

MARYLAND

P R  M I S E

Stories of Engaging Youth in Work Experiences

Success Stories & Lessons Learned

March 22, 2019

1:00pm EST



COLLEGE OF
EDUCATION

CENTER FOR TRANSITION
AND CAREER INNOVATION



Today's Presenters



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The Problem

- Upon entering adulthood, a significant number of child SSI recipients do not become independent, self-sufficient tax paying members of the community.
 - Low educational attainment and employment rates.
 - Low postsecondary, vocational rehabilitation or other enrollment rates.

MD PROMISE

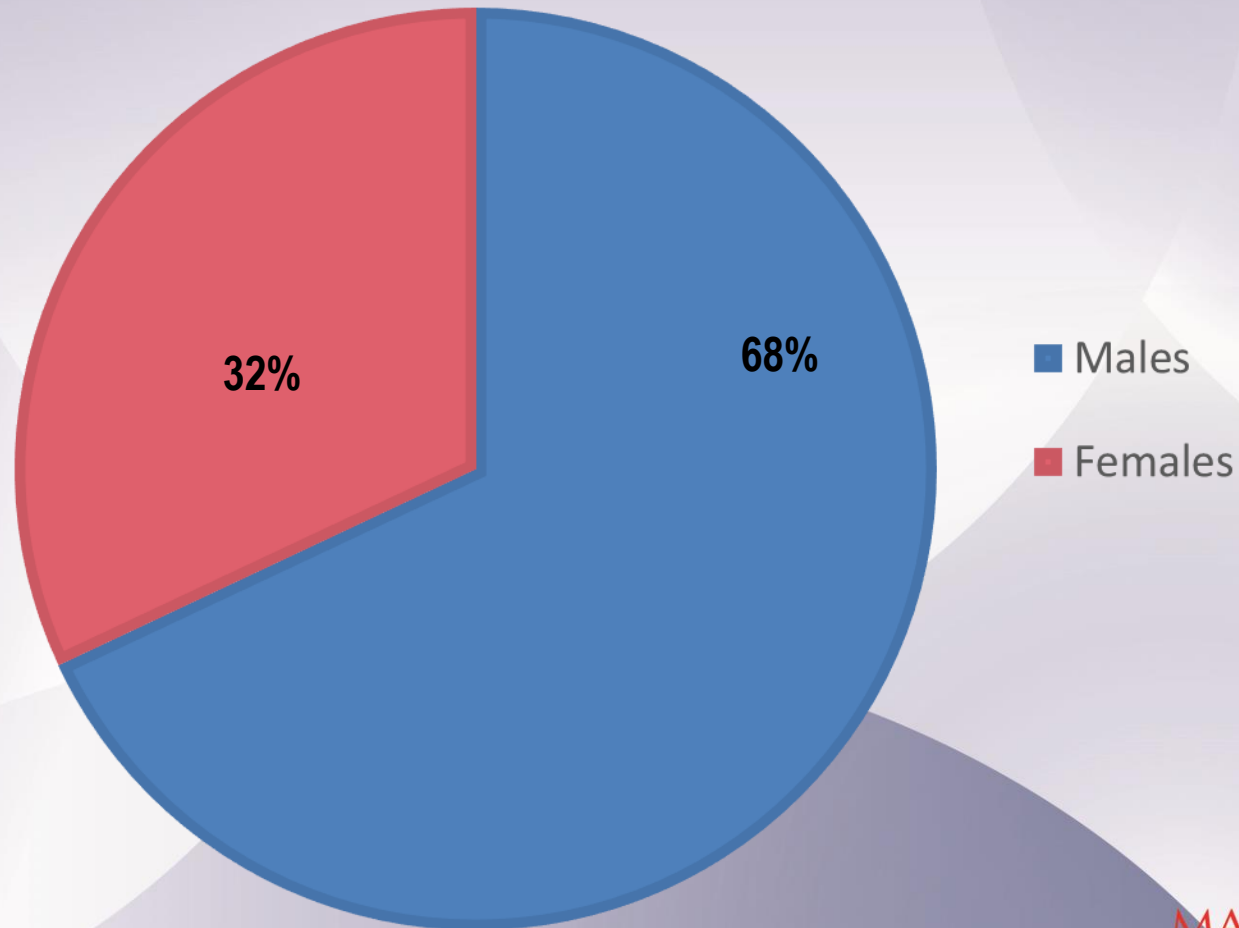
- Purpose: improve the education, career, financial outcomes of low-income youth with disabilities receiving Supplemental Security Income.
- Design: Randomized Control Trial
- Sample: 997 youth enrolled in treatment condition; ages 14 – 16 years old
- Services: state-wide intervention program; 997 youth assigned to 27 teams in 5 regions

