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
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


Contact: Myriam Alizo, Project Assistant, [malizo@spanadvocacy.org](mailto:malizo@spanadvocacy.org)
For information and assistance.
PROMISE
(Promoting the Readiness Of Minors In Supplemental Security Income)

MODEL DEMONSTRATION PROJECTS
FY2013-2018
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.
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

U.S. Department of Education

U.S. Social Security Administration

U.S. Health & Human Services

U.S. Department of Labor

Association for University Centers on Disabilities (National Technical Assistance Center)

PROMISE Model Demonstration Projects (MDPs)

Mathematica Policy Research (National Evaluator)
PROMISE Conceptual Framework

**Personal Barriers**
- Low familial expectations for youth’s education and employment
- Low levels of motivation and self-confidence
- Fear of benefit loss and confusion about financial options
- Insufficient advocacy for school or work-related supports and accommodations
- Limited education and skills demanded by employers
- Limited work experience

**Environment**
- Inadequate disability and employment services and supports
- Fragmented and uncoordinated system of supports
- Disincentives for productive activities in SSI and other programs
- Employer attitudes towards persons with disabilities
- Economic and labor market environment
- Societal perceptions of disability

**PROMISE**
- Strong partnerships to coordinate services across state agencies
- Services and supports to improve education and employment outcomes for SSI youth and their families:
  - Case management
  - Benefits counseling and financial literacy training
  - Career and work-based learning experiences
  - Parent training and information

**Education, employment, and financial security of SSI youth and their families**

**Key Outcomes**

**Short-Term**
- Holistic assessment of youth and family needs
- Increased coordination and use of services
- Parental training
- Financial planning
- Higher parental expectations for youth’s education, employment, and self-sufficiency
- Improved self-determination
- Educational progress
- Work-based experiences
- Employment credentials of parents

**Long-Term**
- Increased educational attainment of youth
- Improved youth and parent employment outcomes
- Reduced household reliance on SSI and other public programs
- Higher total household income and improved economic well-being

Recruitment/Research Design

- 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

- ASPIRE: Arizona, Colorado, Montana, North Dakota, South Dakota, and Utah
- Arkansas
- California
- Maryland
- New York
- Wisconsin
<table>
<thead>
<tr>
<th>PROMISE Site</th>
<th>Lead Agencies</th>
<th>External Partners</th>
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| 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

- **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.
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

- **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.
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.
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)
  o Meet with families monthly
  o Connect with agencies
  o Inform of trainings and opportunities
  o 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

Tisha Harry
ASPIRE Montana, Site Coordinator
406-655-7630
tharry@mt.gov
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
Cid@warmlinefrc.org
www.warmlinefrc.org
Engaging Families who Experience Difficulties, Crises, and Trauma

CAROL RUDDELL, 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
(801) 619-3010
cruddell@utah.gov
Changing how systems work together and changing system’s expectations

*Presented Susan Barlow, Parent Network of WNY*
New York State PROMISE
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

- Service Expansion
- Outreach Strategies
- Population Expansion
- Expanded Partnerships
- Cultural Sensitivity
- Expanded Community

Expanded Community

Expanded Partnerships

Outreach Strategies

Service Expansion

Population Expansion
Shift from Light to Intense Supports

<table>
<thead>
<tr>
<th>Tier</th>
<th>Services</th>
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<tbody>
<tr>
<td>Tier I</td>
<td>• Resource line / I&amp;R</td>
</tr>
<tr>
<td></td>
<td>• Educational workshops</td>
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<tr>
<td></td>
<td>• No ongoing relationship</td>
</tr>
<tr>
<td>Tier II</td>
<td>• Multiple interactions</td>
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<tr>
<td></td>
<td>• Outcome tracking</td>
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<tr>
<td></td>
<td>• Customized coaching</td>
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<tr>
<td>Tier III</td>
<td>• Case tracking</td>
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<tr>
<td></td>
<td>• Longitudinal coaching / 1:1</td>
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<tr>
<td></td>
<td>• Onsite advocacy / support</td>
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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
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 you demographics
- Wrap services
✓ 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