New York State
PROMISE

NEW YORK STATE
PROMOTING THE READINESS OF MINORS IN SUPPLEMENTAL SECURITY INCOME

LEARNING COMMUNITY
GROUP CONCEPT MAPPING
Fall 2014: Outreach & Recruitment
Spring 2015: Case Management & Service Delivery

FINAL REPORTS

Prepared for

Cornell University School of Industrial and Labor Relations
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The NYS Office of Mental Health
&
The Research Foundation for Mental Hygiene, Inc.

by

Concept Systems, Incorporated

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EXECUTIVE SUMMARY

Beginning in 2014, the Federal Government provided funding to New York State as part of an initiative to improve services that lead to sustainable outcomes for youth receiving Supplemental Security Income (SSI) benefits. As part of the NYS PROMISE initiative, Concept Systems, Inc. worked with the Learning Community to develop learning needs frameworks using the Group Concept Mapping methodology (GCM). This GCM project gathers, aggregates, and integrates the specific knowledge and opinions of the Learning Community members and allows for their guidance and involvement in supporting NYS PROMISE as a viable community of practice. This work also increases the responsiveness of NYS PROMISE to the Learning Community members' needs by inspiring discussion during the semi-annual in-person meetings.

As of the end of year two, two GCM projects have been completed with the PROMISE Learning Community. These projects focused on Outreach and Recruitment and Case Management and Service Delivery. This report discusses the data collection method and participation in both GCM projects, as well as providing graphics, statistical reports, and a summary of the analysis. In this report we refer to the Fall 2014 project as Project 1, and the Spring 2015 project as Project 2.

In December 2014, the Learning Community used the Outreach and Recruitment map (Figure 1) as the foundation for a number of their discussions regarding enrollments of youth receiving SSI.
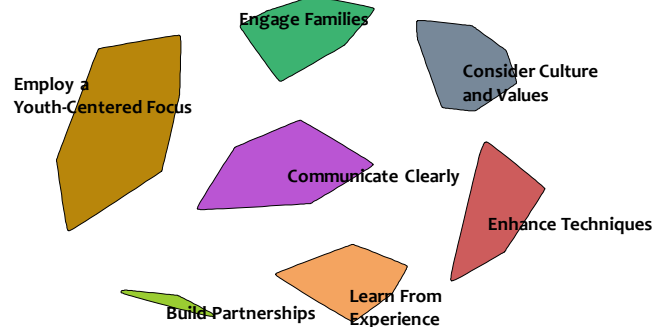
Figure 1: Labeled Project 1 Cluster Map

In May 2015, the Learning Community used the Case Management and Service Delivery map (Figure 2) to help lead into discussions regarding Case Management & Service Delivery for youth receiving SSI.
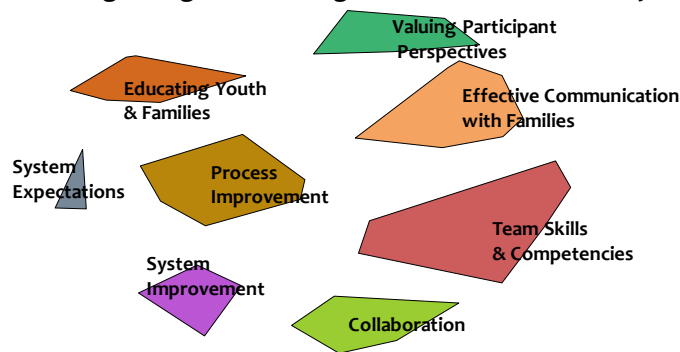
Figure 2: Labeled Project 2 Cluster Map

These overarching themes, comprised of statements developed by the Learning Community members, allow for a more in depth look into the needs and knowledge of the community of practice developed to support the NYS PROMISE initiative. After the Learning Community members completed the focus prompts for each project, they were asked to review the unique statements collected and sort them conceptually based upon their personal perception. This data developed the conceptual frameworks. The Learning Community members were also asked to rate the statements collected during both projects on *Relative Importance* and *Feasibility*. By overlaying the ratings data upon the conceptual framework, those involved in NYS PROMISE have been able to understand and learn from the knowledge and needs of the network involved.

Review of this information allows the NYS PROMISE Core Team to learn from the Learning Community and also provides a foundation for discussion on how to better meet their needs during each essential phase of the NYS PROMISE project. It is by establishing and supporting this community of practice that NYS PROMISE hopes to develop sustainable processes to better assist youth receiving SSI benefits and their families in achieving better, more sustainable futures.

GENERAL INTRODUCTION

NYS PROMISE is activating parent centers, local service providers, and delivery systems (schools) from three locales (Capital Region, Western New York, and New York City) to form a Learning Community. The Group Concept Mapping work with the Learning Community gathers, aggregates, and integrates the specific knowledge and opinions of the Learning Community members. The goal of this work is to gain the Learning Community members' guidance and involvement in supporting NYS PROMISE as a viable community of practice and to increase the responsiveness of NYS PROMISE to the Learning Community members' needs. The desired outcome of NYS PROMISE is to lay the groundwork for sustainable transition of students who receive Supplemental Security Income (SSI) benefits.

The Core Team of NYS PROMISE for the GCM work was comprised of members from the Cornell University School of Industrial and Labor Relations K. Lisa Yang and Hock E. Tan Employment and Disability Institute, the NYS Office of Mental Health, & The Research Foundation for Mental Hygiene, Inc. The Learning Community members were engaged in the GCM processes to specify a framework of needs and expectations in the community of practice. These frameworks were utilized by the Core Team during semi-annual meetings to link Learning Community members' feedback to particular topics within the NYS PROMISE project.

To accomplish the desired results, the Core Team used The Concept System® planning and facilitation methodology. Group Concept Mapping (GCM) is a mixed-methods approach that integrates qualitative group processes with multivariate statistical analyses to allow a group of individuals to describe its ideas on any topic of interest and represent these ideas through a series of related maps (Kane & Trochim, 2007). GCM is a type of structured conceptualization used by groups to develop a conceptual framework, often to help guide planning and evaluation efforts. Developed in the 1980s, the Group Concept Mapping methodology has been applied to various fields and contexts, including but not limited to community and public health, social work, health care, human services, and evaluation (Petrucci & Quinlan, 2007).

For our purposes, the GCM approach had several key advantages:
- It captures, organizes, and connects opinions from a group with diverse experiences and perspectives using internet-based participation to allow people to participate quickly and effectively during a short time frame;
- It connects the opinions and values of many people and presents the resulting complex data in simple, visual representations for ease in understanding and of use in planning, action, and measurement;
- It uses a structured approach to facilitate a group-oriented process while ensuring statistical rigor as a well-documented, well-established methodology.

GCM involves a structured, multi-step process. The first step requires participants to brainstorm a set of statements relevant to the topic of interest, usually in response to a focus prompt. Participants are then asked to individually sort these statements into piles based on their perceived similarity and rate each statement one or more dimensions. The data is then analyzed using The Concept System® software to create a series of interrelated maps using multidimensional scaling of the sorting data,

hierarchical clustering of the multi-dimensional scaling coordinates applying Ward's method, and the computation of average ratings for each statement and cluster of statements (Rosas & Camphausen, 2007). Participants can then use these maps as a basis for further discussion and a framework for recommendations and action planning. The entire process is driven by the participants themselves, ranging from the initial brainstorming, to the eventual identification and naming of clusters, to the interpretation and analysis of these maps.

This report summarizes what the Learning Community, as a community of practice focusing on sustainable transition outcomes for young adults receiving SSI. The Fall 2014 GCM work on Outreach and Recruitment will be presented first and then the Spring 2015 GCM work on Case Management and Service Delivery will be presented. In this report we refer to the Fall 2014 project as Project 1, and the Spring 2015 project as Project 2.

PROJECT DESIGN AND METHODOLOGY: PROJECT 1

The Core Team, with guidance from Concept Systems, Inc., first developed a focus prompt to stimulate discussion and meaningful input from Learning Community members to help guide outreach and recruitment efforts going forward in the NYS PROMISE project.

All organizations conducting NYS PROMISE youth recruitment were going to be involved in:
- **Targeted Outreach:** Inviting eligible youth and their families to enroll.
- **General Outreach:** Sharing information and creating awareness about NYS PROMISE.
- **Recruitment:** Assisting youth/families in completing enrollment paperwork (e.g., Recruitment Packet).
- **Assignment:** Randomly assigning youth to the Intervention or Control Group.

The Core Team determined that a focus prompt based upon broad activities relating to outreach and recruitment would generate the most ideas. The Learning Community members were provided with the bulleted list above as a frame of reference regarding NYS PROMISE's mission and goals regarding the recruitment and enrollment goals of the project.

Each participant was asked to complete this prompt with as many ideas as occurred to them:
"To effectively engage in, reflect on and advance outreach to and recruitment of youth on SSI, we need...