MD PROMISE Key Features

- Project Interventions:
 - Assertive case management and Family Plan
 - **Career and work based experiences**, at least one paid job for youth
 - Benefits counseling and financial literacy services
- Intervention Teams:
 - Case Manager
 - Family Employment Specialist
 - School Personnel

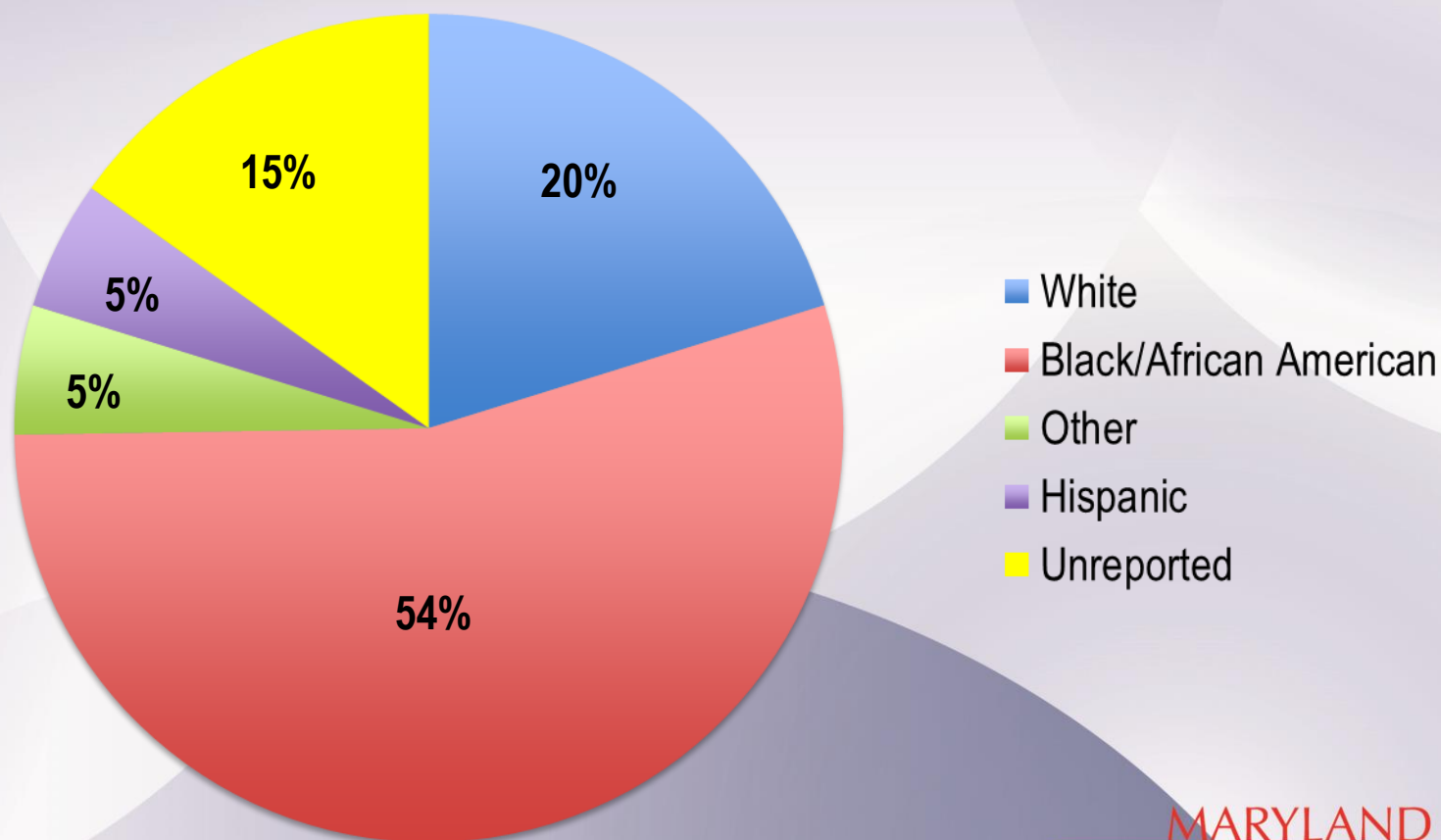
MD PROMISE Demographics

N=997



MD PROMISE Demographics

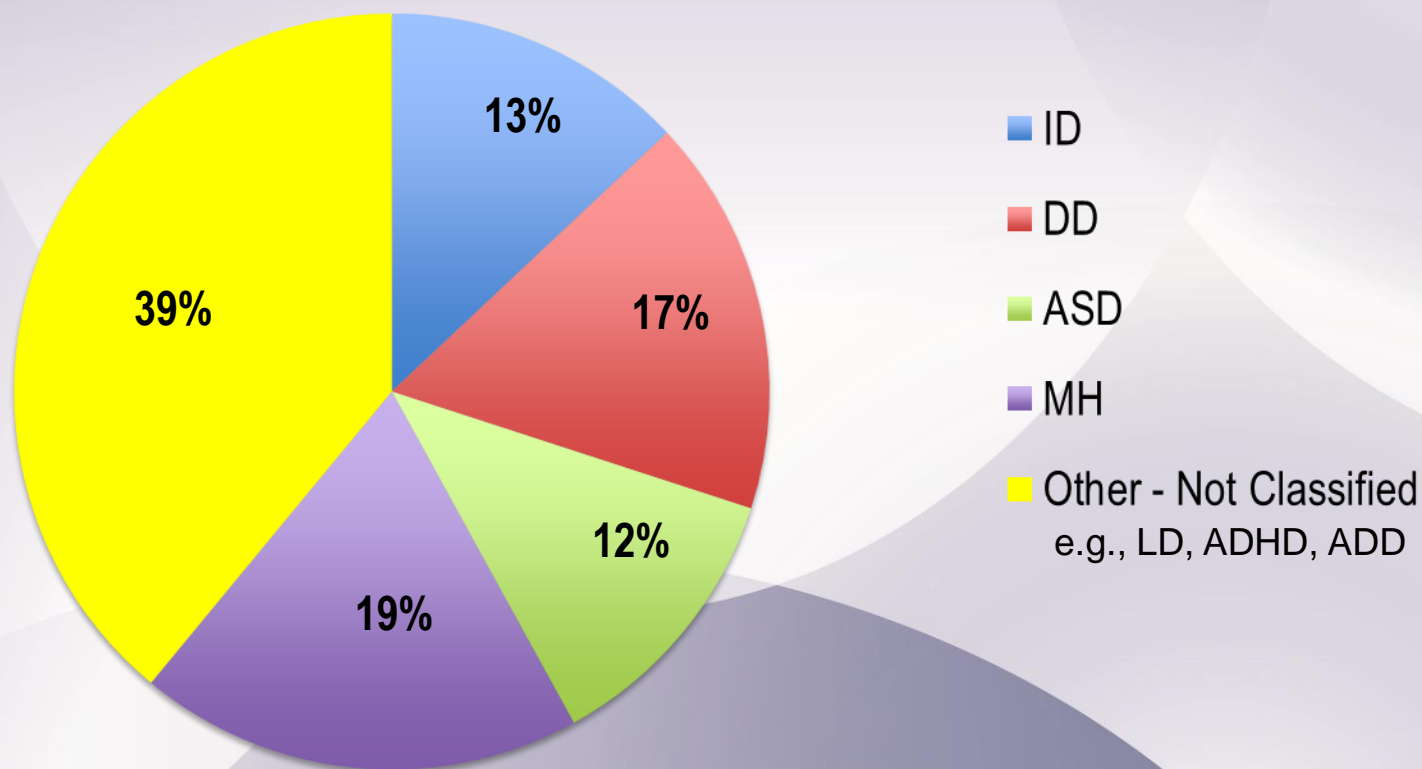
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MD PROMISE Demographics

