Improving Transition Outcomes for Youth Supplemental Security Income (SSI) Recipients: Early Findings from the PROMISE Evaluation

Speakers
Todd Honeycutt, Jackie Kauff, and Arif Mamun
Mathematica Policy Research
David Emenheiser, U.S. Department of Education
Joyanne Cobb, Social Security Administration

Center for Studying Disability Policy Forum
April 11, 2019
Welcome

Moderator
Gina Livermore
Mathematica
Today’s Speakers

David Emenheiser
U.S. Dept. of Education

Joyanne Cobb
Social Security Administration

Todd Honeycutt
Mathematica

Jackie Kauff
Mathematica

Arif Mamun
Mathematica
PROMOTING THE READINESS OF MINORS IN SUPPLEMENTAL SECURITY INCOME
1. The Consolidated Appropriations Act, 2012 (P.L. 112-74) provided funds for activities to improve the outcomes of child SSI recipients and their families.

2. The 6 Model Demonstration Projects received a total of approximately $229 million for 5 years.
FEDERAL PARTNERS

INTERAGENCY

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)
**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

**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

**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

**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

---

RESEARCH DESIGN

POPULATION

1. Target Population: Youth, 14–16 years of age, enrolled in the SSI program through the Social Security Administration and their families.

2. 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 4/30/2016, and all MDPs met or exceeded their enrollment targets (total enrollment: 13,444/102%).

3. Experimental Research Design: RCT was 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.
PROMISE

MODEL DEMONSTRATION
PROJECTS
PURPOSE

COMPETITIVE GRANT AWARDS

1. 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.

2. 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.

3. The AUCD PROMISE TA Center was awarded in FY2014.

www.promisetacenter.org
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
PROMISE DETAILS

• 2,157, or 45 percent of the total number receiving enhanced interventions through PROMISE, live in rural areas.
• All youth receive SSI (Supplemental Security Income), meaning their household incomes are less than 100% FPL.
• Not all youth have IEPs or 504 Plans.
Federal Transition Supports and Challenges for Youth with Disabilities in Accessing Them

Todd Honeycutt

*Presented at the CSDP Forum on Improving Transition Outcomes for Youth SSI Recipients: Early Findings from the PROMISE Evaluation*

Washington, DC

April 11, 2019
Goal: Present the Context for PROMISE

- Document federal programs for youth with disabilities.
- Describe six challenges that youth and their families face in accessing those federal programs.
- List the changes in the transition landscape occurring through the Workforce Innovation and Opportunity Act of 2014 (WIOA).
Multiple federal agencies sponsor programs for youth with disabilities
  - Most operate at the state or local levels

In 2014, the federal government spent $58 billion through 73 programs for youth with disabilities under age 18 (Shenk and Livermore 2019)
  - State and local governments also contribute substantial resources ($25 billion in specific supports, $94 billion in general education) to serve this population
<table>
<thead>
<tr>
<th><strong>U.S. Department of Education</strong></th>
<th>Special education, state vocational rehabilitation, and parent training and information center programs and services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Security Administration</strong></td>
<td>Supplemental Security Income, Social Security Disability Insurance, Ticket to Work, Work Incentives Planning and Assistance</td>
</tr>
<tr>
<td><strong>U.S. Department of Labor</strong></td>
<td>State workforce development programs</td>
</tr>
<tr>
<td><strong>U.S. Department of Health and Human Services</strong></td>
<td>Medicare, Medicaid, Children’s Health Insurance Program, Centers for Independent Living services</td>
</tr>
</tbody>
</table>
Six Challenges Faced by Youth and Families in Accessing/Using Federal Programs

- Inadequate preparation for postsecondary education and employment
- Limited use of evidence-based practices
- Limited or delayed access to transition services
- Lack of information and awareness
- Fragmented, uncoordinated transition system
- Different federal program eligibility rules and incentives
Challenge 1: Different Federal Program Eligibility Rules and Incentives

- Federal programs differ in their rules for eligibility
  - Disability definitions
  - Child versus adult eligibility

- Program goals or incentives can complicate youth’s involvement with other programs
Challenge 2: Fragmented, Uncoordinated Transition System

- Understanding and coordinating services across providers falls primarily on the youth and family
  - Youth and families must be able to identify, understand, and navigate the array of federal programs
Challenge 3: Limited or Delayed Access to Transition Services

- Resource limitations
- Geographic differences in services
- Wait times for services
Challenge 4: Lack of Information and Awareness

- Youth and families might not be aware of available services from federal programs or know where to go for them
  - Particularly after youth leave secondary school
Challenge 5: Inadequate Preparation for Postsecondary Education and Employment

