

# Reframing the Disability Lens to Increase Economic Stability for Youth and Families Webinar #1

## *Poverty, Disability, and Work*

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# Webinar Series

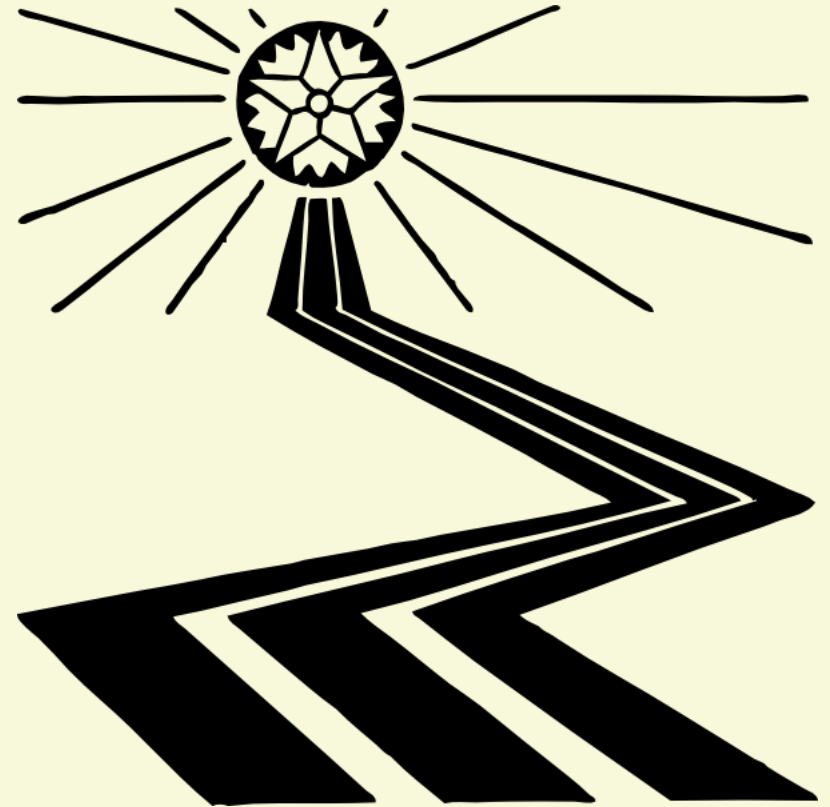
- Overview of structure/series framework
- Key elements
- Recommended Approach
- Link to supporting materials

Our current narrative about poverty and disability is complicated and confusing



# A new path

- Addressing contradictions and confusion across systems
- Promoting positive messages about work and economic self-sufficiency
- Strengths based approach for all groups and populations
- Talking through our intersections and overlaps