Contributing Content: Brainstorming and Idea Synthesis

Learning Community members were provided with a web address for a project-specific website to submit their ideas online. This process involved logging-in to the site anonymously. No content was associated with any particular contributor or organization. There were 56 anonymous log-ins to the project website and a total of 93 statements were generated between October 22, 2014 and November 5, 2014.

These 93 statements were reviewed by Core Team members and staff from Concept Systems, Inc. We conducted idea synthesis, a structured content analysis and editing process, to reduce the number of statements to a manageable number for participants to sort and rate, and to ensure that one idea is represented in each statement and each statement is unique. The statements were reviewed and refined to ensure that the final set of statements was consistent in terms of breadth and diversity of content. Appendix I includes the final list of 58 statements which resulted from this process. A pooled analysis of GCM projects found a range of at minimum 45 project statements to a maximum of 132 (Rosas & Kane, 2012). Typically, 100 statements or fewer are considered appropriate for the sorting and rating tasks (Kane & Trochim, 2007). Due to the short time frame for sorting and rating, the Core Team and Concept Systems, Inc. staff sought to be as concise as possible to reduce participant burden.

Structuring the Ideas: Organizing Content and Value Ratings

Learning Community members were then invited to complete a conceptual sort of the 58 ideas, and to rate of each idea for *Importance* and *Feasibility*. A total of 35 participants completed the

conceptual sorting of ideas for the analysis, which meets the benchmark for producing reliable results in group concept mapping studies (Rosas & Kane, 2012). 33 participants contributed their input on the *Importance* rating and 29 participants contributed their input on the *Feasibility* rating. It is typical to see a decrease in participation across activities due to participation fatigue (Rosas & Kane, 2012). Participants were invited to create a log-in for a dedicated project-specific website for online participation. The online software tries to decrease the potential for fatigue by allowing participants to save their data in order to finish at a later time. Concept Systems, Inc. provided consulting assistance while the Core Team facilitated the invitation process.
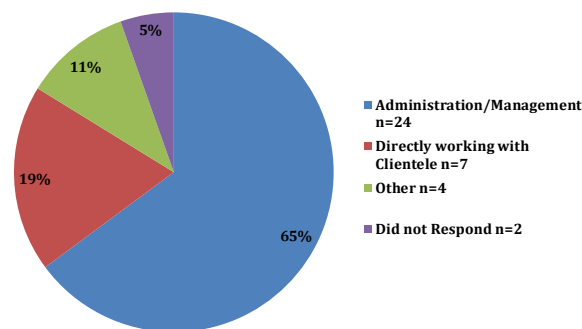
Sorting. In the sorting task, participants were asked to sort the final list of 58 ideas into groups or themes based on their perceived similarity. Learning Community members were asked to complete this task between November 8, 2014 and November 19, 2014.

Rating. For the rating task, participants were asked to rate each of the final 58 ideas. Learning Community members were asked to complete this task between November 8, 2014 and November 19, 2014. Participants were asked to rate along two dimensions. In the *Importance* rating, participants were asked to rate each statement based on its *relative importance* as part of effective outreach and recruitment for PROMISE, where: 1= Relatively Unimportant; 2= Somewhat Important; 3= Important; and 4= Extremely Important. In the *Feasibility* rating, participants were asked to rate each statement based on *how feasible* it is as part of effective outreach and recruitment for PROMISE where: 1= Not Feasible; 2= Somewhat Feasible; 3= Feasible; and 4= Very Feasible or Already in Practice.

Participant Demographics

Learning Community members also answered respondent questions when they completed the sorting and rating activities. Participants were asked to contribute their Agency Role, Role in NYS PROMISE, and their Region. Figure 3 below shows that mainly Administration/Management participated in the GCM activities. However, Figure 4 shows that a wide range of Roles in NYS PROMISE activities was denoted. Figure 5 shows fairly even participation between the regions involved in the NYS   PROMISE Project.

Demographics: Agency Role

Legend:
- Administration/Management n=24
- Directly working with Clientele n=7
- Other n=4
- Did not Respond n=2

Pie chart values: 65%, 19%, 11%, 5%

Figure 3: Project 1 Role in Learning Community Member's Agency

Demographics: Role in PROMISE

- Service Provider Staff n=8
- Research Demonstration Site Staff n=6
- Parent Center Staff n=5
- Cornell Staff n=4
- OMH/RFMH Staff n=4
- NYS PROMISE Steering Committee Member n=3
- Project-wide TA Provider n=1
- Regional Transition Specialist n=1
- NYS PROMISE Stakeholder n=0
- Other n=3
- did not respond n=2
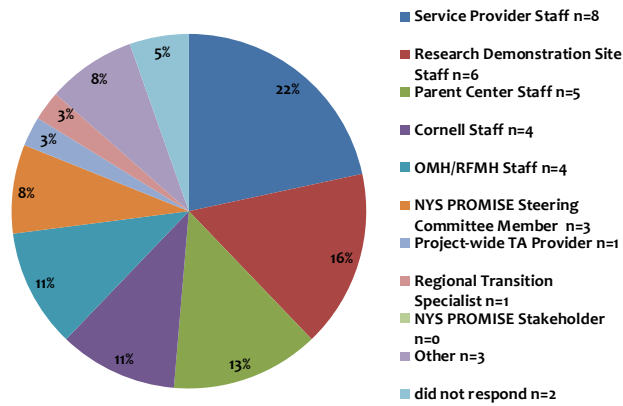
Figure 4: Project 1 Learning Community Members' Role in NYS PROMISE

Demographics: Region

- Western NY n=6
- Capital District n=8
- New York City n=10
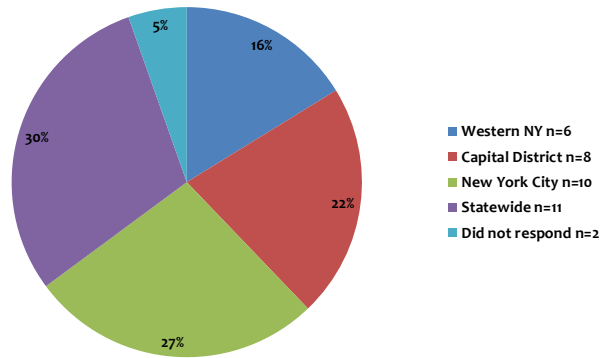- Statewide n=11
- Did not respond n=2

Figure 5: Project 1 Learning Community Members' Specified Region

Computing the Maps

The Concept System® software uses multi-dimensional scaling and hierarchical cluster analysis to integrate the sorting information from each individual, convert that qualitative information to quantitative data, and develop a series of easily readable concept maps and reports. These maps show the perspective of the entire group of participants, as well as subgroups based on demographic data. In effect, The Concept System® results represent the unique perspectives of a diverse group of individuals, preserve the best thinking of each individual, and integrate the individual detail to produce a coherent picture of the entire group.

The analysis uses the sort information to construct a N x N binary matrix of similarities, using the sorting results from all sorting activity participants. In this case, a 58 x 58 binary square similarity matrix (rows and columns representing the statements) was created for each participant. Cell values

represent whether or not (1 or 0) the participant sorted statements into the same pile. All individual sort matrices are summed to create a single similarity matrix representing how the participant group as a whole sorted the statements. The aggregated similarity matrix is analyzed using a multivariate statistical analysis called non-metric multi-dimensional scaling analysis with a two-dimensional solution (Rosas & Camphausen, 2007). The two-dimensional solution yields a configuration in which statements grouped together most often are located closer to one another in two-dimensional space than those grouped together less frequently.

The x-y coordinate data resulting from the multi-dimensional scaling analysis is the input for the hierarchical cluster analysis. Ward's algorithm is applied as the basis for defining the clusters, partitioning the multi-dimensional scaling configuration into non-overlapping clusters (Everitt, Landau, & Leese, 2011). For this project, Concept Systems, Inc. worked with the Core Team to examine a range of possible cluster solutions suggested by the analysis, and determined the best fitting cluster solution taking into account the fit of the contents within the clusters, as well as the specific desired uses of the results.

PROJECT 1 OUTREACH & RECRUITMENT: GCM RESULTS

In this section, we describe the output of group concept mapping activities (brainstorming, sorting, and rating). The analysis results of that data are shown in Group Concept Maps, Pattern Matches, and Go-Zones.

The maps were compiled from participant perceptions collected through virtual group processes using computer technology and multivariate statistical techniques. These maps show what the group thinks and values in relation to a specific topic of interest.

Point and Cluster Maps

Maps were generated using the sorting data from all participants who took part in the sorting activity (n=35), describing the relationship among all 58 statements.

The standard maps are:
- The point map shows an array of each idea (58 statements) in two dimensional space based on the aggregate sorting data from each person, combined
- The point-cluster map illustrates the cluster (concept) array based on the location of the points (statements), overlaying the cluster solution on the point map
- The cluster map with labels describes the cluster map with conceptual titles derived from participants' sort input.