- Youth with disabilities do not access career development learning and experiential activities
  - Lack of services in area
  - Lack of consistency or quality in services
Challenge 6: Limited Use of Evidence-Based Practices

- Use of evidence-based practices by staff at federally funded programs is inconsistent
Changes in the Transition Landscape Occurring Through WIOA

- Emphasize competitive, integrated employment for people with disabilities.
- Require increased interagency collaboration.
- Reduce reliance on subminimum wages (Section 511 regulations).
- Establish requirements for pre-employment transition services.
Summary

Multiple federal programs

WIOA changes to transition landscape

Challenges youth and families face in accessing and using services

Need for more supports to help youth with disabilities navigate the transition from school to adulthood
Resources


- Todd Honeycutt
  - thoneycutt@mathematica-mpr.com
Addressing Challenges Accessing Transition Services: The PROMISE Approach

Jacqueline Kauff

Presented at the CSDP Forum on Improving Transition Outcomes for Youth SSI Recipients: Early Findings from the PROMISE Evaluation

Washington, DC

April 11, 2019
Overview of Presentation

- Overview of PROMISE programs and services
- How PROMISE addressed challenges in youth’s access to and use of federal programs
- Implementation hurdles
PROMISE Core Components

- Formal agency-level partnerships
- Case management
- Benefits counseling and financial literacy training
- Career- and work-based learning experiences
- Parent training and information
PROMISE Programs

- Arkansas PROMISE: ¼ of counties
- ASPIRE: Statewide in 6 states
- CaPROMISE: 18 LEAs in 4 regions
- MD PROMISE: Statewide
- NYS PROMISE: LEAs in 3 regions
- WI PROMISE: Statewide

ASPIRE = Achieving Success by Promoting Readiness for Education and Employment. The six states involved in the ASPIRE consortium were Arizona, Colorado, Montana, North Dakota, South Dakota, and Utah.
## Organizational Structure of PROMISE Services

<table>
<thead>
<tr>
<th>Program</th>
<th>Lead agency</th>
<th>Case management</th>
<th>Benefits counseling</th>
<th>Employment services</th>
<th>Parent training</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR</td>
<td>ED</td>
<td>University of Arkansas</td>
<td>Service provider</td>
<td>VR, WIBs, service providers</td>
<td>University of Arkansas</td>
</tr>
<tr>
<td>ASPIRE</td>
<td>VR</td>
<td>VR, ED, service providers</td>
<td>Service providers</td>
<td>VR, ED, service providers</td>
<td>Federal ED-funded Parent Training and Info Centers</td>
</tr>
<tr>
<td>CA</td>
<td>VR</td>
<td>LEAs</td>
<td>LEAs</td>
<td>LEAs, VR</td>
<td>Federal ED-funded Parent Training and Info Centers</td>
</tr>
<tr>
<td>MD</td>
<td>Other state</td>
<td>Service provider</td>
<td>Service provider</td>
<td>Service provider</td>
<td>Service provider</td>
</tr>
<tr>
<td>NY</td>
<td>Other state</td>
<td>LEAs</td>
<td>Service providers</td>
<td>Service providers</td>
<td>Federal ED-funded Parent Training and Info Centers</td>
</tr>
<tr>
<td>WI</td>
<td>VR</td>
<td>VR</td>
<td>Service provider</td>
<td>VR, service providers</td>
<td>Service provider</td>
</tr>
</tbody>
</table>

ED = Department of Education; LEAs = local education agencies; VR = vocational rehabilitation agency; WIBs = workforce investment boards
How PROMISE Addressed Challenges in Youth’s Access to and Use of Federal Programs
Different Federal Program Eligibility Rules and Incentives

- **PROMISE** as gateway to and consistent provider of services
  - Referrals and interagency collaboration
  - Direct service provision and indefinite eligibility

- **Benefits counseling**
  - Credentialing
    - Virginia Commonwealth University CWIC training (ASPIRE, AR, NY, MD)
    - Cornell University Work Incentives Practitioner Training (CA)
    - State training (WI, MD)
Different Federal Program Eligibility Rules and Incentives—Key Implementation Hurdle

- Providing in-depth, customized benefits counseling to all youth and families
  - Garnering family cooperation
  - Providing counseling in and outside the context of milestone events
  - Providing timely referrals to contractors
Fragmented, Uncoordinated Transition System

- Case management
- Interagency collaboration
  - Service delivery partnerships
  - Referrals
  - Advisory/steering committees
Fragmented, Uncoordinated Transition System—Key Implementation Hurdle

