parents through the process of adult services. Features worksheets for Student-Led IEPs, Person-Centered Planning, questions to ask adult service providers, and more.



Tools for giving parents high expectations and vision for their children's futures:

- Transition Fair- Annual event with local adult service providers, such as supported living, supported employment, social/recreation opportunities. We encourage parents to attend with their youth.
- “Teen Talk” and “Parent Café” – Concurrent activities where the two groups gather (separately) to discuss related topics. For example, self-advocacy, disclosure of disability, person-centered planning.

Tools for giving parents high expectations and vision for their children's futures:

Provide information about local activities for youth, such as Special Olympics.

- Activities enhance social skills for children/youth.
- Parents receive “organic support” from other parents of participating youth. They have the opportunity to share feelings and resources.

Contact:

Cid Van Koersel

WarmLine Family Resource Center Project Director

Sacramento, California

916-455-9500/844-455-9517

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www.warmlinefrc.org





Engaging Families who Experience Difficulties, Crises, and Trauma

CAROL RUDELL, PROJECT DIRECTOR, ASPIRE

Life Happens – it's busy!

- Children are in school
- Parents work
- Medical appointments are needed
- There's a line for everything – to pay bills, to report earnings, to check balances, etc.
- Electronic connectivity may be limited - there's a line, cell phones are small
- Daily housework – shopping, laundry, cooking and cleaning
- Cultural/Social expectations



ASPIRE's Foundation

- Build and maintain rapport and trust – make the time
- Be a constant
- Frequent contacts – multiple times in a month, multiple means
- Empower – overcoming learned helplessness
 - Develop knowledge
 - Develop skills



ASPIRE and Parent Education / Training

- Parent Education and Training is one of six key interventions provided to ASPIRE youth and families
- In the midst of all that daily busy-ness, ASPIRE expects families to be active and participate
- ASPIRE established a core content to be delivered to parents and families
- Intend for six hours of participation a year in workshops
- But offering something doesn't mean it happens



Life Happens – Challenges, Crises, Trauma

- Financial
- Housing
- Food sources
- Medical
- Relationships
- Mobility
- Personal Care

What can be done, when a crisis develops in a family?

ASPIRE still has goals to accomplish:

- Increased education
- Improved employment
- Greater self-sufficiency, less dependence on public benefits



What can be done in the family crisis?

- Stay the course – Don't get on the Crisis Coaster
- Maintain expectations
- Maintain roles - Taking ownership of the problem, doesn't empower the family to be self-determined.
- Listen and affirm their experiences (motivational interviewing)
- Be respectful. Don't judge or patronize. The experience is real! It's not your experience, it's theirs.
- Recognize cultural influences on the situation



What can be done in the family crisis?

- Be empathetic, don't commiserate
- Accompany the family through the challenges. It's not about ASPIRE's calendar limitations.
- When the time is right - be ready with information and resources. Be ready with a Plan B.



But what about ASPIRE/PROMISE Goals?

- As we listen, we make connections to the PROMISE goals and how those can be achieved through this crisis.
- Look for the opportunities. Connect the relevant services, parent education and training and more.
- Even if a crisis can be solved for the moment, what are the steps to a long term solution?
- Make a plan, with SMART goals and manageable tasks developed, with ownership assigned.
- Keep everyone accountable moving forward



But what about ASPIRE/PROMISE Goals?

- What about the availability of parent education and training?
- Evaluated attendance by day of week and time of day, location, etc.
- Adjustments ASPIRE has made:
 - Retreat style events that included overnight stays, with travel reimbursement and food
 - Joint trainings with youth self-determination training
 - Recognition events which include short trainings
 - Family Connections which are mini-orientations
 - One to one opportunities with individual parents



Watch for and Recognize

- Cultural influences
- The superman syndrome – it's not ASPIRE's job to sweep in and save the day. It's ASPIRE's job to empower families. For some it means a bit more handholding to start, but doing it for them will never result in their self-determination and independence.
- The next crisis, the next trauma - it will come.
- Be aware of attitude. Don't develop a 'oh no, not again' attitude. This won't help in any way.



ASPIRE Examples

- Parents feeling isolated
- Unexpected medical expenses cause cash flow crisis



Contact

Carol Ruddell

ASPIRE Project Director

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cruddell@utah.gov



Changing how systems work together and changing system's expectations

Presented Susan Barlow, Parent Network of WNY

New York State



PROMISSE

A large, stylized outline map of New York State, filled with a multi-colored geometric pattern of triangles and squares in shades of blue, green, orange, pink, and purple. The map is positioned below the word 'PROMISSE' and spans its width.