Each map provides a different perspective on the data. The point map, shown in Figure 6 below, shows each of the original brainstormed ideas in spatial relationship to every other idea, where distance and proximity have meaning. Statements that appear closer together were sorted together more frequently by participants and statements that are further apart were sorted together less frequently or not at all.
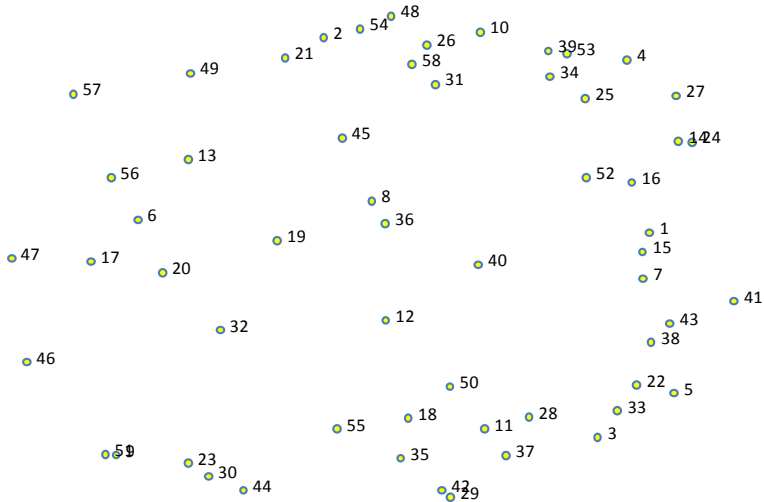

Figure 6: Project 1 Point Map, indicating the array of statements and their relationship to each other

For the point map, the multi-dimensional scaling analyses of the similarity matrix converged after 10 iterations, producing a final stress value of 0.3051. The stress value indicates the goodness of fit of the two-dimensional configuration to the original similarity matrix. A lower stress value indicates a better fit and reflects a stronger relationship between the actual and optimal configurations. A stress value of 0.3051 is within range of previous meta-analyses of stress values across multiple Group Concept Mapping studies, which found an average of 0.28 and a range of 0.17 to 0.34 (Rosas & Kane, 2012).

Figure 7 is the cluster point map generated by applying hierarchical cluster analysis to the point map. The cluster point map reveals how the statements are related to each other within emergent higher-level concepts. The cluster map view shows the categories that emerged based on sorting data from the Learning Community. The seven cluster solution was selected after iterative analysis and Core Team review.
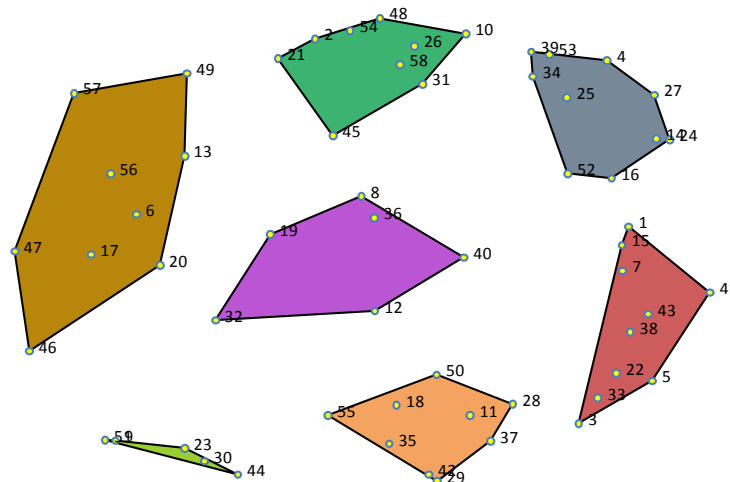
Figure 7: Project 1 Point Cluster Map, showing points within clusters

The sorting data from the Learning Community members suggested that seven categories or themes make up the framework for considering needs of NYS PROMISE Outreach and Recruitment of youth receiving SSI. The name given to each cluster reflects the theme or topic expressed by the statements within that cluster, as seen in Figure 8 below. The Core Team discussed the array and relationship of cluster level concepts, and the "regional" patterns as they emerged in the results.
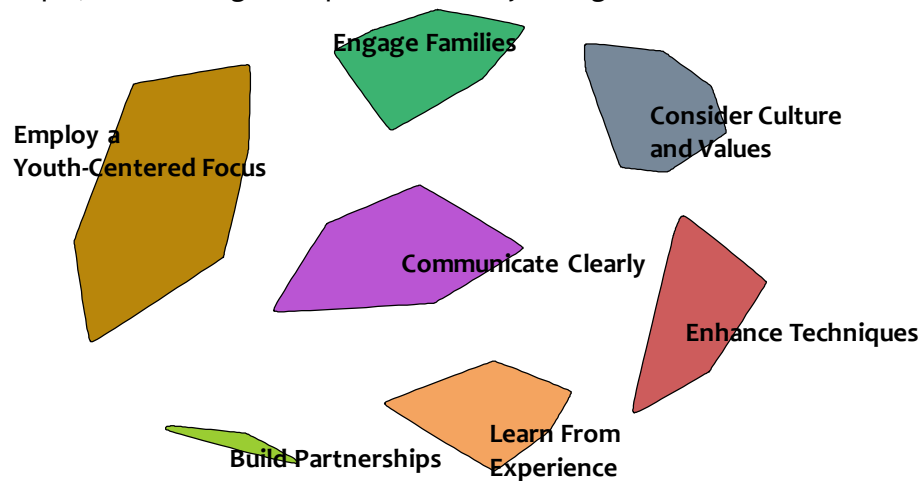

Figure 8: Project 1 Labeled Outreach & Recruitment Cluster Map

PROJECT 1 PATTERN MATCH RESULTS

The rating data from the participants allows for additional analysis of the cluster map. Rating data is overlaid onto the concept map cluster structure to produce values data on each area of the map and to inform considerations of importance and feasibility, in this case.

Data is displayed on a Pattern Match, and is an average of the rated items by all rating participants in each conceptual grouping. The Pattern Match in Figure 9 below shows the relative pattern match for all Learning Community members comparing average importance ratings and average feasibility ratings. Relative pattern matches describe distinctions between the two variables by showing the degree of "slope" between one rating and another on a particular cluster's contents. In this case, the overall correlation is .22, which indicates that participants' perceptions of importance were not well aligned with their perceptions of feasibility. We can visualize differences in values of clusters by examining Figure 9:
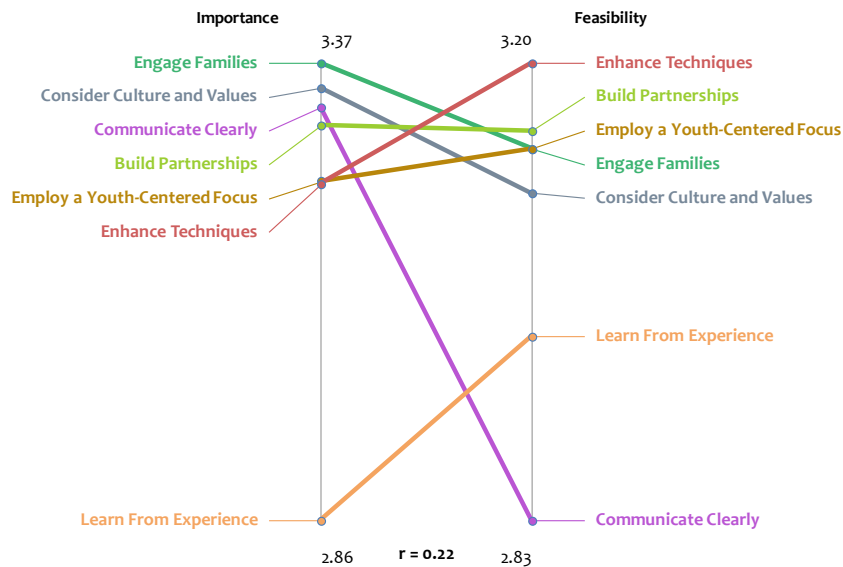
Figure 9: Project 1 Relative Pattern Match Comparing Importance and Feasibility:
All Participants

To illustrate: On the left vertical axis (importance), the clusters "Engage Families", "Consider Culture and Values", and "Communicate Clearly" are rated first, second, and third most important with very small differences in their average ratings. Conversely, on the right vertical axis (feasibility), these clusters are fourth, fifth, and seventh, with "Communicate Clearly" being viewed on average as the least feasible cluster on the map. This suggests that the items in "Communicate Clearly" need review to equalize feasibility with importance.

