Promoting Readiness of Minors in Supplemental Security Income

US Department of Education

FFY 14-19
What Is PROMISE?

• Program to improve the **education** and **career outcomes** of low income children with disabilities receiving SSI
  
  • advances goal of fostering interagency collaboration at the Federal and State levels to improve services and drive innovation.
The Problem

A significant number of child SSI recipients do not become independent, self-sufficient tax paying members of the community.

Parents and families of many SSI recipients are not self-sufficient & face many problems:

– Low educational attainment and employment rates
– Low postsecondary and/or vocational rehabilitation enrollment rates
The Problem

Parents and other family members of child SSI recipients also face many challenges, and are in need of support services.

Child SSI recipients and their families lack information about various work incentives available to them to help pursue activities that would increase self-sufficiency.

One-third of the parents of child SSI recipients have less than a high school education.

Almost half of these children live in a household with at least one other person with a disability.
Partnerships must include:

- Medicaid/Long Term Care
- Mental Health
- Disabilities

Temporary Assistance to Needy Families (W-2)

- Vocational Rehabilitation
- Workforce Development
- Youth Programs

Special Education
System
- Grant administration
- Permissions/enrollment
- Communications
- Partner coordination (data sharing)

Case Management (DVR-IRIS)
Career/Work-based experiences
Benefits/work incentives/financial literacy

Wrap around Family Services: Parent Training and Information

Evaluation
Individual and Family

- Career Exploration
- Work Incentives
  - Job shadowing
  - Training
- Work Experience/Financial Literacy

Dream → Pathway → Reality
## Logic Model

<table>
<thead>
<tr>
<th>Contextual Factors</th>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s long term care services (CLTS)</td>
<td>Project manager</td>
<td>Recruitment/ Enrollment</td>
<td>Enroll 2,000 youth (14 to 16) receiving SSI and their families</td>
<td>Increase Educational attainment and credentials</td>
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<tr>
<td>Mental health services for youth</td>
<td>17 DVR Case Managers</td>
<td>Case Management</td>
<td>Good working alliance with case manager</td>
<td>Increase Employment</td>
</tr>
<tr>
<td>WrapAround Milwaukee</td>
<td>Technical assistance: START Teams Trainers</td>
<td>Career Exploration/ Work Experience</td>
<td>Increased work motivation (readiness for work/school; increase belief in what is possible)</td>
<td>Increase household income including family members older than 15</td>
</tr>
<tr>
<td>Transition planning for youth in schools</td>
<td>Youth/ Family/ Service Provider Learning Communities Service Providers</td>
<td>Work Incentive Benefits Counseling (WIBC)/ Financial Capacity</td>
<td>Attendance/ academics and behavior</td>
<td>Decrease reliance on SSA payments</td>
</tr>
<tr>
<td>Transition Improvement Grant (TIG)</td>
<td>School Parent Coordinators/ Liaisons/ WI FACETS (Enrollment) Tablets/ Data plan</td>
<td>Family Training</td>
<td>Paid integrated, employment work (length in job)</td>
<td>Decrease public benefits</td>
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<tr>
<td>Academic Career Plans (ACPs)</td>
<td>Tablets/ Data plan</td>
<td>Evaluation</td>
<td>Social skills</td>
<td></td>
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<tr>
<td>Wisconsin’s W-2 Program (known for innovative with employment requirement)</td>
<td>Data entry/ storage/ data mart (to pull data)</td>
<td></td>
<td>Self-advocacy knowledge and skills</td>
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<tr>
<td>Child welfare</td>
<td>Accessible online trainings</td>
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<td>Increase expectations, knowledge, and participation in transition process</td>
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<tr>
<td>Transitional Jobs Programs</td>
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<td></td>
<td>Financial self-efficacy; knowledge; stability</td>
<td></td>
</tr>
<tr>
<td>Youth Inter-agency agreement (DPI/ DVR/ DHS Parent Trainings</td>
<td></td>
<td></td>
<td>Use of work incentives</td>
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</table>