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

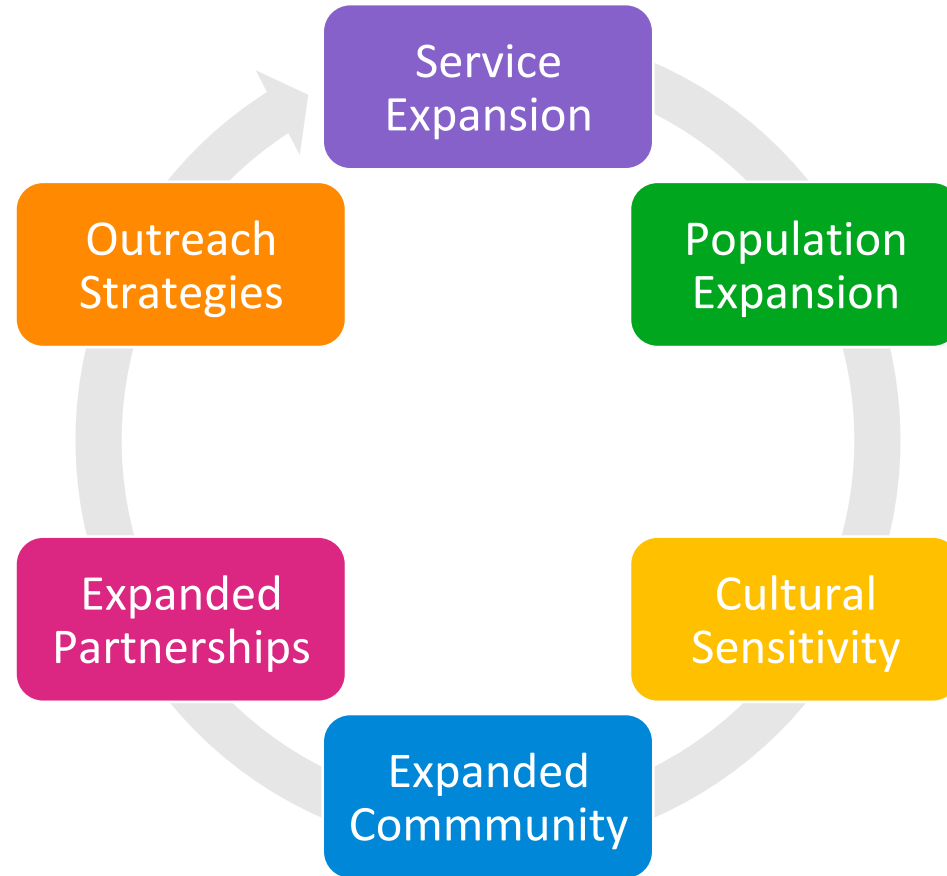
- Service Providers
- Schools

CAPACITY

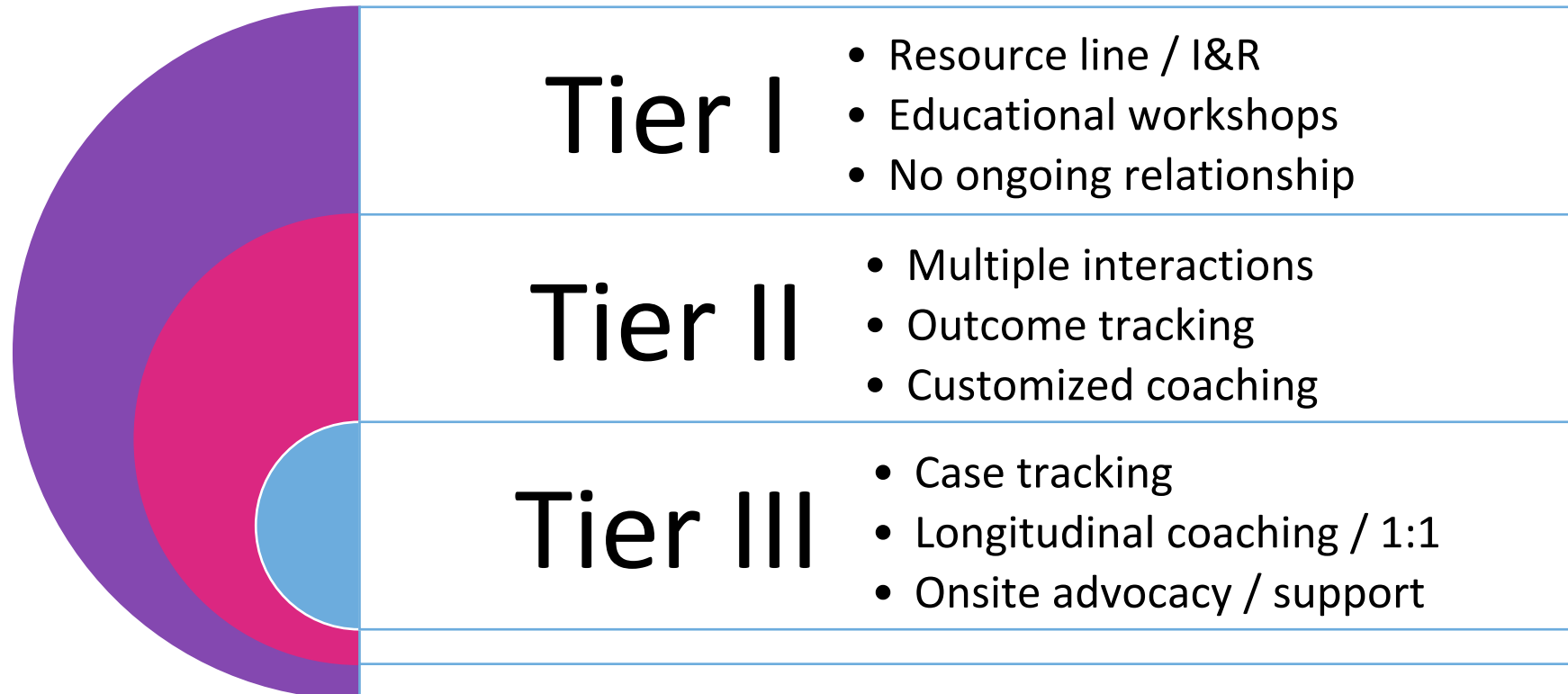
Consistency

- 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



~~Problems~~
Solutions

A hand holding a piece of white chalk is visible at the bottom right of the chalkboard, having just finished writing the word 'Solutions'.

- ✓ Whole community involvement
- ✓ Listening to existing solutions within the communities
- ✓ Creativity and flexibility
- ✓ Communication
- ✓ Making the commitment of time
- ✓ Utilization of “Pop-Up” / semi-permanent/traveling service delivery infrastructures
- ✓ Celebrating Success, including the community