- Relying on state-level partnerships to trickle down to local level
Lack of Information and Awareness

- **Case managers as conduits of information**
  - Smaller caseloads
  - Requirements for regular contact
  - Referrals to community resources

- **Parent training and information**
  - Development and delivery of curricula (NY, WI)
  - Referrals to/contracts with ED-funded parent centers (ASPIRE, CA, NY)
  - Youth case management meetings (AR, MD)
Lack of Information and Awareness—Key Implementation Hurdle

- Maintaining youth and family engagement
  - Family crises
  - Instability of contact information
  - Geographic dispersion
## Limited or Delayed Access to Transition Services

### Linkages to VR
- **VR as lead agency (ASPIRE, CA, WI)**
- **VR funded through formal contract (AR)**
- **Referrals to VR and pre-employment transition services (ASPIRE, MD, NY)**

### Facilitation of school-based supports
- **PROMISE embedded within LEAs (CA, NY)**
- **PROMISE involvement in IEP and transition planning processes (ASPIRE, AR, MD, WI)**
Limited or Delayed Access to Transition Services—Key Implementation Hurdle

- Navigating gatekeepers
  - Individual LEA policies
  - VR order of selection
## Inadequate Preparation for Postsecondary Education and Employment

<table>
<thead>
<tr>
<th>Program</th>
<th>Documentation of vocational and educational goals and action plans</th>
<th>Percentage of youth within 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR</td>
<td>PROMISE plan</td>
<td>90 (80 emp./85 ed.)</td>
</tr>
<tr>
<td>ASPIRE</td>
<td>Goals documented in MIS</td>
<td>87 (53 emp./44 ed.)</td>
</tr>
<tr>
<td>CA</td>
<td>Person-driven plan</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Individual career action plan</td>
<td>98 (88 emp./95 ed.)</td>
</tr>
<tr>
<td>MD</td>
<td>Family plan</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Positive personal profile</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Individual job development plan</td>
<td>85</td>
</tr>
<tr>
<td>NY</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>WI</td>
<td>Individual plan for employment</td>
<td>94</td>
</tr>
</tbody>
</table>
Inadequate Preparation for Postsecondary Education

- Collaboration with school staff
- Facilitation of college tours/fairs
- Assistance with exam preparation and applications
- Summer camps on college campuses (AR)
- Supported education (NY)
Inadequate Preparation for Postsecondary Employment

- Facilitation of paid work experiences
  - Wages subsidized by PROMISE or PROMISE partner (AR, CA, NY, MD, WI)
- Job coaching (AR, CA, NY, WI)
- Facilitation of unpaid work experiences
  - Job shadowing; intern/apprenticeship; volunteering
- Career exploration/assessment
- Job readiness services
Inadequate Preparation for Postsecondary Employment—Key Implementation Hurdle

- Arkansas PROMISE—implementing summer work experiences
- ASPIRE—exclusive reliance on existing resources
- CaPROMISE—increasing expectations of stakeholders that all youth can work
- MD PROMISE—shifting staff mindsets from social services to employment services
- NYS PROMISE—limited capacity of service providers
- WI PROMISE—providing services to youth and family members concurrently
Limited Use of Evidence-Based Practices

PROMISE core program requirements reflect effective transition practices documented in:

- National Collaborative on Workforce and Disability for Youth Guideposts for Success, 2009
- National Technical Assistance Center on Transition Effective Practices and Predictors matrix, 2017
Implications for Impact Analysis

- Key interventions
  - Intensive case management
  - Work-based experiences

- Potential for impacts
  - Use of pre-existing services and providers
  - Take-up rates
Resources and Contact Information

- **PROMISE process analysis reports**

- **Jacqueline Kauff**
  [jkauff@mathematica-mpr.com](mailto:jkauff@mathematica-mpr.com)
Early Impacts of PROMISE

Arif Mamun, Ankita Patnaik, Michael Levere, Gina Livermore, Jacqueline Kauff, and Karen Katz

Presented at the CSDP Forum on Improving Transition Outcomes for Youth SSI Recipients: Early Findings from the PROMISE Evaluation

Washington, DC

April 11, 2019
Impact Evaluation Based on a Random Assignment Design

- Individual-level random assignment
- Mathematica randomly assigned recruits to treatment or control groups
- Only treatment group members could receive PROMISE services
- Baseline data show that random assignment led to equivalent treatment and control groups
- Impact analysis at two points in time
  - 18 months and 60 months after youth enroll in the program
  - This presentation focuses on 18-month impacts
Key Evaluation Questions for the 18-Month Impact Analysis