Participant's answered non-identifying questions when completing the sorting and/or rating activities. With this information we are able to view the rating data by region.
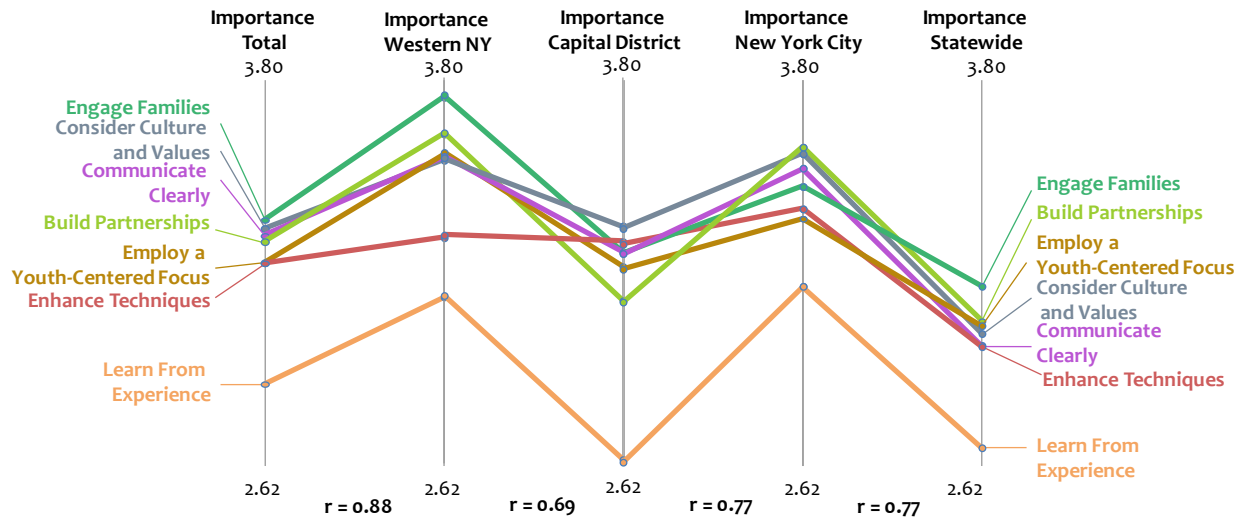

Figure 10: Project 1 Average Importance by NYS PROMISE Region

Figure 10 notes the average importance ratings overall and by each region involved in NYS PROMISE for the statements in each cluster. These multiple pattern matches are graphic arrays of each subgroup's ratings on cluster level, for visual comparison across the population of participants and represented interests. Each vertical is labeled to describe the population represented in its data, and the legends on the left margin and the right margin are color-coded to allow the reader to track the cluster position from left to right. Producing an array that describes different perspectives on the priorities allows observations and discussions on common values, but also may highlight some differences where regional teams can learn from one another that are not always evident. We also compared the regions' average ratings for Feasibility in Figure 11 below.
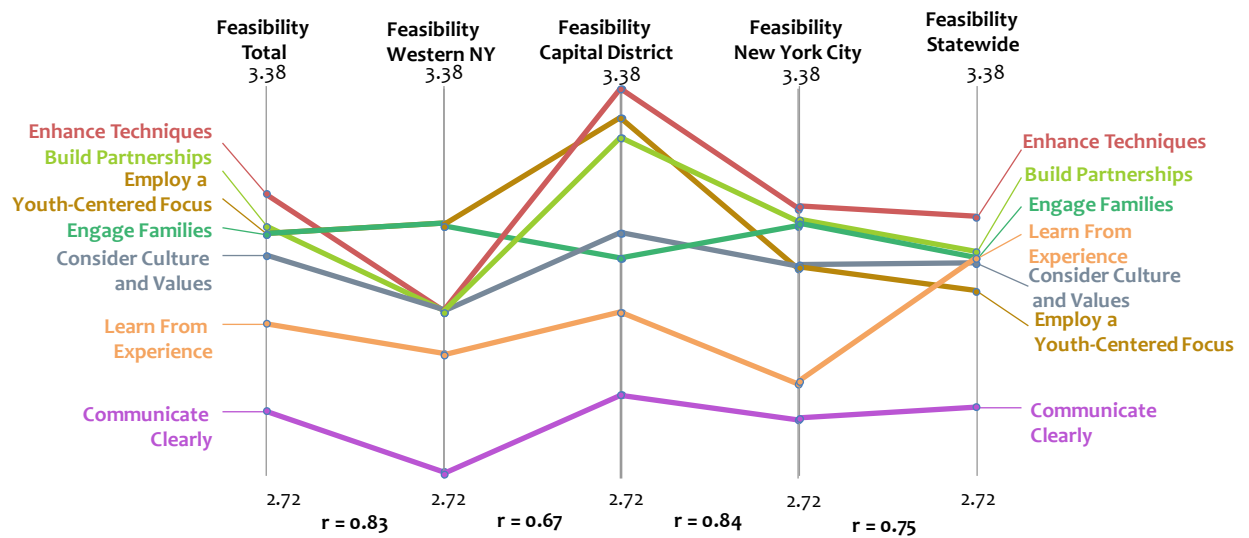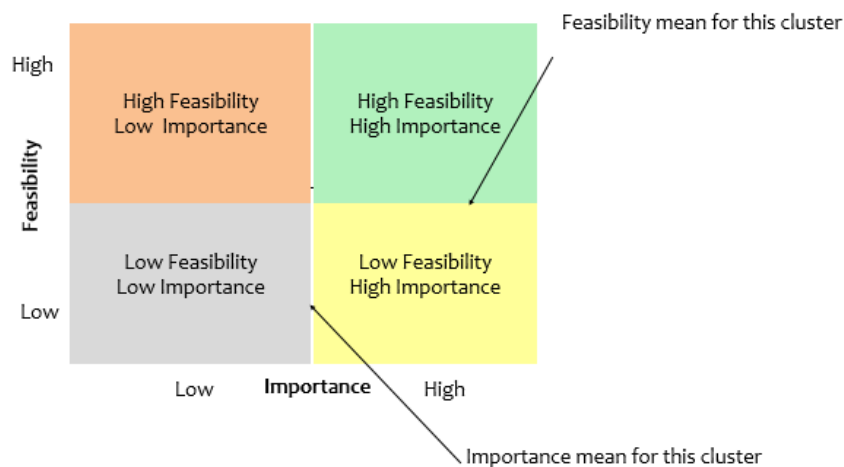

Figure 11: Project 1 Average Feasibility Rating by NYS PROMISE Region

PROJECT 1 GO-ZONE RESULTS

After producing Pattern Matches, Group Concept Mapping reviews the ratings at the statement level using figures called Go-Zones. Go-Zones are bivariate X-Y plots that show the average ratings of each statement within a cluster by dividing above and below the mean for each scale (Kane & Trochim, 2007). Go-Zones show stakeholder values by statement, which allows for a more targeted understanding of the issue at hand. Group Concept Mapping results include Go-Zone analyses for each cluster represented on the map.
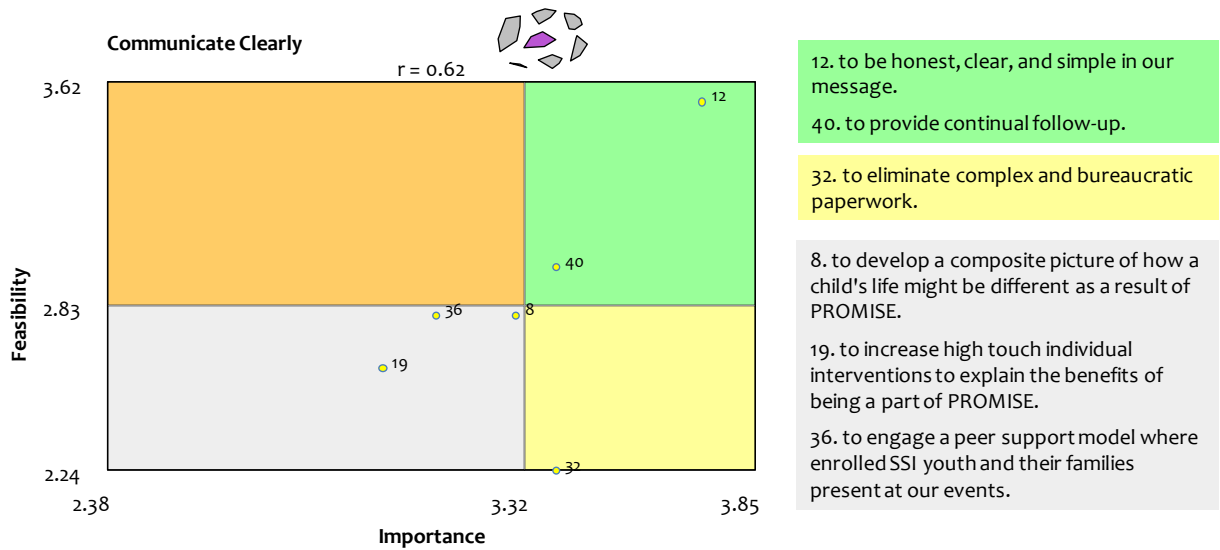
The clusters shown in the map and Pattern Match analyses enable decision makers to see the relationship and relative value of concepts at an organizational or strategic level. The Go-Zones enable planners to discuss and use tactical or objective level details within the conceptual constructs of the map.