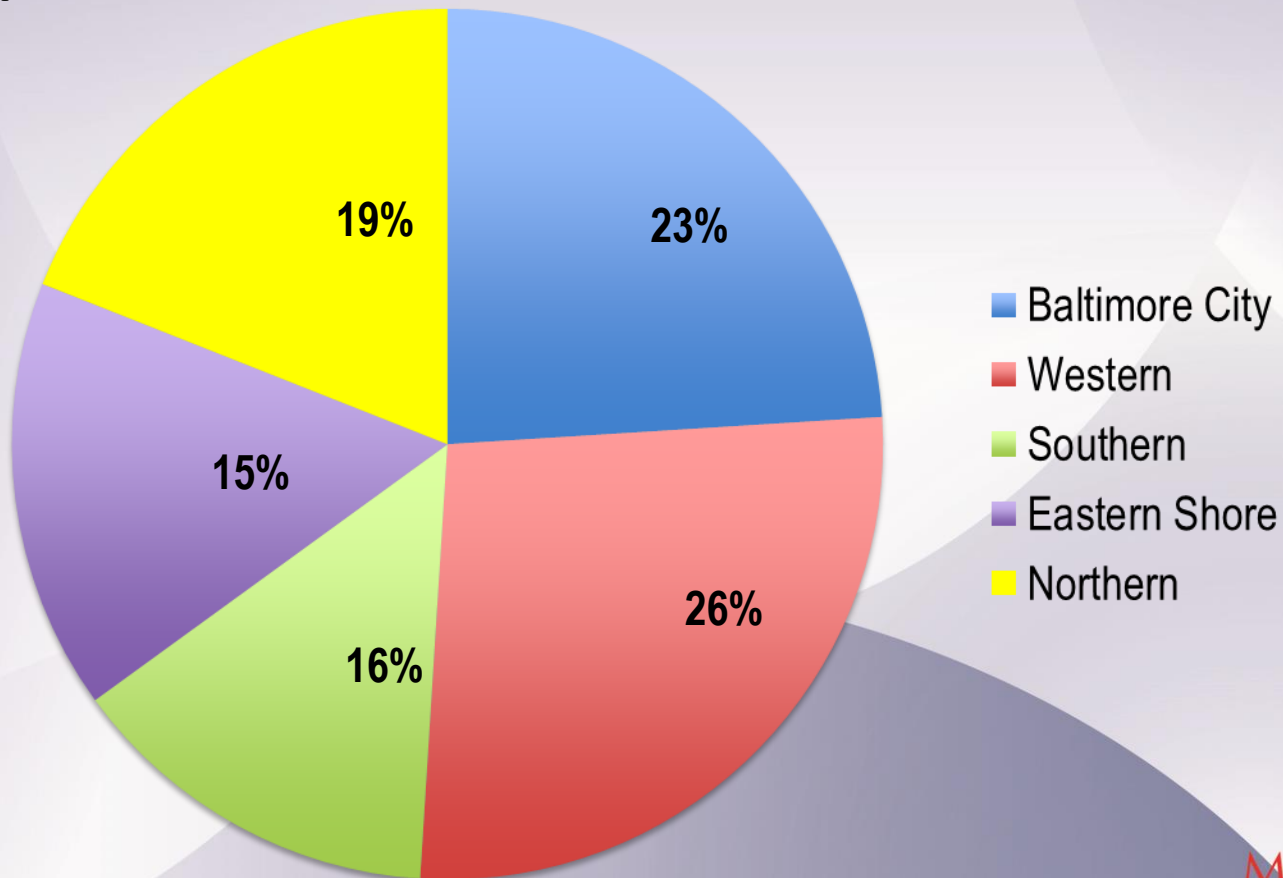
N=997

Per SSA Definitions



MD PROMISE Demographics

N=997



Work Experiences Defined

- Temporary learning opportunities designed to expose young people to the typical day-to-day activities and expectations in work environments
 - Job shadows, informational interviews, worksite tours, work sampling, internships
 - Can be unpaid or paid

MD PROMISE Strategies

- Numeric targets for employment specialists
 - 10 employer contacts per week
- Monitor job development activities
 - Technical assistance to support staff and youth
- Partner with school and DORS personnel
- Tools: asset based youth profile (e.g., Positive Personal Profile), Job Development Plan, Family Plan and other tools

MD PROMISE Success

Work Experience Participation	#	%
	N=997	
at least 1 work experience (paid or unpaid)	814	82%