- Did PROMISE youth and families receive more services than the control group?
- Did PROMISE youth and families have better education, employment, benefit receipt, economic well-being, and other outcomes than the control group?
Data for the 18-Month Impact Analysis

- Baseline data
- Follow-up data
  - 18-month parent and youth surveys
  - Social Security Administration (SSA) records
  - State Medicaid agency records
  - State vocational rehabilitation agency records
Key Baseline Characteristics of Youth Enrolled in the Six PROMISE Programs

- Two-thirds of the enrolled youth were male
- Nearly 40% of the youth were age 14, except in Maryland (25%)
- Three-quarters or more of the youth had an intellectual or developmental disability or other mental impairment
- Over 85% of the youth had English as their preferred language, except in CaPROMISE (65%)
- Only 1% to 4% of the youth had any paid work experience in the year before program enrollment
- At least two-thirds of the parents had paid employment in the year before program enrollment, but they earned less than $20,000 in that year
PROMISE 18-Month Impact Analysis

- Separate impact analysis for six programs

- Seven youth domains
  1. Receipt of services
  2. Education and training
  3. Employment and earnings
  4. Self-determination and expectations
  5. Health and health insurance
  6. Use of Medicaid
  7. Economic well-being

- Four parent/family domains
  1. Family members’ receipt of services
  2. Parents’ education and training
  3. Parents’ employment and earnings
  4. Family’s economic well-being
Each Program Increased Youth’s Receipt of Transition Services

<table>
<thead>
<tr>
<th>Program</th>
<th>Youth received any transition services</th>
<th>Youth received key transition services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas PROMISE</td>
<td>82%</td>
<td>50%</td>
</tr>
<tr>
<td>ASPIRE</td>
<td>89%</td>
<td>62%</td>
</tr>
<tr>
<td>CaPROMISE</td>
<td>91%</td>
<td>51%</td>
</tr>
<tr>
<td>MD PROMISE</td>
<td>90%</td>
<td>65%</td>
</tr>
<tr>
<td>NYS PROMISE</td>
<td>91%</td>
<td>58%</td>
</tr>
<tr>
<td>WI PROMISE</td>
<td>90%</td>
<td>64%</td>
</tr>
</tbody>
</table>

- Impact is significantly different from zero at the .10/.05/.01 level using a two-tailed t-test.

**/*/*** Impact estimate is significantly different from zero at the .10/.05/.01 level using a two-tailed t-test.
Each Program Increased Youth’s Paid Employment, and Some Increased Earnings

Youth ever employed in a paid job

Youth earnings in the past year

*/**/*** Impact estimate is significantly different from zero at the .10/.05/.01 level using a two-tailed t-test.
Each Program Increased Receipt of Support Services by Youth’s Family

* *** Impact estimate is significantly different from zero at the .10/.05/.01 level using a two-tailed t-test.
Summary of Key Findings

- Programs’ impacts on services for youth and their families are in line with the core components of services required under the PROMISE initiative.
- Each program was effective in helping youth obtain paid work experiences—but mainly in short-term jobs.
- The magnitude of impacts on youth employment and earnings varied across programs.
- Although some programs had different impacts for different subgroups, there was no clear pattern across programs.
Early PROMISE Impacts and the Challenges Regarding Transition Supports

- **Challenges:** Uncoordinated delivery of and limited or delayed access to transition services
  - Through interagency collaboration, direct services, and referrals, PROMISE engaged youth in transition services by ages 16–18
  - Across programs, nearly 80% of treatment youth received the key transition services of case management, employment-promoting services, benefits counseling, and financial education

- **Challenge:** Inadequate preparation for postsecondary education and employment
  - Each program had a positive impact on youth’s receipt of job-related training or training credentials
  - Their young ages notwithstanding, 23% to 41% of the treatment group youth had paid employment experience
Implications for Policy and Practice

- Even in a relatively service-rich environment, policymakers and practitioners may need to focus on specific service areas in which they would like to engage youth to improve their outcomes.

- The interim impact findings support the need for better coordination between agencies that support transition-age youth with disabilities.