**Figure 12: Project 1 Go-Zone Explanation**

In a Go-Zone analysis, statements in the upper right quadrant (in green) were rated higher than the mean for that grouping on both Importance and Feasibility ratings. In some initiatives, the items located in this area are items that may be the easiest to accomplish first. The opposite quadrant, the bottom left (in grey), contains items thought of as relatively low importance and relatively low feasibility, are the lesser "value" items in a particular conceptual area. These items may connect with items in other areas of the map and should be reviewed to determine whether other pieces need to be completed first. The lower right quadrant (in yellow) contains relatively important ideas that are not as feasible. This quadrant and the upper left quadrant (in orange) are "gap" areas for which a value imbalance exists. In an initiative intended to support meaningful change, the "gap" areas may have the greatest potential and are valuable for strategic decision making. Go-Zone analyses enable stakeholders to keep the larger conceptual view in mind, while returning to the detailed contents of each cluster to support decision-making. You'll notice the high and low numbers that anchor the Go-Zones for each cluster stay the same, while the differences in the means from cluster to cluster are illustrated by the relocation of the dividing lines.

Figure 13: Project 1 Go-Zone Example "Communicate Clearly" cluster

For example, Figure 13 shows the Go-Zone for the "Communicate Clearly" cluster. In the overall Pattern Match, this cluster was rated third highest in Importance but lowest in Feasibility. Therefore, it can be interesting to review the items within this cluster using the Go-Zone analysis. In the "Enhance Techniques" cluster, the overall Pattern Match showed this as higher in feasibility than in importance, therefore it can also be interesting to review the Go-Zone for this cluster in Figure 14.
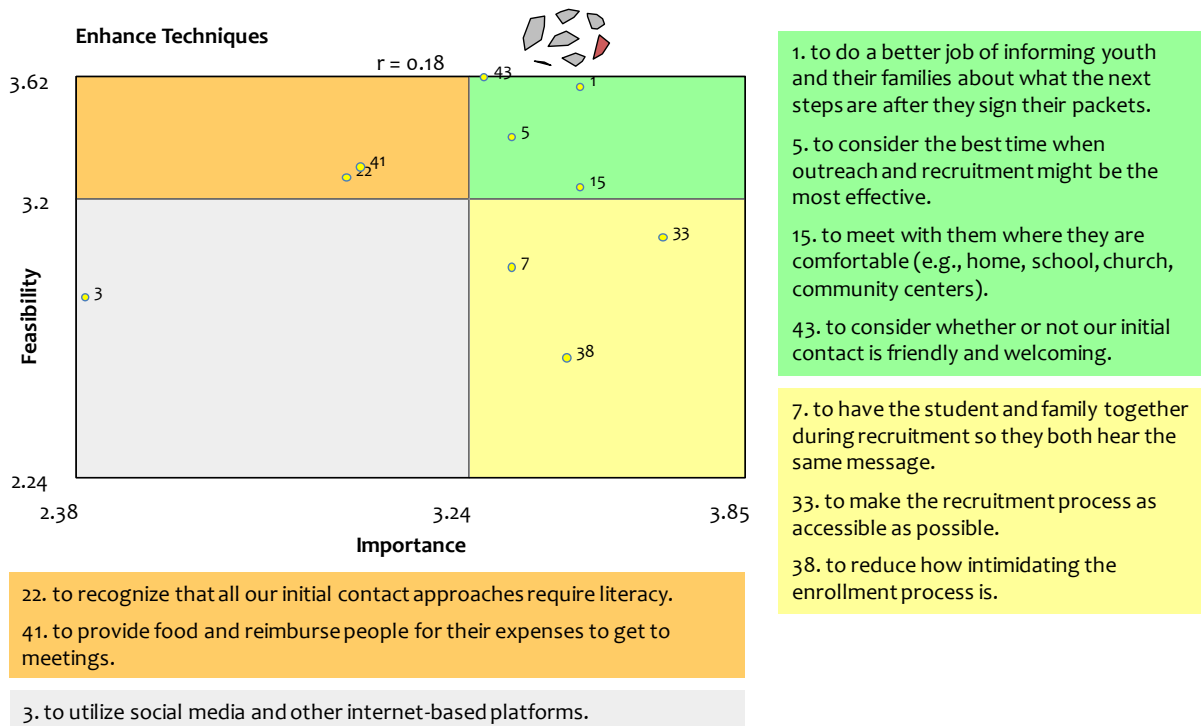
Figure 14: Project 1 Go-Zone Example "Enhance Techniques" cluster

Appendix III shows the rest of the Go-Zone Analyses from the Outreach and Recruitment map.

PROJECT DESIGN AND METHODOLOGY: PROJECT 2

The Core Team, with guidance from Concept Systems, Inc., developed a focus prompt to stimulate discussion and meaningful input from Learning Community members to help guide Case Management and Service Delivery going forward in the NYS PROMISE project. This project took place in Spring of 2015.

All organizations conducting NYS PROMISE youth recruitment were going to be involved in:
- **Regular Meetings** (i.e. Youth and Family in-take Meeting/IEP/Case Management Meetings)
- **Person Centered Planning**
- **Making Service Referrals**
- **Receiving Family and Youth Feedback**
- **Parent and Family Coaching**

The Core Team determined that a focus prompt that was broad and similar to the Fall 2014 prompt would generate the most ideas. The Learning Community members were provided with the bulleted list above as a frame of reference regarding NYS PROMISE's mission and goals regarding the case management and service delivery goals of the project.

Each participant was asked to complete this prompt with as many ideas as occurred to them:
"To effectively engage in, reflect on and advance case management and service delivery for youth on SSI, we need…

Three examples that completed the focus prompt were also provided to assist participants with statement development:
- … local multidisciplinary case coordination and review teams.
- … a uniform statewide database.
- … to understand each youth's goals.

Contributing Content: Brainstorming and Idea Synthesis

Learning Community members were provided with a web address for a project-specific website to submit their ideas online. This process involved logging-in to the site anonymously. No content was associated with any particular contributor or organization. There were 49 anonymous log-ins to the project website and a total of 98 statements were generated between March 3, 2015 and March 19, 2015.

These 98 statements were reviewed by Core Team members and staff from Concept Systems, Inc. We conducted idea synthesis, a structured content analysis and editing process, to reduce the number of statements to a manageable number for participants to sort and rate. This process also ensured that one idea is represented in each statement and each statement is unique. The statements were reviewed and refined to ensure that the final set of statements was consistent in terms of breadth and diversity of content. Appendix II includes the final list of 60 statements which resulted from this process. A pooled analysis of GCM projects found a range of at minimum 45 project statements to a maximum of 132 (Rosas & Kane, 2012). Typically, 100 statements or fewer are considered appropriate for the sorting and rating tasks (Kane & Trochim, 2007). Due to the short time frame for sorting and

rating, the Core Team and Concept Systems, Inc. staff sought to be as concise as possible to reduce participant burden.

Structuring the Ideas: Organizing Content and Value Ratings

Learning Community members were then invited to complete a conceptual sort of the 60 ideas, and to rate of each idea on *Importance* and *Feasibility*. A total of 27 participants completed the conceptual sorting of ideas, which is in the 25-35 sort benchmark for producing reliable results in Group Concept Mapping studies (Rosas & Kane, 2012). 29 participants contributed their input on the *Importance* rating and 27 participants contributed their input on the *Feasibility* rating. Concept Systems, Inc. provided consulting assistance while the Cornell ILR Team facilitated the invitation process.

Sorting. In the sorting task, participants were asked to sort the final list of 60 ideas into groups or themes based on their perceived similarity. Learning Community members were asked to complete this task between April 7, 2015 and May 5, 2015.

Rating. For the rating task, participants were asked to rate each of the final 60 ideas. Learning Community members were asked to complete this task between April 7, 2015 and May 5, 2015. Participants were asked to rate along the same two dimensions used in Fall 2014. In the *Importance* rating, participants were asked to rate each statement based on its *relative importance* as part of effective case management and service delivery for PROMISE where: 1= Relatively Unimportant; 2= Somewhat Important; 3= Important; and 4= Extremely Important. In the *Feasibility* rating, participants were asked to rate each statement based on *how feasible* it is as part of effective case management and service delivery for PROMISE where: 1= Not Feasible; 2= Somewhat Feasible; 3= Feasible; and 4= Very Feasible or Already in Practice.