# Why Are We Here

**PROMISE highlighted disconnect between poverty and disability\***

## **Goals:**

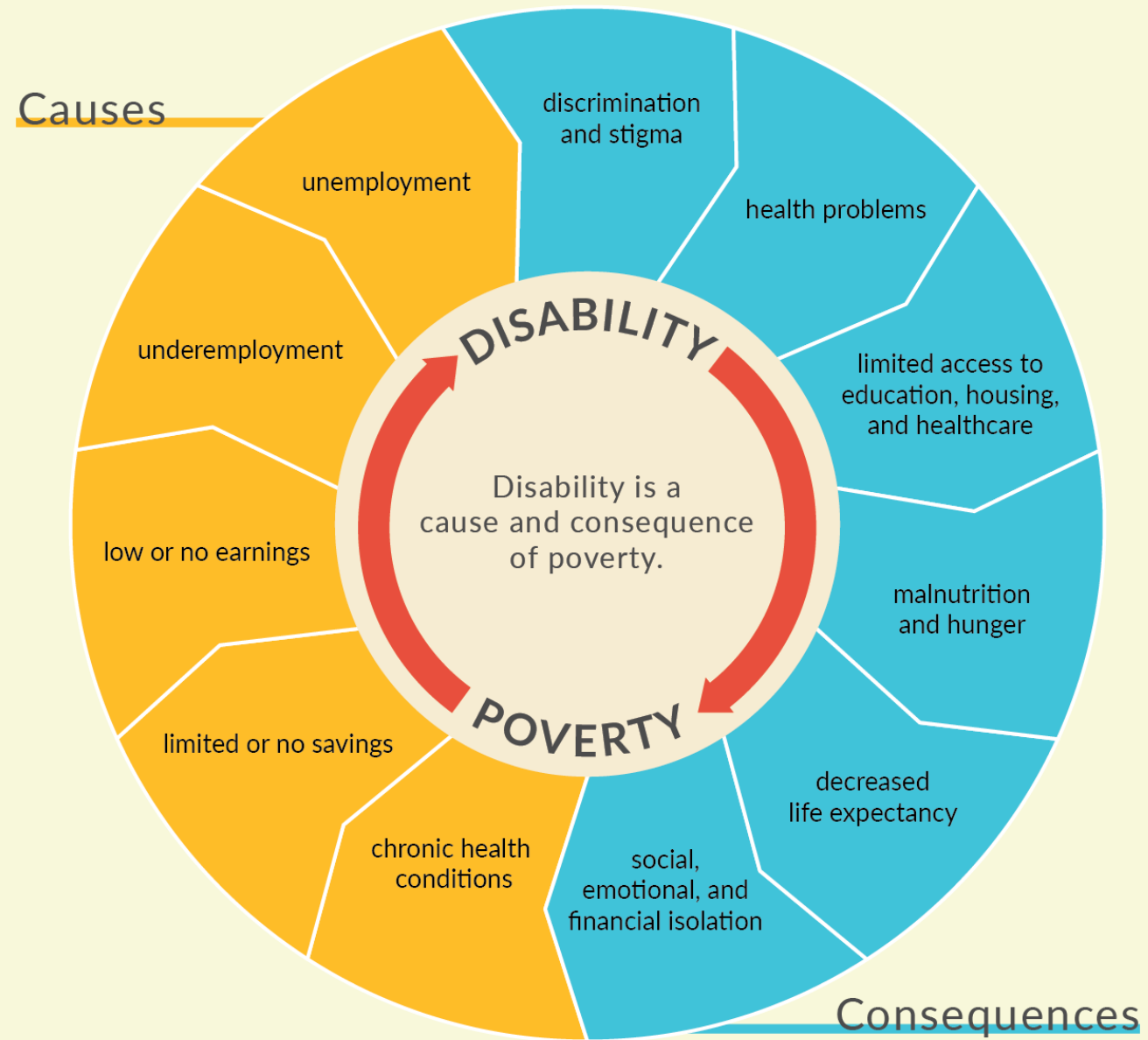
- Help state teams in enhancing existing policy, program and workforce training efforts that improve service delivery and outcomes for individuals they serve, particularly youth on SSI as they transition into the workforce.
- Redefine existing/potential narratives describing SSI and work that does not perpetuate myths and stereotypes that disability equates to inability to work, without it being extrapolated as work being a requirement for all.
- Share best practices and underutilized state and local resources.
- Hopefully to make your jobs easier and improve lives and outcomes!

# Why Are We Here?

- A significant number of child SSI recipients do not become independent, self-sufficient tax paying members of the community as adults.
- Families of many SSI recipients are not self-sufficient.
- Child SSI recipients become adult SSI recipients due to
  - Low educational attainment and employment rates.
  - Low postsecondary, vocational rehabilitation or other enrollment rates.

Rangarajan, Fraker, Honeycutt, Mamun, Martinez, O'Day, & Wittenburg. (2009). The Social Security Administration's Youth Transition Demonstration Projects: Evaluation Design Report.; Davies, Rupp, & Wittenburg. (2009). A life-cycle perspective on the transition to adulthood among children receiving supplemental security income payments.; Fraker, & Rangarajan. (2009). The social security administration's youth transition demonstration projects.; Loprest, & Wittenburg. (2005). Choices, Challenges, and Options: Child SSI Recipients Preparing for the Transition to Adult Life. The Urban Institute.