at least 1 unpaid work experience	806	81%
more than 1 unpaid work experience	417	42%
at least 1 paid work experience	724	73%
at least 1 unpaid and 1 paid work experience	716	72%
More than 1 paid work experience	710	71%

Employment Engagement Tool for Youth

Positive Personal Profile “PPP”

Engagement Tool

The PPP is a planning and engagement tool that:

- Takes inventory of youth's attributes
- Organizes the youth's career planning information
- Guides the work experience/job search

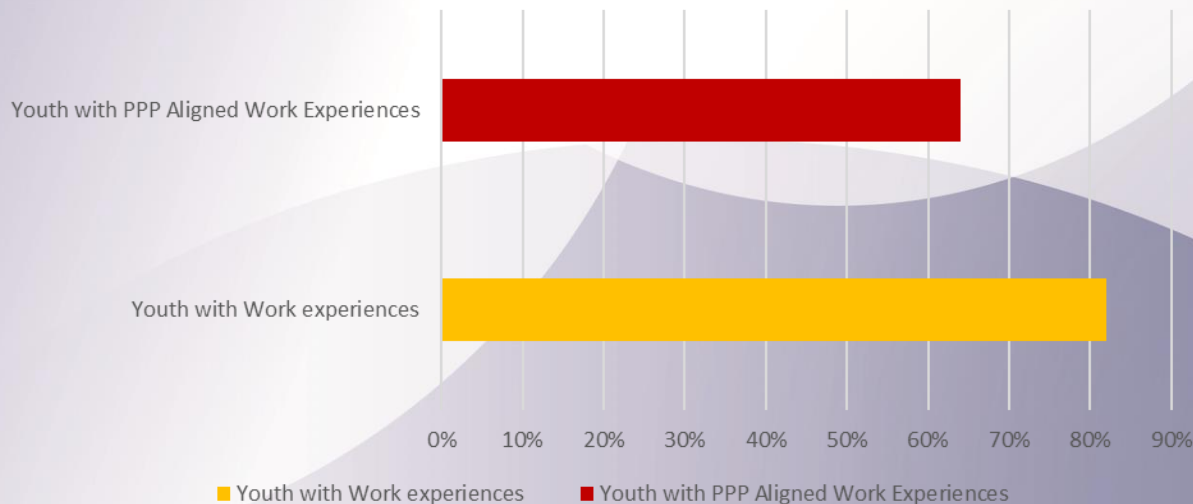
PPP: Information Gathered

Positive Personal Profile (PPP)	
Interests, Dreams & Goals	Life & Work Experiences
Natural Talents	Likes, Dislikes & Values
Skills & Knowledge	Positive Personal Traits
Learning Styles & Environmental Preferences	Temperament
Support Needs & Specific Challenges	Possibilities & Ideas