Participant Demographics

Learning Community members also answered respondent questions when they completed the sorting and rating activities. Participants were asked to contribute their Agency Role, Role in NYS PROMISE, and their Region. Figure 15 below shows that mainly Administration/Management participated in the GCM activities. However, Figure 16 shows that a wide range of Roles in NYS PROMISE activities was denoted. Figure 17 shows fairly even participation between the regions involved in the NYS PROMISE Project with higher overall participation by statewide representatives.
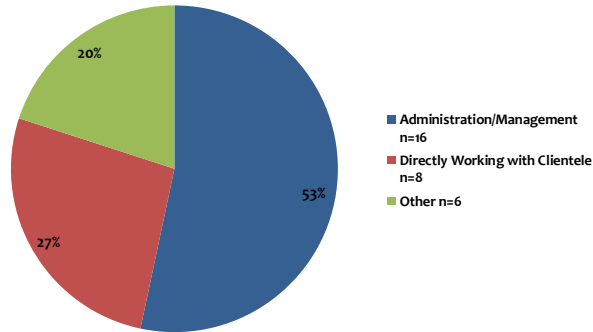
Demographics: Agency Role

Figure 15: Project 2 Role in Learning Community Member's Agency
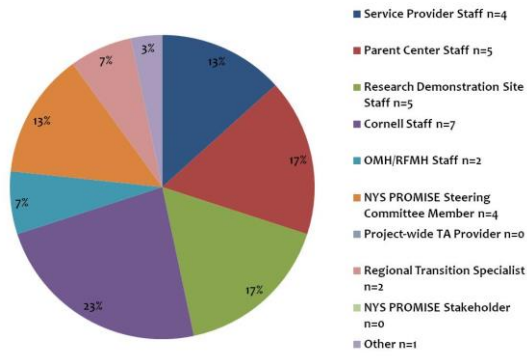
Demographics: Role in PROMISE

Figure 16: Project 2 Learning Community Members' Role in NYS PROMISE
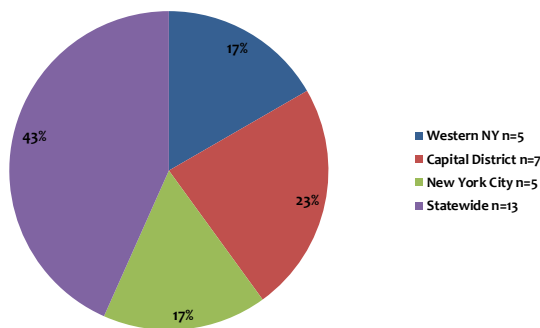
Demographics: Region

Figure 17: Project 2 Learning Community Members' Specified Region

Computing the Maps

The Concept System® software uses multi-dimensional scaling and hierarchical cluster analysis to integrate the sorting information from each individual, convert that qualitative information to quantitative data, and develop a series of easily readable concept maps and reports. These maps show the perspective of the entire group of participants, as well as subgroups based on demographic data. In effect, The Concept System® results represent the unique perspectives of a diverse group of individuals, preserve the best thinking of each individual, and integrate the individual detail to produce a coherent picture of the entire group.

The analysis uses the sort information to construct a N x N binary matrix of similarities, using the results from all sorting activity participants. In this case, a 60 x 60 binary square similarity matrix (rows and columns representing the statements) was created for each participant. Cell values represent whether or not (1 or 0) the participant sorted statements into the same pile. All individual sort matrices are summed to create a single similarity matrix representing how the participant group as a whole sorted the statements. The aggregated similarity matrix is analyzed using a multivariate statistical analysis called non-metric multi-dimensional scaling analysis with a two-dimensional solution (Rosas & Camphausen, 2007). The two-dimensional solution yields a configuration in which statements grouped together most often are located closer to one another in two-dimensional space than those grouped together less frequently.

The x-y coordinate data resulting from the multi-dimensional scaling analysis is the input for the hierarchical cluster analysis. Ward's algorithm is applied as the basis for defining the clusters, partitioning the multi-dimensional scaling configuration into non-overlapping clusters (Everitt, Landau, & Leese, 2011). For this project, Concept Systems, Inc. worked with the Core Team to examine a range of possible cluster solutions suggested by the analysis, and determined the best fitting cluster solution taking into account the fit of the contents within the clusters, as well as the specific desired uses of the results.

PROJECT 2 CASE MANAGEMENT & SERVICE DELIVERY: GCM RESULTS

In this section, we describe the output of Group Concept Mapping activities (brainstorming, sorting, and rating). The analysis results of that data are shown in Group Concept Maps, Pattern Matches and Go- Zones.

The GCM process produces a number of interrelated maps based on the same structure. The maps were compiled from participant perceptions collected through virtual group processes with computer technology and multivariate statistical techniques. These maps show what the group thinks and values in relation to a specific topic of interest.

Point and Cluster Maps

Maps were generated using the sorting data from all participants who took part in the sorting activity (n=27), describing the relationship among all 60 statements.

The standard maps are:
- The point map shows an array of each idea (60 statements) in two dimensional space based on the aggregate sorting data from each person, combined
- The point-cluster map illustrates the cluster (concept) array based on the location of the points (statements), overlaying the cluster solution on the point map
- The cluster map with labels describes the cluster map with conceptual titles derived from participants' sort input.

Each map provides a different perspective on the data. The point map, shown in Figure 18 below, shows each of the original brainstormed ideas in spatial relationship to every other idea, where distance and proximity have meaning. Statements that appear closer together were sorted together more frequently by participants and statements that are further apart were sorted together less frequently or not at all.
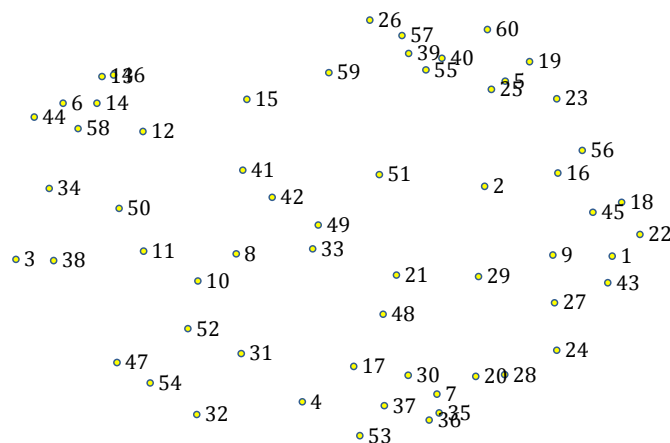
Figure 18: Project 2 Point Map, indicating the array of statements and their relationship to each other

For the point map, the multi-dimensional scaling analyses of the similarity matrix converged after 15 iterations, producing a final stress value of 0.3125. The stress value indicates the goodness of fit of the two-dimensional configuration to the original similarity matrix. A lower stress value indicates a better fit and reflects a stronger relationship between the actual and optimal configurations. A stress value of 0.3125 is within range of previous meta-analyses of stress values across multiple group concept mapping studies, which found an average of 0.28 and a range of 0.17 to 0.34 (Rosas & Kane, 2012).

Figure 19 is the cluster point map generated by applying hierarchical cluster analysis to the point map. The cluster point map reveals how the statements are related to each other within emergent higher-level concepts. The cluster map view shows the categories that emerged based on sorting data from the Learning Community. The 8 cluster solution was selected after iterative analysis and Core Team review.
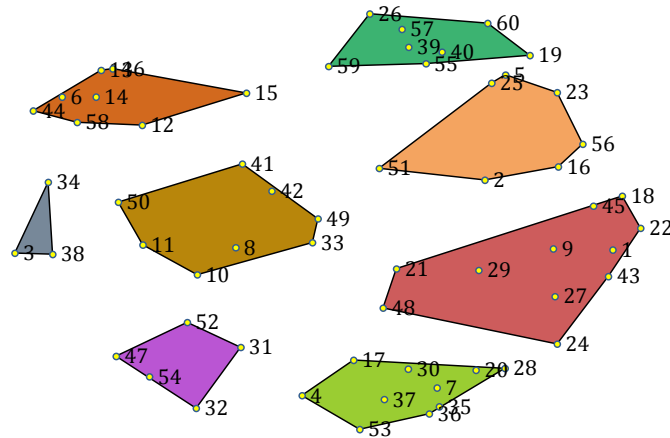
Figure 19: Project 2 Point Cluster Map, showing points within clusters

The sorting data from the Learning Community members suggested that eight categories or themes make up the framework for considering needs of NYS PROMISE Case Management and Service Delivery for youth receiving SSI. The name given to each cluster reflects the theme or topic expressed by the statements within that cluster. The Core Team discussed the array and relationship of cluster level concepts, and "regional" patterns as they emerged in the results.
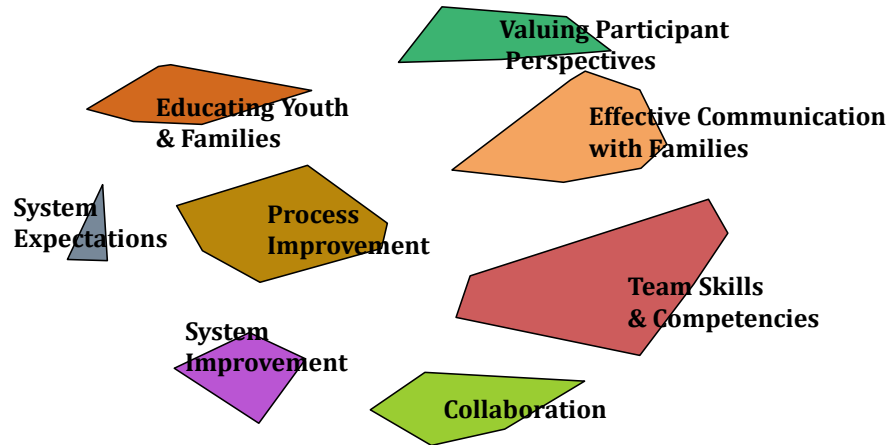

Figure 20: Project 2 Labeled Case Management and Service Delivery Cluster Map

PROJECT 2 PATTERN MATCH RESULTS

The rating data from the participants allows for additional analysis of the cluster map. Rating data is overlaid onto the concept map cluster structure to produce values data on each area of the map and to inform considerations of importance and feasibility, in this case.