Target: **Increase** economic self-sufficiency, well-being, security



# Underlying issues & challenges for youth with disabilities

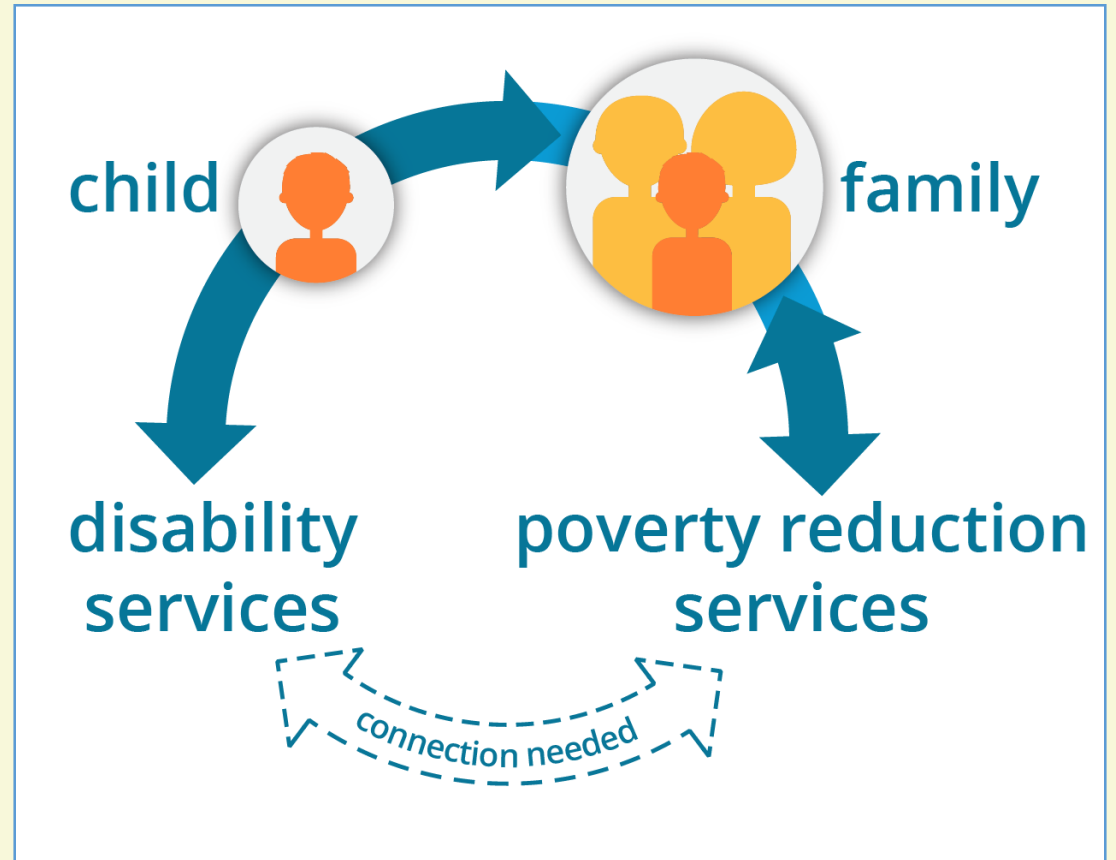
- Youth supplemental security income (SSI) Population increasing
- Underutilization of SSA Work Incentives
- Low engagement of youth receiving SSI in vocational rehabilitation
- Economic insecurity
- Low expectations of workforce participation
- Fragmented service systems



# Holistic approach

Even when we attempt to address the challenges of disability and employment, the issues of economic well-being remain.

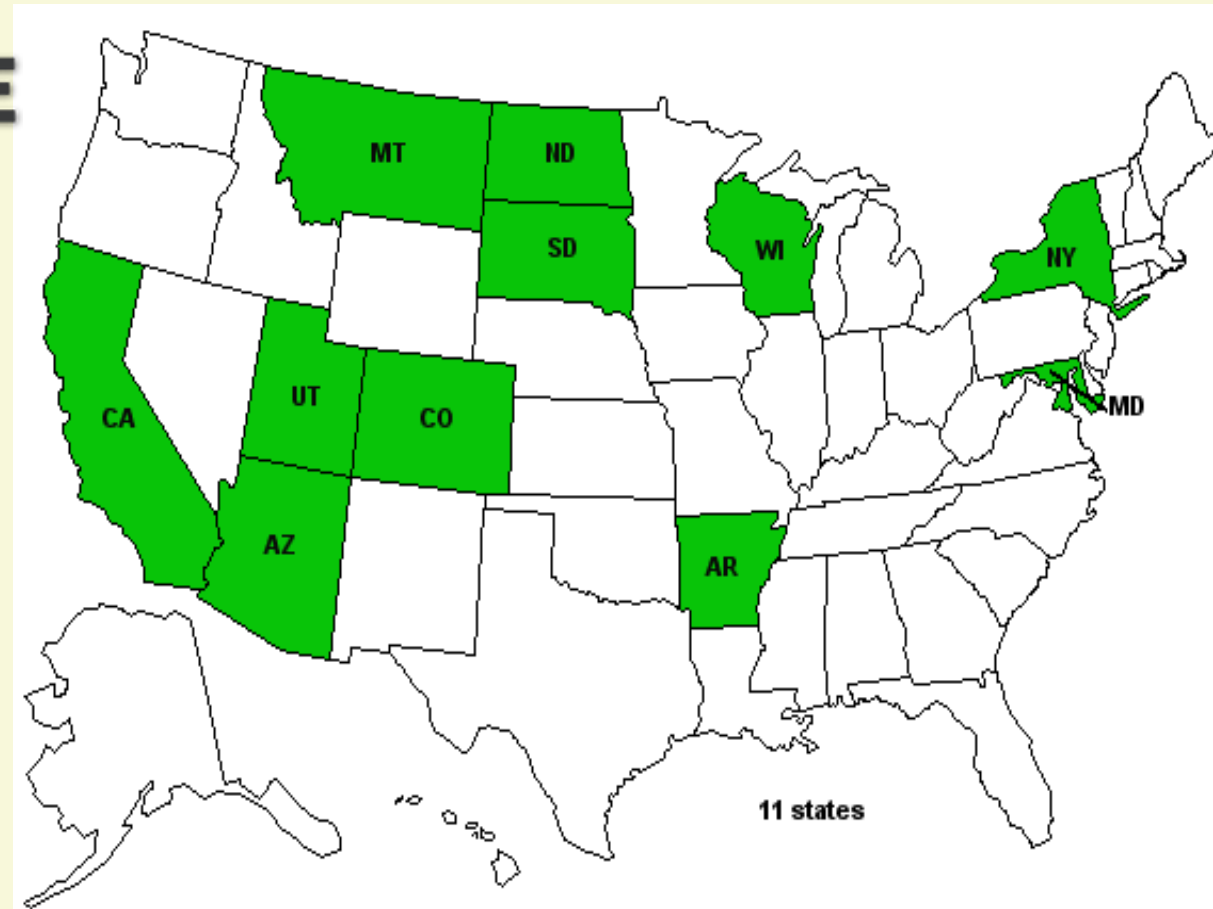
As a system we need to invest in and support a holistic approach that supports the individual & family within their environmental contexts.