Work Experience Aligned with Interests, Strengths, Preferences

MD PROMISE: 997 youth

- **82%** had work experiences
- **64%** had work experiences that aligned with their interests, strengths and preferences



Engagement Techniques

MINIMAL ENGAGEMENT	OPTIMAL ENGAGEMENT <i>(includes minimal)</i>	INTENSIVE ENGAGEMENT <i>(includes minimal/optimal)</i>
Gather information through PPP	Referral to DORS and/or AJC	Case management Resource coordination and referral
Weekly check-in's face-to-face, call, email, text	On-site interview assistance	On-site job coaching & follow along
Weekly check-ins during job development	Travel training or transporting to interviews	Regular home and site visit
Assistance with completing applications	Employer engagement & flexible schedule negotiation	Enrollment in tutoring or training
Interview Preparation & Mock Interviews	Off-site job coaching & weekly check-in's	Financial or monetary assistance

Example from the Field

“AS”

Initial Observation of AS

- Flat affect
- Reserved
- Spoke when spoken to
- Initial engagement and appointment setting was through the father
- PPP was used with AS, father, aunt

Information Gathered from PPP

FES learned that AS:

- Enjoyed working with people
- Enjoyed working with animals
- Love to move around and be physical
- Worked well with his hands
- Needed exposure to new opportunities to spark interest
- Rarely spoke and was brief and vague with his answers and interests

Moving AS to Employment:

Strategies of Engagement

MINIMAL ENGAGEMENT	OPTIMAL ENGAGEMENT <i>(includes minimal)</i>	INTENSIVE ENGAGEMENT <i>(includes minimal/optimal)</i>
PPP with AS, dad and aunt	Application to DORS	Case Management
Development of Job search plan	Transport to interview	Assistance with obtaining state ID
Job search assistance	Negotiation of paid WE's at Upper Chesapeake Hospital & YMCA	Regular meetings with youth & guidance counselor
Assistance with completing applications: UCH, YMCA	On-site interview assistance for WE's	Math tutoring through Sylvan Learning Center
Interview Preparation & Mock Interviews	Off-site job coaching & weekly check-in's	Financial education and assistance to open a bank account
		Connection to employment – McDonald's

Result of Engagement

- AS became more outgoing and took initiative
- AS spoke openly, with detail to the FES
- Built on work experiences and was hired for employment at McDonald's
- On track for graduation from HS

Example from the Field

“SG”

Initial Observation of SG

- SG was very reserved - not trusting of people
- SG offer surface and vague responses
- SG was, at times, aggressive towards his mother
- Mother provided the majority of the information
- Initial engagement and appointment setting was through the mother
- PPP was used with SG, mother, grandmother

Information Gathered from PPP

FES learned that SG:

- Enjoyed being alone
- Was interested in food service and being a cook
- Just wanted to work!
- Needed exposure to new opportunities to spark interest
- Was very motivated to work and move out of the house

Moving SG to Employment:

Strategies of Engagement

MINIMAL ENGAGEMENT	OPTIMAL ENGAGEMENT <small>(includes minimal)</small>	INTENSIVE ENGAGEMENT <small>(includes minimal/optimal)</small>
PPP with SG, mother & grandmother	Resume creation	Case management and Transport to personal appointments
Development of Job search plan	Transport to interview	Apartment searches
Job search assistance	Negotiation of paid WE's at CFB, MOW	Regular meetings with youth & guidance counselor
Assistance with completing applications: CFB, MOW	On-site interview assistance for WE's	Negotiated living arrangements with grandmother
Interview Preparation & Mock Interviews	Off-site job coaching & weekly check-in's	Application assistance for employment at JH Dietary Department
Individual & group text messages with SG/mom	Application to DORS	Connection to employment & off-site support – Johns Hopkins