Data is displayed on a Pattern Match and is an average of the rated items by all rating participants in each conceptual grouping. The Pattern Match in Figure 21 below shows the relative pattern match for all Learning Community members comparing average importance ratings and average feasibility ratings. Relative pattern matches describe distinctions between the two variables by showing the degree of "slope" between one rating and another on a particular cluster's contents. In this case, the overall correlation is .22, which indicates that participants' perceptions of importance were not well aligned with their perceptions of feasibility. We can visualize differences in values of clusters by examining Figure 21:
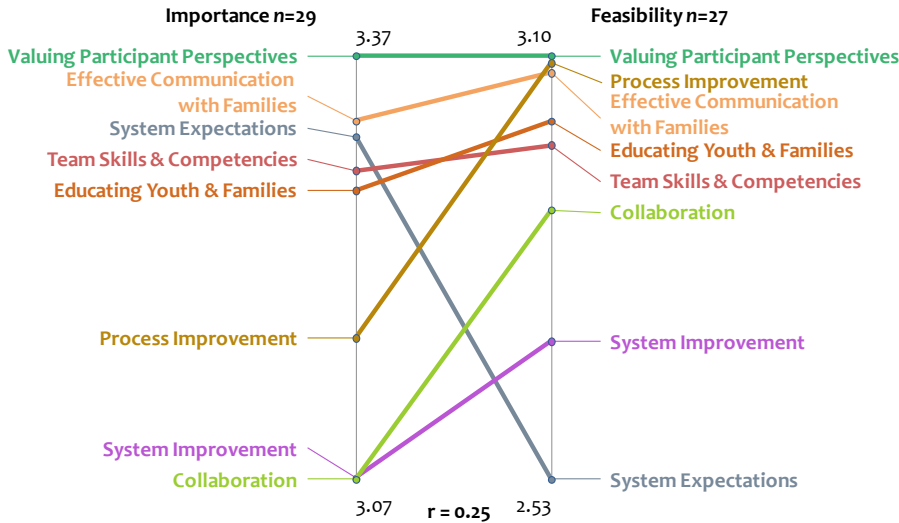

Figure 21: Project 2 Relative Pattern Match Comparing Importance and Feasibility:
All Participants

To illustrate: On the left vertical axis (importance), the cluster "System Expectations" is rated third most important. Conversely, on the right vertical axis (feasibility), this cluster's average rating made it the least feasible cluster on the map. This suggests that the items in "System Expectations" need review to equalize feasibility with importance.

Participant's answered non-identifying questions when completing the sorting and/or rating activities. With this information we are able to view the rating data by region.
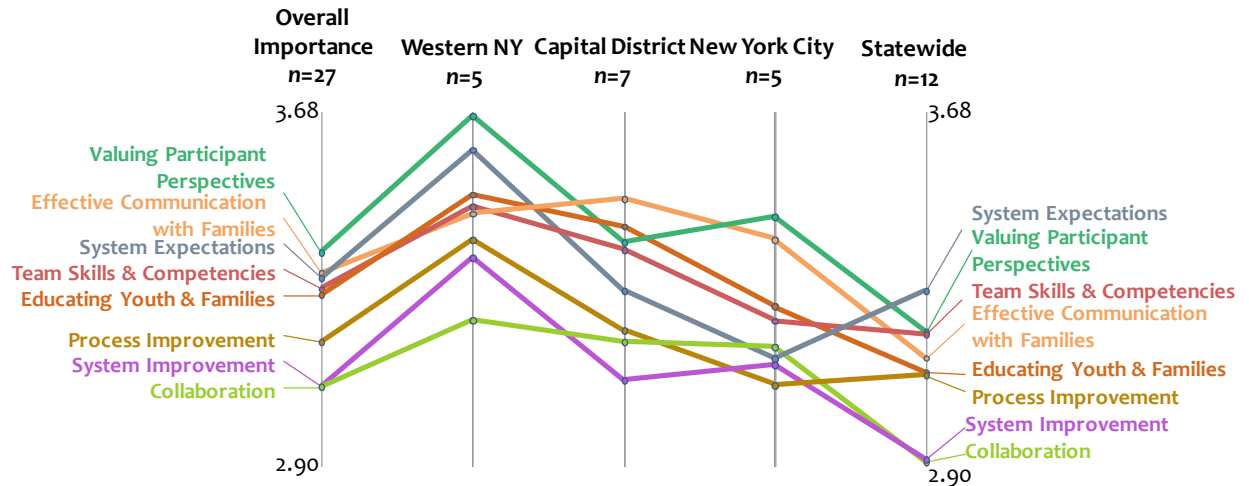
Figure 22: Project 2 Average Importance by NYS PROMISE Region

Figure 22 notes the average importance ratings overall and by each region involved in NYS PROMISE for the statements in each cluster. These multiple pattern matches are graphic arrays of each subgroup's ratings on cluster level, for visual comparison across the population of participants and represented interests. Each vertical is labeled to describe the population represented in its data, and the legends on the left margin and the right margin are color-coded to allow the reader to track the cluster position from left to right. Producing an array that describes different perspectives on the priorities allows observations and discussions on common values, but also may highlight some differences where regional teams can learn from one another that are not always evident. The regions' average ratings for Feasibility are also compared in Figure 23 below.
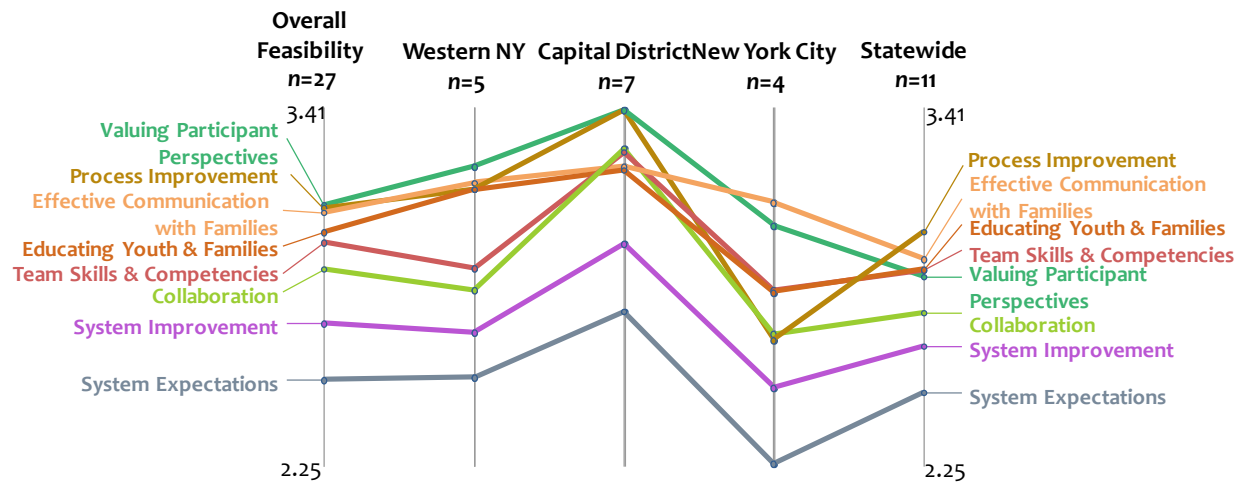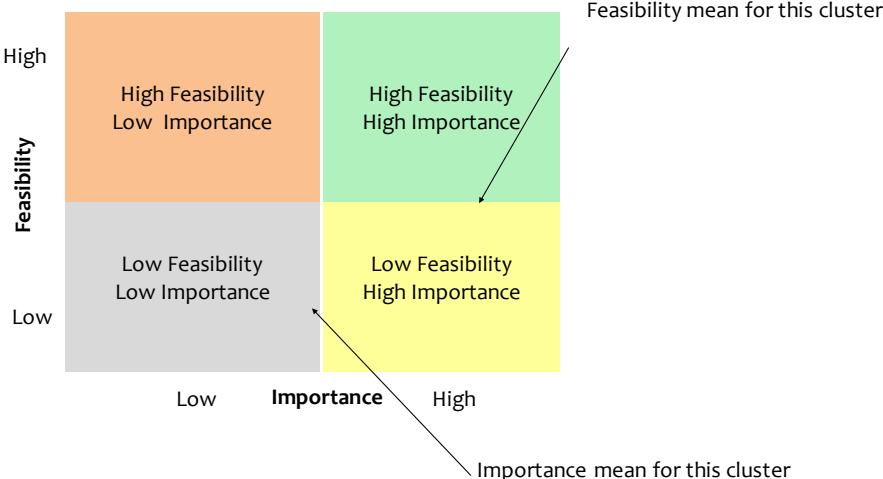