- Clarity and precision in defining the roles and responsibilities of each element within the Logic Model framework.
## Promise Grant 5 YR Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Rec &amp; Enrollment</td>
<td>$ 663,105</td>
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<tr>
<td>Case Mngt</td>
<td>$ 6,024,500</td>
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<tr>
<td>Work Exper.</td>
<td>$ 5,311,494</td>
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<td>Fin. Services</td>
<td>$ 4,250,000</td>
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<td>IT</td>
<td>$ 2,750,000</td>
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<td>Eval</td>
<td>$ 3,590,980</td>
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<tr>
<td>Infrastructure*</td>
<td>$ 1,770,000</td>
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<tr>
<td>Personnel</td>
<td>$ 8,137,102</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$ 32,497,181</strong></td>
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## Grant Population Targets

<table>
<thead>
<tr>
<th>WDA</th>
<th>SSI Target Population</th>
<th>%</th>
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<tbody>
<tr>
<td>1</td>
<td>1213</td>
<td>10.1%</td>
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<tr>
<td>2</td>
<td>5028</td>
<td>41.7%</td>
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<tr>
<td>3</td>
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<td>2.7%</td>
</tr>
<tr>
<td>4</td>
<td>816</td>
<td>6.8%</td>
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<tr>
<td>5</td>
<td>1027</td>
<td>8.5%</td>
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<td>7</td>
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<td>1.5%</td>
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<td>4.5%</td>
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<tr>
<td>9</td>
<td>426</td>
<td>3.5%</td>
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<tr>
<td>10</td>
<td>1147</td>
<td>9.5%</td>
</tr>
<tr>
<td>11</td>
<td>595</td>
<td>5%</td>
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Case Management

Inputs or Activities
1. 17 Division of Vocational Rehabilitation (DVR) case managers plus 5 case coordinators
2. Rapid engagement [start no more than 90 days after enrollment (averaging 30 days); assessment complete within 60 days]
3. Strength-based and Needs Assessments
4. At least monthly contact
5. Identifying, locating, arranging for needed services and supports
6. Coordinating grant services with other available services
7. Establish resource team or join in existing team (school, long term support, mental health, Wrap Around, juvenile justice, child/family welfare, etc…)
8. Person centered planning
9. Transition planning coordinated with school IEP and Academic Career Plan
10. Plan Development/Implementation
11. Plan Completion/Stabilization/Closure
12. Technical assistance from Statewide Transition Action and Resource Team (START)
13. Case manager learning community
14. Motivational Interviewing training

Short/ Intermediate Term Outcomes
1. Good working alliance
2. Increased work motivation (readiness for work/school; increase belief in what is possible)
3. Complimentary and consistent IEP and IPE and Academic Career Plan
4. Connection to needed medical and behavioral health and independent living services and supports
## Staff Allocations

<table>
<thead>
<tr>
<th>WDA</th>
<th>SSI Target Population</th>
<th>%</th>
<th>Staff Allocations</th>
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<tbody>
<tr>
<td>1</td>
<td>1213</td>
<td>10.1%</td>
<td>10 VRCs</td>
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<td>2</td>
<td>5028</td>
<td>41.7%</td>
<td>2 CCCs</td>
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<tr>
<td>3</td>
<td>328</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>816</td>
<td>6.8%</td>
<td>3 VRCs</td>
</tr>
<tr>
<td>5</td>
<td>1027</td>
<td>8.5%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>526</td>
<td>4.4%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>180</td>
<td>1.5%</td>
<td>1 VRC</td>
</tr>
<tr>
<td>8</td>
<td>540</td>
<td>4.5%</td>
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<tr>
<td>9</td>
<td>426</td>
<td>3.5%</td>
<td>3 VRCs</td>
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<tr>
<td>10</td>
<td>1147</td>
<td>9.5%</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>595</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td></td>
<td></td>
<td>3 CCCs (balance of state)</td>
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</table>
Year 1 VRCs
WDA 1
WDA 2
WDA 4
WDA 5
WDA 10

