

## Web meeting

Wednesday, 29<sup>th</sup> August 2018

16:00 – 17:30 CET

## Webinar on youths in transition: CaPROMISE

Summary Report

### Participants

Dr. Fred McFarlane	San Diego State University, US
Dr. Mari Guillermo	San Diego State University, US
Mirko Mlceli	EPR
Romane Vanhakendover	EPR

### Summary of the Webinar

#### ➤ **Main goal of the Web Meeting:**

Dr. McFarlane and Dr. Guillermo, from San Diego State University, discussed the CaPROMISE Initiative, a programme on transition activities to increase **self-sufficiency of young people with severe disabilities and their families**. Young people with disabilities and their families face many challenges that limit their self-sufficiency, such as their dependence on benefits, lack of formal education, limited employment skills, biases from the community, misinformation about work incentives and resistance of the system to change traditional practices.

This far-reaching programme provided support to the young people and families in providing virtually anything they needed from connecting them to the available services in the community to finding employment or housing as well as helping them in legal challenges or issues related to education, work and even immigration.

#### **The approach**

A model demonstration programme was designed and implemented for 1,539 young people with disabilities and their families. Over 5 years, they compared the progress of two randomly assigned groups: a group benefitting from CaPROMISE Services and a group benefitting from usual services. The programme's approach differs from traditional social services providers as it is person-driven and family-centred: everything they do is driven by the students and their family. Important elements are the focus on engaging the family in the progress of the child as well as the support of an external 'go-to' person (service coordinator) available to help overcoming diverse challenges.

The programme was built around 5 types of intervention:

- I. Case Management Services and Transition Planning

2. Financial Planning and Benefits Counselling
3. Career and Work-based learning experiences
4. Dealing with parents/family. Parent training and information
5. Other services and support

Through these trainings, counselling and planning, the programme works on increasing work incentive, postsecondary school awareness, financial literacy, skill-building, family-to-family support and overall quality of life.

### **Outcome and progress**

The results from the CaPROMISE Service group demonstrated that youth- and family-driven service delivery systems, coordinated through selected Local Education Agencies (LEAs) partners, not only increased the *child's* educational attainment, competitive employment outcomes, work incentives but also the *family's* access to community services, self-sufficiency and economic independence.

## **Future steps and moving forward**

### **Lessons learned – Ideas to move forward for EPR members:**

- The combination of person-driven and family-centred actions is key
- Transition planning should start at young age
- Work-based learning benefits must benefit both youth and families
- Community linkages and partnership are essential
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## **Questions for EPR members**

### **Question 1:**

CaPROMISE is designed to address the challenges to self-sufficiency encountered by youth with disabilities and their families (refer to Slide 4). What challenges to self-sufficiency are transition youth with disabilities confronting in your region as they become adults?

*(NOTE: Self-sufficiency can be attainable through competitive, integrated employment that pays a living wage and reduces reliance on government benefits.)*

### **Question 2:**

CaPROMISE utilizes a person-centric model with family-driven approaches (refer to Slide 7). How can this model be adapted by schools, human service and rehabilitation personnel and communities serving transition youth in your region?

### **Question 3:**

The CaPROMISE Program involves the collaboration of multiple entities and agencies representing education, rehabilitation, labor and workforce including employers, and disability and other social services (refer to Slides 8-9). What opportunities are available in your region to support partnerships between similar programs to serve transition age youth with disabilities and their families? What are some of the challenges to collaboration and partnerships across these programs and systems?

**Question 4:**

The CaPROMISE services and supports are clustered around five core intervention areas – Case Management/Transition Planning, Financial Planning and Benefits Counseling, Career and Work-Based Learning Experiences, Parent Training and Information, and Other Services and Support (refer to Slides 10-14). How are these interventions similar or different from the services and supports provided to transition youth and their families in your region? What additional interventions are you providing and what are needed in your region?

**Question 5:**

The lessons we have learned (and continue to learn) from CaPROMISE (refer to Slides 17-18) cross all program levels from direct service delivery and local program administration to system-wide policies and practices (refer to Slides 17-18). What do you recommend to enhance the CaPROMISE model, the effectiveness of its interventions, and the outcomes for transition youth and their families? What conversations do you need within your region to strengthen transition efforts with youth, their families and support systems?