Result of Engagement:

- Through persistence and dependability, eventually, SG initiated contact with the FES
- SG found comfort and security by living with his grandmother
- SG obtained his learner's permit
- Attends Morgan State University
- Direct hire employment at Johns Hopkins as a PRN

Example from the Field

“DH”

Initial Observation of DH

- DH was initially reserved in conversation and displayed some anger issues
- DH was very nurturing towards his autistic brother
- Initial engagement and appointment setting was through his mother
- PPP was used with DH and mother

Information Gathered from PPP

FES learned that DH:

- Loved playing video games and watching videos on YouTube
- Was interested in sports and enjoyed playing basketball and baseball through Unified Sports
- Needed exposure to new opportunities to discover other interests
- Had no previous work experience
- Learned best through verbal instruction and a written checklist

Moving DH to Employment:

Strategies of Engagement

MINIMAL ENGAGEMENT	OPTIMAL ENGAGEMENT <small>(includes minimal)</small>	INTENSIVE ENGAGEMENT <small>(includes minimal/optimal)</small>
PPP with DH & mother	Application to DORS & youth focused services	Case management
Development of Job search plan	Transport to interview	Connection to resources based on DH's stated needs
Job search assistance	Negotiation of paid WE's at BBGC & PGPR	Connection to employment & off-site support – Parks & Rec
Assistance with completing applications: BBGC, PGPR	On-site interview assistance for WE's	
Interview Preparation & Mock Interviews	Assistance with on- boarding paperwork	
Flexibility in scheduling & DH set meeting agenda	Weekly check-in's	

Result of Engagement

- **Growth:** DH went from shy and reserved to mature and more outspoken
- **Confidence:** DH went from head down to better eye contact
- **Ambition:** DH became interested in assisting with the Best Buddies program
- **A Chance:** DH gained life and work skills that led him to be hired at Parks & Rec.

Best Practices from the Field

- Highlights from Examples
- The Match- Key to Success
- Levels of Engagement
 - Individualized levels of support-
 - Before, During, After
 - Onsite, Behind-the-Scenes
 - Student, Family, and Employer

Adaptable Strategies for Any Youth

- Community-based Process: Meet in the community where it's convenient for youth
- Call, text and email meeting reminders
- Constant contact: face-to-face, calls, text messages, emails
- Follow up calls with text/emails to all
- Transport to appointments (when possible)

Build trust through consistency & attention to needs

Adaptable Strategies: Needs Based Engagement

MINIMAL ENGAGEMENT	OPTIMAL ENGAGEMENT <i>(includes minimal)</i>	INTENSIVE ENGAGEMENT <i>(includes minimal/optimal)</i>
Gather information through PPP	Community-based meetings	Case management
Weekly check-in's face-to-face, call, email, text	On-site interview assistance	Resource coordination and referral
Weekly check-ins during job development	Travel training or transporting to interviews	On-site job coaching & follow along
Assistance with completing applications	Employer engagement & flexible schedule negotiation	Regular home and site visit
Interview Preparation & Mock Interviews	Off-site job coaching & weekly check-in's	Enrollment in tutoring or training
	Referral to DORS/AJC	Financial or monetary assistance

Resources

- Rules of Engagement: Lessons Learned from Maryland PROMISE
- Brief # 1: Work Experiences for Youth with Disabilities
- Brief # 3: Making the Match: Aligning Work Experiences with Interests and Skills



For More Information:

<https://mdtransitions.org/>
<https://education.umd.edu/CTCI>

The contents of this brief were developed under a grant from the Department of Education (cooperative agreement #H418P130005). However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.



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