Year 1 CCCs
WDA 2
CO
Career Exploration/Work Experience

**Inputs or Activities**

1. Educational and Drop Out Prevention Assessment and Engagement
2. Literacy training
3. Connect family members to complete high school or obtain GED
4. Connect with educational liaison to connect family members with financial aid, disability services (if needed), child care, transportation, and registration for post-secondary college, technical, or training school/programs
5. Soft Skills Training: Skills to Pay the Bills (adapt so can also be use with parents)
6. Online Youth Self-Advocacy Training (to be completed with family)
7. At least one (mandatory) or two (preferable) work experience(s)
   a. On the Job Training (OJT)/ Youth OJT
   b. Youth Apprenticeship Program
   c. Transitional Jobs Program
   d. Workforce Investment Act (WIA) Youth Program
8. Connect to Adult Training through Job Centers for parents (use outcome based payments)
9. Job Development/Preparation
   a. Business Services Consultants (DVR Dual Customer Approach)
   b. Community Conversations
10. Youth Learning Communities
11. Family Learning Communities
12. Parent/Provider Training: What to expect after high school: Aim to increase expectations, knowledge, and participation in transition process

**Short/Intermediate Term Outcomes**

1. Graduate from high school/obtained GED
2. Post Secondary school/training certificate/credits/ degree/other credentials
3. Attendance/ academics and behavior
4. Paid integrated, employment work (length in job)
5. Social skills
6. Self-advocacy knowledge and skills
7. Parent actively involved in supporting and advocating education and work goals
8. Literacy
9. Job readiness
10. Increase expectations, knowledge, and participation in transition process
Work Incentive Benefits Counseling/Financial Capacity Building

Inputs or Activities
1. Work Incentive Benefits Specialists (WIBS) to specialize in youth and family specific Work Incentive Benefits Counseling (WIBC)
2. Provide WIBC for all youth and their families
3. WIBC community of practice and technical assistance
4. Financial literacy classes: Make Your Money Talk
5. Ongoing Financial Coaching
6. Asset Development
   a. Plans for Achieving Self-Support (PASS)
   b. State Individual Development Accounts (IDAs)

Provide incentives for saving by adding money directly to savings accounts (dollar to dollar match)

Short/Intermediate Term Outcomes
1. Financial self-efficacy
2. Use of work incentives
3. Amount in savings accounts
4. Asset accumulation
5. Decrease fear of loss of benefits
6. Stages of change: Increase readiness to work
7. Financial knowledge
8. Financial stability
9. Savings behaviors
Family Training

Inputs or Activities
1. Parent/Provider Training: What to expect after high school: Aim to increase expectations, knowledge, and participation in transition process
2. Family Learning Communities
3. Literacy training
4. Connect family members to complete high school or obtain GED
5. Connect with educational liaison to connect family members with financial aid, disability services (if needed), child care, transportation, and registration for post-secondary college, technical, or training school/programs
6. Adapt Skills to Pay the Bills so can also be use with parents
7. Online Youth Self-Advocacy Training to be completed with family
8. Connect to Adult Training through Job Centers for parents (use outcome based payments)
9. Family included in WIBC
10. Family included in financial training and IDAs
11. Family members with disabilities encouraged to apply to DVR

Short/ Intermediate Term Outcomes
1. Graduate from high school/obtained GED
2. Post Secondary school/training certificate/credits/ degree/other credentials
3. Paid integrated, employment work (length in job)
4. Social skills
5. Self-advocacy knowledge and skills
6. Parent actively involved in supporting and advocating education and work goals
7. Literacy
8. Job readiness
9. increase expectations, knowledge, and participation in transition process
10. Increased work motivation (readiness for work/school; increase belief in what is possible)
11. Financial literacy
Executive Committee:
Secretaries:
- DWD
- DHS
- DCF
- DPI Superintendent

Facilitator: Bd of People w/ Developmental Disabilities

Partnership Committee

Steering Committee: Workgroup Liaisons/Leads, Dept Leads, & Parent Reps
- Members: Variety of staff/partners: DPI, DHS, DWD, DCF, Parent Groups, UW Researcher/Evaluators, Disability Reps, Service Providers and Experts

Project Mgr

- Recruit & Enroll
- Case Mngt
- Work Exp Careers
- Wrap Around
- Financial Services
- Evaluation
- Data Sharing
Executive Committee

Facilitator: Beth Swedeen, Board for People with Developmental Disabilities

Members:
• Secretary Reggie Newson, Department of Workforce Development
• Secretary Kitty Rhoades, Department of Health Services
• Secretary Eloise Anderson, Department of Children and Families
• Superintendent Tony Evers, Department of Public Instruction
Steering Committee: Grant Working Group and Liaisons