# Promoting the Readiness of Minors in SSI (PROMISE)

- 5-year randomized control trial (funded in 2013)
- Enrolled >13,000 youth ages 14, 15, and 16 receiving Supplemental Security Income (SSI) and their families
- Intervention services five to six years
- Purpose: to implement and test interventions to improve the education and career outcomes of low-income children with disabilities receiving SSI
- A federal and state partnership led by Department of Education (ED)
  - Department of Education-Office of Special Education Programs (OSEP)
  - Social Security Administration (SSA)
  - Department of Labor (DOL)
  - Department of Health and Human Services (DHHS)

# PROMISE MDP:

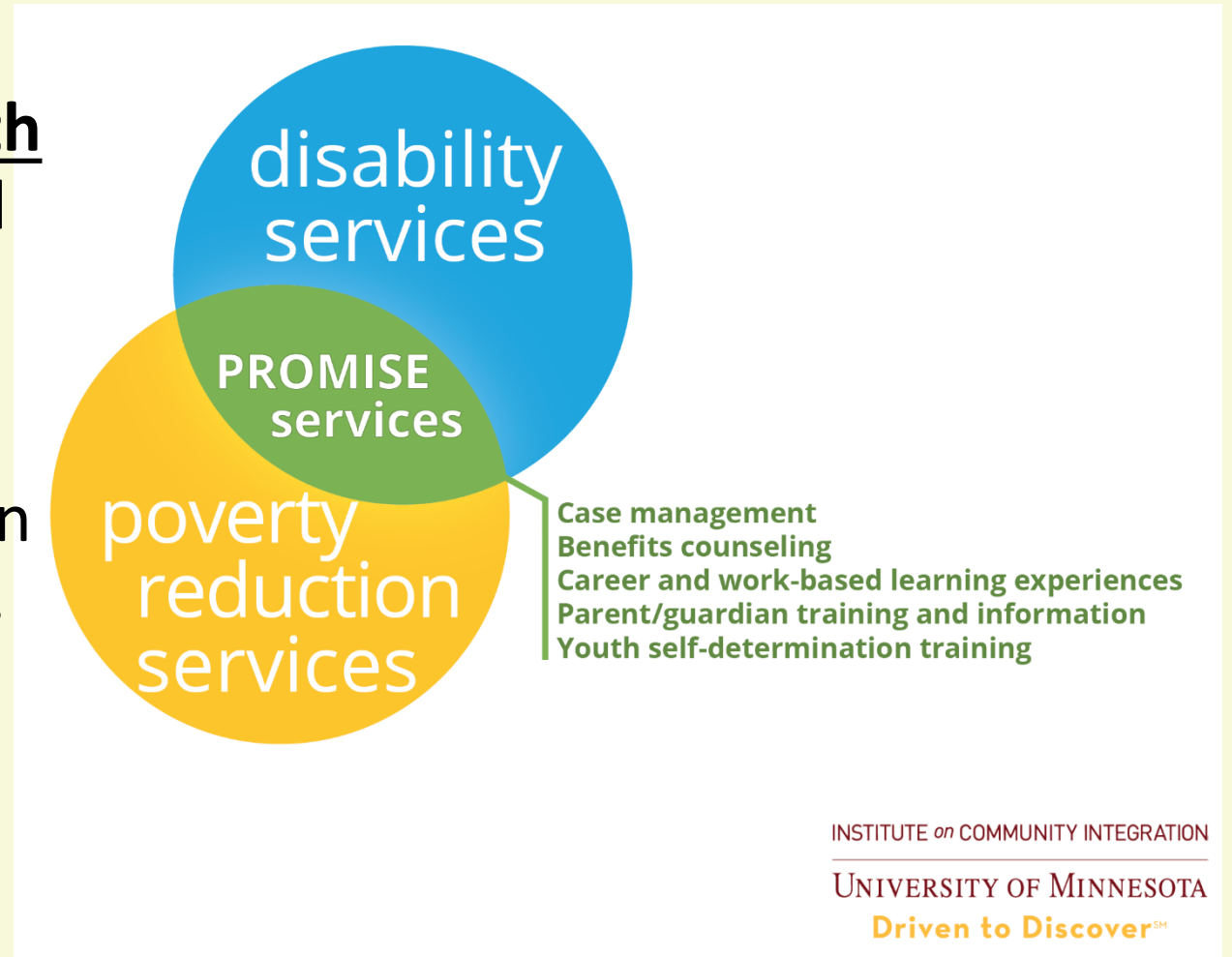


# PROMISE Core Features

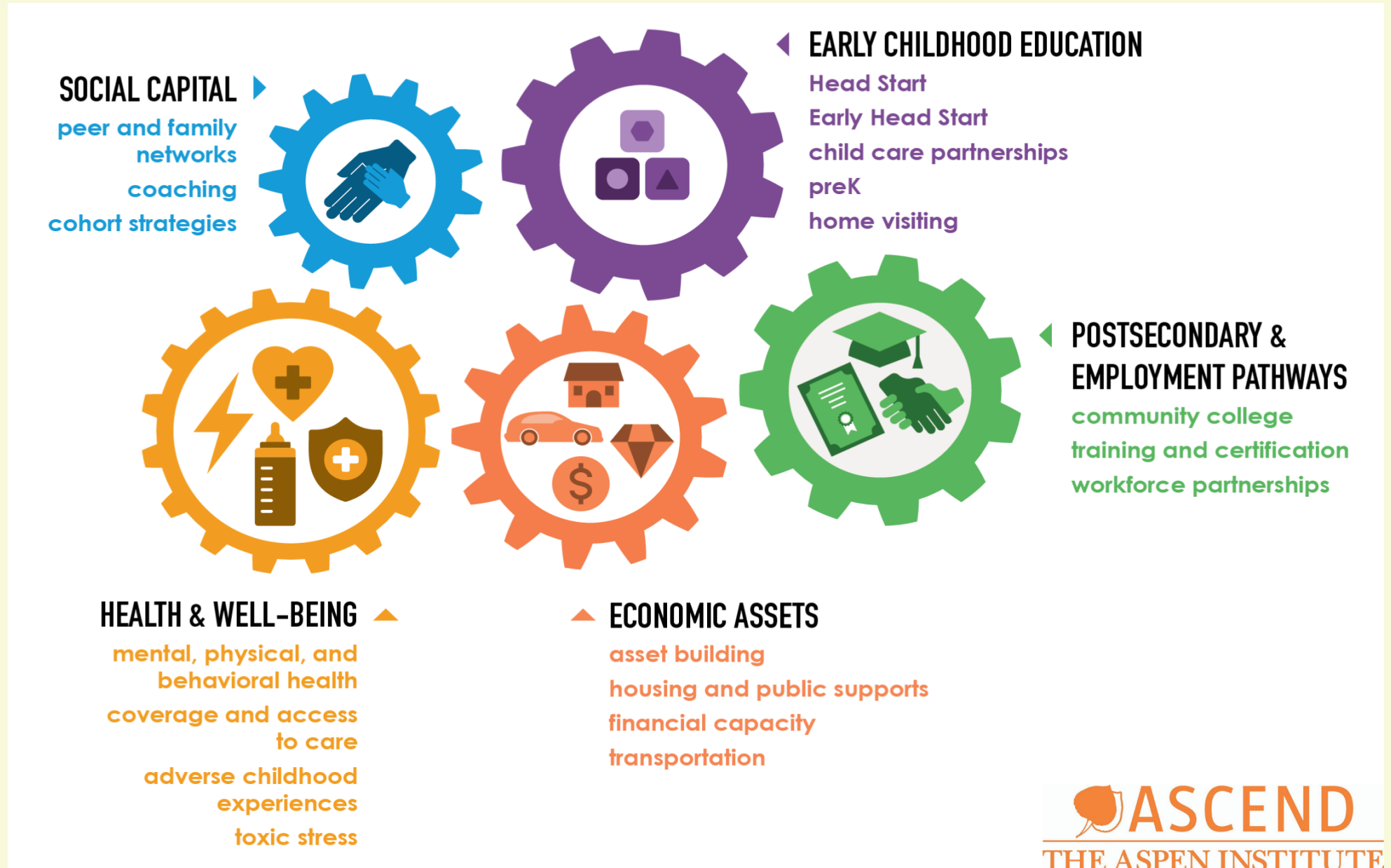
- **Develop partnerships** with multiple state agencies and organizations
- **Provide services and supports** including:
  - Case Management
  - Benefits Counseling and Financial Capability Services
  - Career and Work-Based Learning Experiences, to include paid employment in integrated settings
  - Parent Training and Information
- **Participant outreach and recruitment**
- **Provide technical assistance and training** to include professional development for stakeholders

# Blended approach with PROMISE

The role of a case manager or **navigator that works directly with families** to share information and coordinate education, employment and related services was found to be important in engaging SSI youth in work based learning experiences.