- The impact findings suggest the importance of state environments in influencing the effectiveness of federal programs and policies.
Contact Information

- **Arif Mamun**
  - [amamun@mathematica-mpr.com](mailto:amamun@mathematica-mpr.com)

- **Gina Livermore**
  - [glivermore@mathematica-mpr.com](mailto:glivermore@mathematica-mpr.com)

Discussants

Joyanne Cobb
Social Security Administration

David Emenheiser
U.S. Dept. of Education
PROMISE Discussion

SSA’s Perspective

Presented by Joyanne Cobb
Number of SSI recipients aged 14–16, by PROMISE States prior to enrollment (Dec. 2012) 
(The first states began enrolling in the spring of 2014)

ASPIRE/6 states:
*8027

PROMISE SSA Web site:
https://www.ssa.gov/disabilityresearch/promise.htm
Specific work incentives and supports for SSI youth

• Continued Payments under Vocational Rehabilitation or Similar Program (Section 301 Payments)

• Student Earned Income Exclusion
  • Maximum amount of income exclusion in 2019 is $1,870/month not to exceed $7,550/year

• Plan To Achieve Self Support

• Work Incentives Planning Assistance (WIPA)
  • Contact information for WIPAs https://choosework.ssa.gov

• Achieve a Better Life Experience (ABLE)*
  *Not an SSA program but all youth eligible for SSI are eligible to set up ABLE accounts.
Addressing the challenges faced by youth and families

• “What You Need To Know About Your Supplemental Security Income (SSI) When You Turn 18”

  • SSA publication
  • Sent out to every year since 2016 to SSI recipients ages 14-17
  • Updated every year; currently under revisions for the 2019 mailing

### PROMISE and YTD

<table>
<thead>
<tr>
<th>Core Components</th>
<th>PROMISE</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case management</td>
<td><em>Case management</em>&lt;br&gt;Benefits counseling and financial literacy training&lt;br&gt;Career- and work-based learning experiences&lt;br&gt;Parent training and information&lt;br&gt;Formal agency-level partnerships</td>
<td><em>Case management</em>&lt;br&gt;Benefits counseling and financial literacy training&lt;br&gt;Career- and work-based learning experiences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration of Intervention</th>
<th>PROMISE</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 to 4.5 years (The entirety of the program)</td>
<td></td>
<td>18 months</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Source of Supports</th>
<th>PROMISE</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>State social service agencies</td>
<td></td>
<td>Universities and private, nonprofit service providers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Population</th>
<th>PROMISE</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI youth ages 14-16</td>
<td></td>
<td>SSI youth and youth at risk of receiving SSI; ages 14-25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment #’s</th>
<th>PROMISE</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,444</td>
<td></td>
<td>5,280</td>
</tr>
</tbody>
</table>
OSERS

To improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation.

RETHINK

OSERS will rethink anything and everything to ensure that we are in the best position to achieve our mission.

- **Address** deeply embedded and complex issues
- **Question** systems that do not facilitate the kind of improvement we know is necessary
- **Confront** structures that limit opportunities for individuals with disabilities
- **Change** policies and practices that put the needs of a system over the needs of the individual
- **Challenge** mindsets that appear intent on preserving the status quo

SUPPORT

OSERS will support states in their work to raise expectations and improve outcomes for individuals with disabilities:
- Demonstrate commitment to high expectations for each individual with a disability
- Provide differentiated support to states based on their particular needs
- Continuously improve our systems to support states

PARTNERSHIP

OSERS will partner with parents and families, and diverse stakeholders to raise expectations and improve outcomes for individuals with disabilities:
- Value the unique and diverse perspectives and expertise of parents and other stakeholders
- Engage with parents and other stakeholders through meaningful and effective collaboration
- Learn from individuals with disabilities and those closest to the individual as we rethink how to best serve them

FLEXIBILITY

OSERS will provide states flexibility, within the constraints of the law, in implementing their programs to raise expectations and improve outcomes for individuals with disabilities:
- Acknowledge that states are in the best position to determine implementation of their programs
- Empower states to implement allowable flexibilities and to pursue innovation
- Attend to our appropriate federal role and avoid overreach
Audience Q&A

David Emenheiser
U.S. Dept. of Education

Joyanne Cobb
Social Security Administration

Todd Honeycutt
Mathematica

Jackie Kauff
Mathematica

Arif Mamun
Mathematica
Upcoming Events

U.S. Department of Education Webinar

**Improving the Trajectories for Youth with Disabilities and Families Living in Poverty**

April 24, 2019
1:45 – 4:00 p.m. (ET)

Register here:
[https://www.aucd.org/meetings/register.cfm?id=306](https://www.aucd.org/meetings/register.cfm?id=306)

Center for Studying Disability Policy Webinar

**In Search of Better Outcomes and Lower Costs for High-Need Medicaid Long-term Services and Supports Beneficiaries**

June 5, 2019
12:00 noon – 1:30 p.m. (ET)