- JoAnna Richard, DWD Department Lead
- Ellie Hartman, DHS Liaison, Grant Writer and IT Data Sharing Lead
- Cayte Anderson, UW-Stout, Evaluation Liaison and Financial Services Lead
- Wendi Dawson, DPI Representative
- Janet Estervig, DHS, Office of Employment
- Meredith Dressel, DWD-DVR Case Management Lead
- Allison Gordon, DVR-START Liaison and Work Exp.
- Jess Thompson, DHS, Recruitment Lead
- DCF Representative(s)-TBD
- CESA/Parent Representative(s)
- Ex-officio: Representatives from BPDD and from Council for People with Physical Disabilities
Partnership Committee (Key workgroup members)

**Mike Greco, Convenor**
- JoAnna Richard, DWD Department Lead (Budget & IT Lead)
- Ellie Hartman, DHS Liaison and Grant Writer (Budget & IT, Evaluation Lead)
- Cayte Anderson, UW-Stout (Work Incentives/Financial Resources Lead)
- Wendi Dawson, DPI,
- Janet Estervig, DHS, Office of Employment
- Meredith Dressel, DVR Case Management Lead (Case Management Lead)
- Jess Thompson, DHS, (Recruitment Lead)
- Allison Gordon, DVR (Career Exploration, Work Experience Lead)
- Chytania Brown, WWDA Liaison (Work Experience)
- Cathy Crary, DWD-DET Youth Lead
- Mary Kampa, CESA Liaison (Enrollment/Consent)
- Margaret Kristan, Division of Long Term Care
- Gail Propsom, Division of Long Term Care
- Sarah Lincoln, DHS Long Term Care (Career Exploration Lead)
- Sally Raschick, DHS Mental Health (Wrap Around Services)
- Marie Danforth, DHS Mental Health
- John Lui, UW Stout SVRI (Evaluation)
- Fong Chan, UW Madison (Evaluation)
- Jenny Neugart, Waisman Center/BPDD (Work Experience)
- Beth Swedeen, BPDD Executive Director (Support Letters Lead)
- Lisa Hebgen, UW Madison (Wrap Around Services)
- Janis Serak & Matthew Zellmer, WI FACETS
- Barbara Katz/Elizabeth Hecht, Family Voices
- Daniel Parker, WSPEI

**Janice Peters, DCF Workforce Programs (Work Experience)**
- Wendy Henderson, DCF Prot Srvs (Enrollment/Consent)
- Tammy Liddicoat-ERI (Work Incentives/Financial Resources)
- Amber Miller, WWBIC (Work Incentives/Financial Resources)
- Linda Cottington, DVR Program Development
- Kathleen Enders, DVR Contract Specialist (Wrap Around Services)
- Aimee Jahnke, DVR Business Analyst (Budget & IT)
- Chris Beloin, UW Campuses
WRC Role

• Customer feedback
• On-going communications
• Feedback to DVR and DWD Secretary
• Part of FFY 14 State Plan recommendation
FFY 14 State Plan

• RSA approved September, 2013
• No needed edits
• WRC made 8 recommendations
FFY 14 State Plan

The council members have requested regular updates on:

• DVR funding levels and DVR’s ability to meet its budget commitments;
• The number of applicants on DVR’s wait list and the number of DVR staff vacancies and any impact on services;
• Employment Specialist activities and observations on job readiness;
• Training of staff on how to use supported employment and customized employment options when long term employment supports are not available;
• Tools and strategies for improving communication, collaboration and outcomes;
• Options to secure confidential space for all counselor interactions with consumers, ergonomic upgrades, and other facility upgrades as needed;
• Strategies to improve the minority service rate; and
• Pilots and projects related to connecting students with disabilities to employment.
DVR Business Services: Making a Difference

• Improved relations with workforce partners
• Opened up new avenues of success
  – Kwik Trip
  – Clean Power
  – Froedtert Hospital
  – Tribal Casinos
• Expanded DVR capacity
  – 504 over last years rehabs
# DVR Business Services

<table>
<thead>
<tr>
<th>WDA</th>
<th>Hires</th>
<th>OJTs</th>
<th>Internships/TWE</th>
<th>Business Outreach</th>
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<td>270</td>
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<td>176</td>
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<td>WDA 3</td>
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<td>WDA 11</td>
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<td>97</td>
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| Total | 150  | 118  | 154  | 2092 |