# 2 GEN: A holistic two-generation approach to breaking the intergenerational cycle of poverty for families



## PROMISE Core Services

- Assertive Case Management for youth & families
- Family Plan
- Positive Personal Profile for youth
- Individual Job Development Plan
- Work Experience
- Paid Work
- Benefits Assessment
- Financial Education

## 2 Gen

- Social Capital
- Health Well Being
- Economic Assets
- Postsecondary & Employment Pathways
- Economic Assets



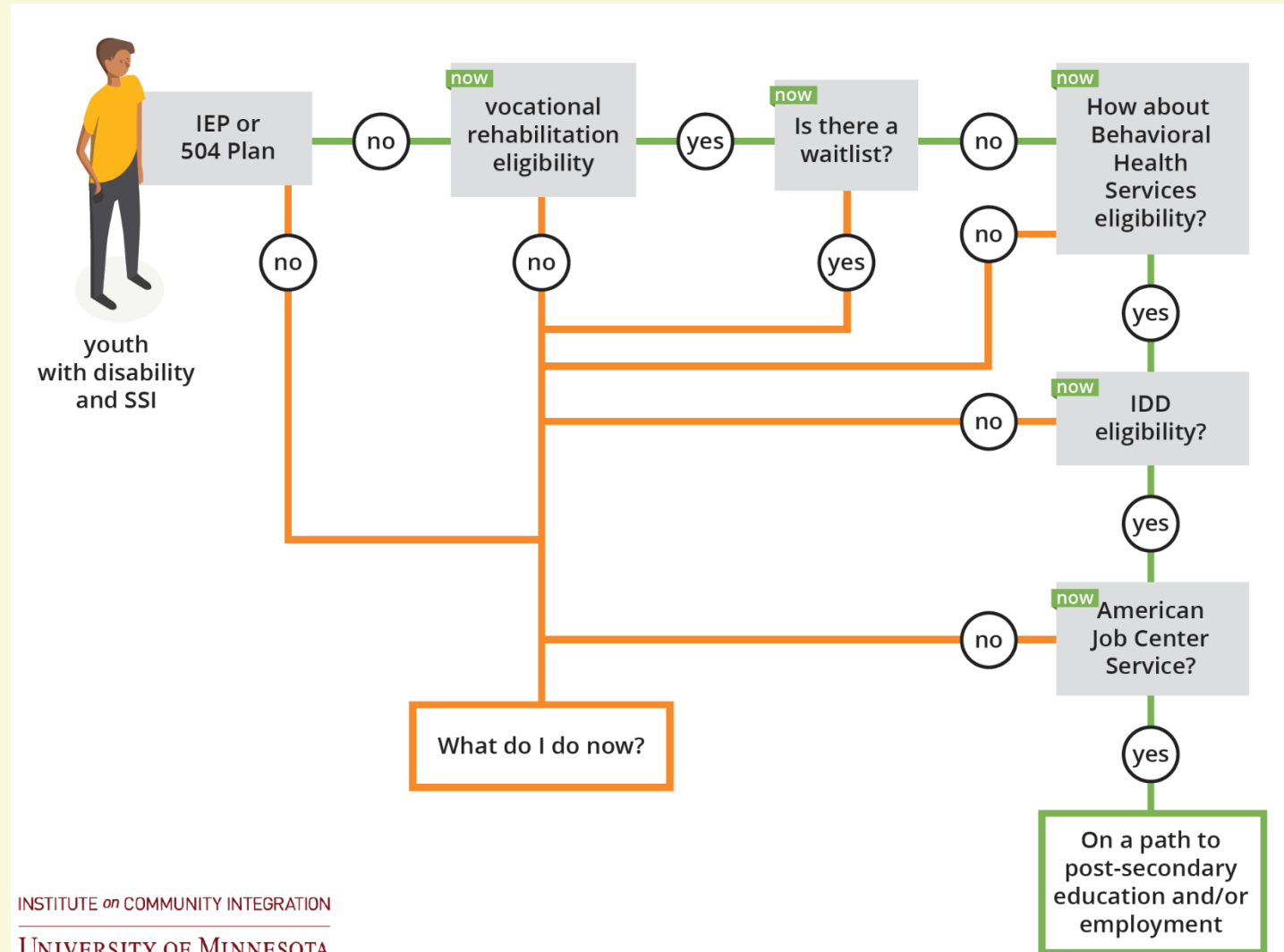
# Demographics/Key Characteristics:

Enrolled >13,000 youth ages 14, 15, and 16 families

Project	Predominant Race/Ethnicity	Predominant Disability
Arkansas	Black	Other Mental Impairments, I/DD
ASPIRE	White, Hispanic, Native American	I/DD, Other Mental Impairments
California	Hispanic	I/DD, Other Mental Impairments
Maryland	Black	Other Mental Impairments, I/DD
New York	Hispanic	Other Mental Impairments, I/DD
Wisconsin	Black, White	Other Mental Impairments, I/DD



# Where to? Challenging pathways



# What We Know

## Challenges

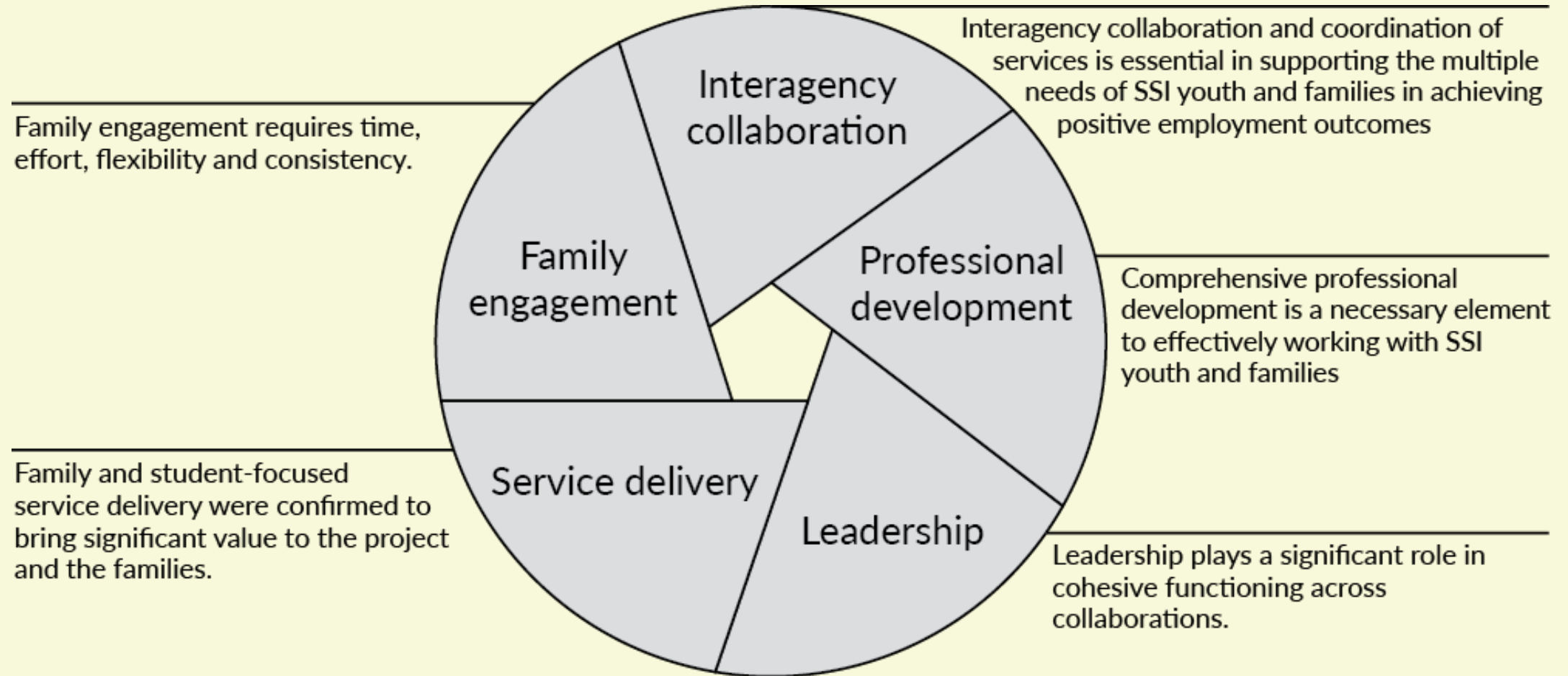
- Low educational attainment and employment rates
- Low postsecondary and/or vocational rehabilitation enrollment rates
- Fragmented service systems

## Solutions

- Paid work experiences while in secondary education
- Interagency Coordination/Collaboration
- Engagement
- Benefits Counseling  
and more



# Key themes across PROMISE



The primary path to economic self-sufficiency is through work.

Everyone can work with the right supports and services.





# Coordination and Collaboration

- Interagency collaboration is one of the 20 predictors of post-school success
- Collaborative systems need to exist at both state and local levels
- Collaborative partnerships have been found to be most effective when the relationship is formalized and when processes maximize the expertise and perspective of stakeholders involved

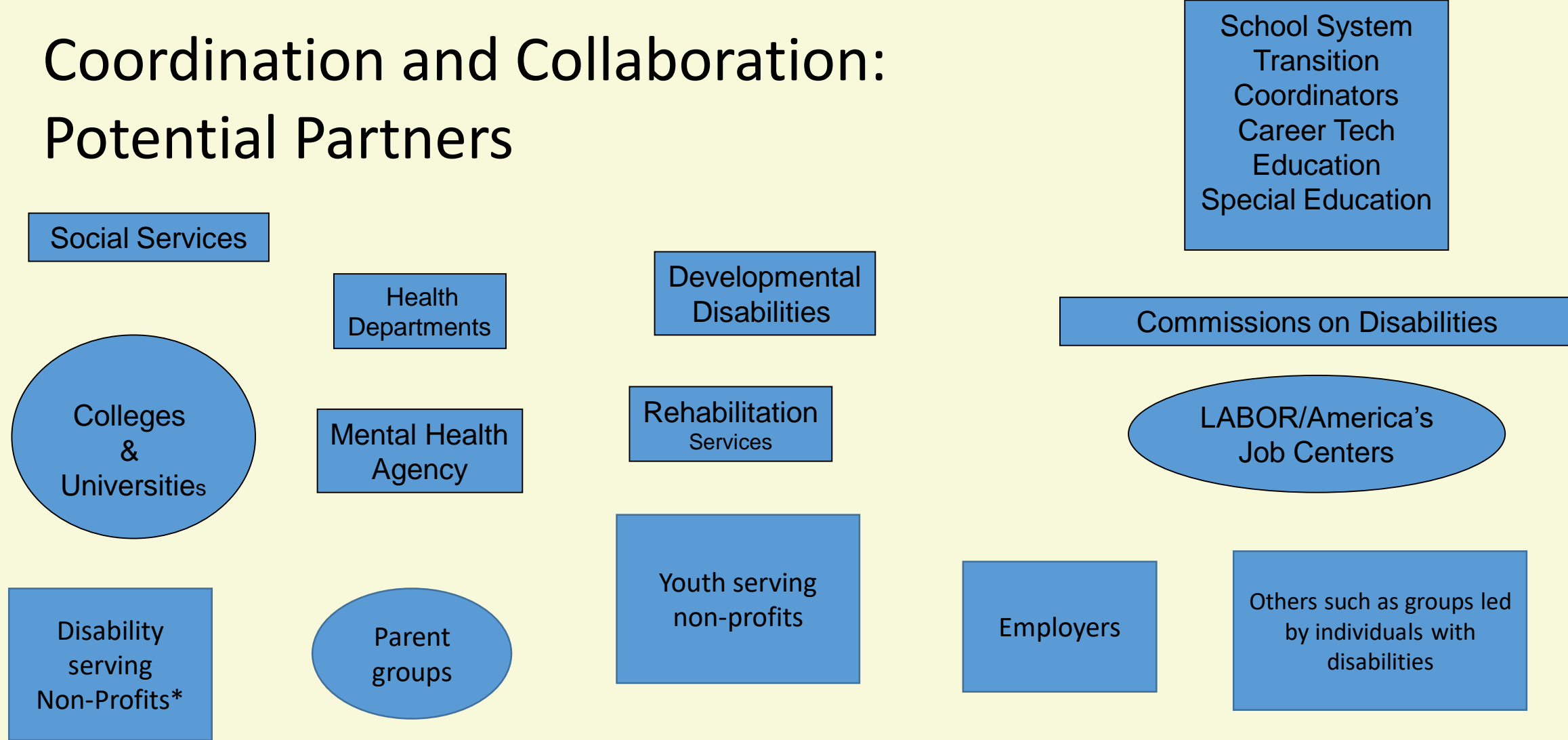


# Benefits

- Reduces duplication of effort
- Opportunity for thought partners
- Increased understanding of each other, roles, responsibilities
- Discover new resources
- Problem-solving
- Improved outcomes for shared populations
- Get to know some pretty terrific people!



# Coordination and Collaboration: Potential Partners



Place an x in each box where you have an individual's name and contact information. You can have more than x per box.

Place an o in each box where you have recently had an meaningful interaction with an individual.



# Review of Webinar 1 Materials

- **Tools**

- Resource Map**

- **Templates**

- **Resource List**

- **Questions to initiate meaningful conversations about poverty, disability and work in your state or jurisdiction**

- [www.mdtransitions.org](http://www.mdtransitions.org)



# Potential Areas to Inform/Impact in Your State

- 2 GEN
  - SNAP/TANF State Plans
  - Kids in Foster Care
  - Others?
- This is not about creating a separate “disability” category, but to integrate effective strategies, information and resources into plans, policies, procedures, and practice that serve youth and families in poverty holistically.



# What to Expect in Upcoming Webinars

- Work Incentives/Benefits Counseling
  - Education/Family Engagement
  - Disclosure/Non-obvious Disabilities
  - Customized Employment: Best Practices for Work based Learning and Employment
- Links to webinars



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## Q/A and Contact Information

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