Figure 23: Project 2 Average Feasibility Rating by NYS PROMISE Region
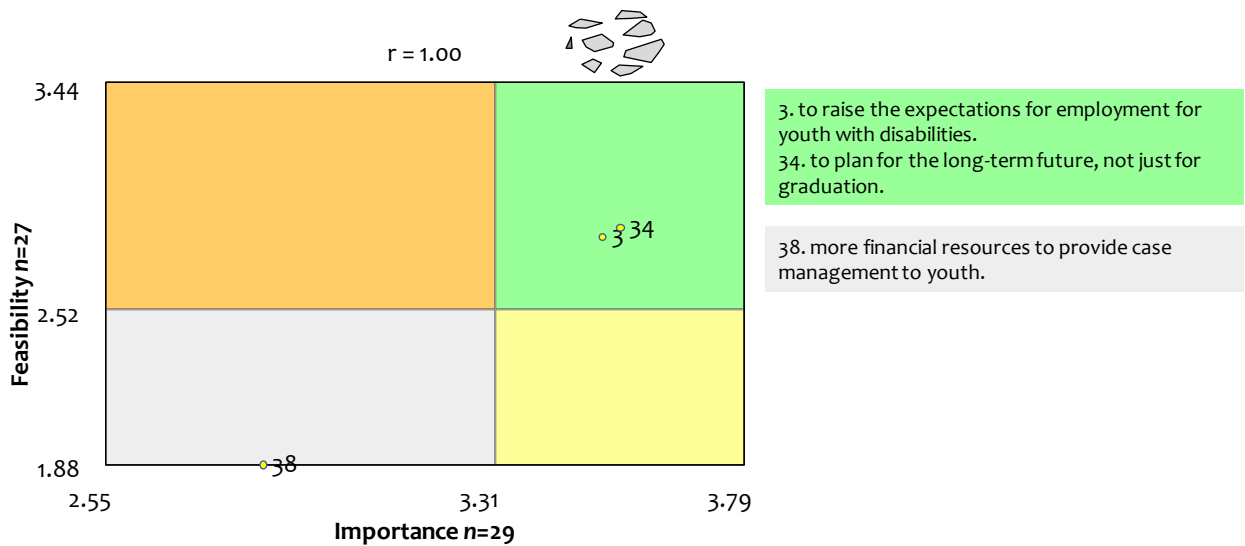
PROJECT 2 GO-ZONE RESULTS

After producing Pattern Matches, Group Concept Mapping reviews the ratings at the statement level using figures called Go-Zones. Go-Zones are bivariate X-Y plots that show the average ratings of each statement within a cluster by dividing above and below the mean for each scale (Kane & Trochim, 2007). Go-Zones show stakeholder values by statement allowing for a more targeted understanding of the issue at hand. Group Concept Mapping results include Go-Zone analyses for each cluster represented on the map.

The clusters shown in the map and Pattern Match analyses enable decision makers to see the relationship and relative value of concepts at an organizational or strategic level. The Go-Zones enable planners to discuss and use tactical or objective level details within the conceptual constructs of the map.
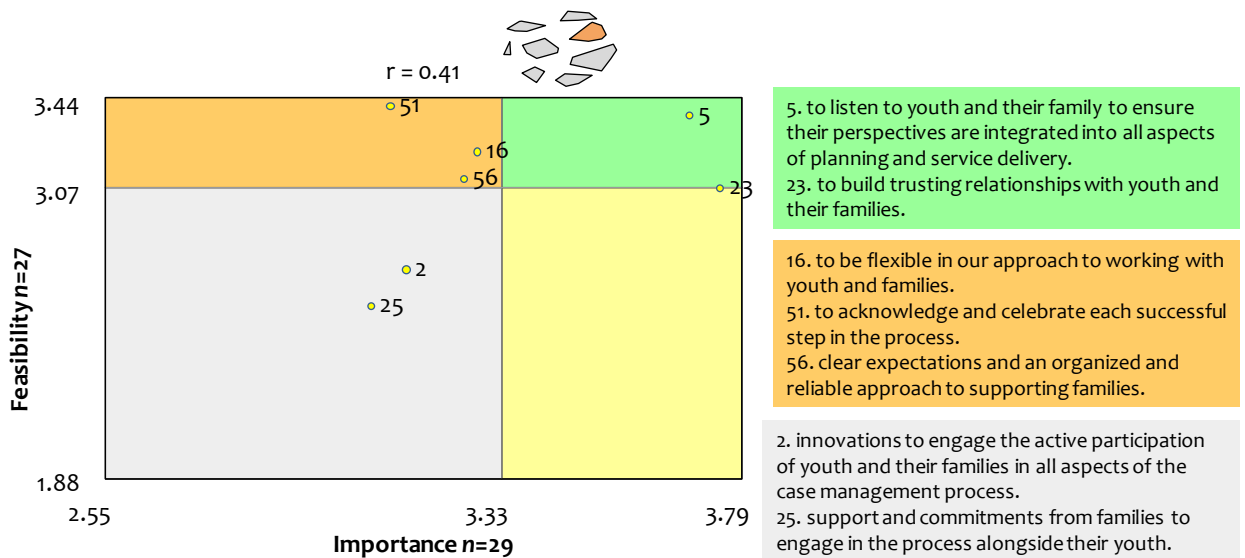

Figure 24: Project 2 Go-Zone Explanation

In a Go-Zone analysis, statements in the upper right quadrant (in green) were rated higher than the mean for that grouping on both Importance and Feasibility ratings. In some initiatives, the items located in this area are items that may be the easiest to accomplish first. The opposite quadrant, the bottom left (in grey), contains items thought of as relatively low importance and relatively low feasibility, are the lesser "value" items in a particular conceptual area. These items may connect with items in other areas of the map and should be reviewed to determine whether other pieces need to be completed first. The lower right quadrant (in yellow), contains relatively important ideas that are not as feasible. This quadrant and the upper left quadrant (in orange) are "gap" areas for which a value imbalance exists. In an initiative intended to support meaningful change, the "gap" areas may have the greatest potential and are valuable for strategic decision making. Go-Zone analyses enable stakeholders to keep the larger conceptual view in mind, while returning to the detailed contents of each cluster to support decision-making. You'll notice the high and low numbers that anchor the Go-Zones for each cluster stay the same, while the differences in the means from cluster to cluster are illustrated by the relocation of the dividing lines.

Figure 25: Project 2 Go-Zone Example "System Expectations" cluster

Figure 25, above, shows the Go-Zone for the "Communicate Clearly" cluster. In the overall Pattern Match, this cluster was rated third highest in Importance but lowest in Feasibility. Therefore, it can be interesting to review the items within this cluster using the Go-Zone analysis. In the "Effective Communication with Families" cluster, the overall Pattern Match showed this both highly important and highly feasible, therefore it can also be interesting to review the Go-Zone for this cluster.

Figure 26: Project 2 Go-Zone Example "Effective Communication with Families" cluster

Appendix IV shows the rest of the Go-Zone analyses from the Outreach and Recruitment map.

CONCLUSION

This report summarizes the activities of the Learning Community to define and prioritize elements of two critical areas of focus for NYS PROMISE: Outreach & Recruitment, and Case Management & Service Delivery. As the PROMISE program works toward fulfilling its objectives, engaging parents, providers, policy and research in the co-development of a system of transition for youth with disabilities, the guidance authored by the Learning Community on these two key topics can accelerate progress and capacity building for greater impact.

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APPENDIX I: PROJECT 1 STATEMENT LIST

Statement #	Statement	Importance Average Rating	Feasibility Average Rating
		3.37	3.13
Cluster: Engage Families		RANGE 2.92 to 3.67	RANGE 2.55 to 3.41
2	to engage youth and their families earlier in career awareness and exploration.	3.27	3.14
10	to build relationships with families and students beyond offering just project orientations.	3.67	3.1
21	to provide each youth and their families with clear information regarding work incentives to aid in understanding that it pays to work.	3.55	3.41
26	to pave the way for families to get skin in the game, and not be intimidated by the science of what we are doing.	2.92	2.55
31	to develop strategies to help families see the potential of their kids.	3.42	2.93
45	to come up with innovations that involve both the students and their families.	3.21	3.31
48	to provide continual support to families throughout the process.	3.58	3.03
54	to foster a positive, supportive and safe environment where families can take the time to see their kids' futures differently than perhaps they have to date.	3.45	3.31
58	to ask students and parents directly if we are engaging them in a meaningful way.	3.3	3.38
		3.35	3.09
Cluster: Consider Culture and Values		RANGE 2.91 to 3.85	RANGE 2.89 to 3.45
4	to understand the perspectives of families.	3.7	3.07
14	to recognize that some may come from a culture of poverty.	3.09	3.45
16	to ask the student and families what they would identify as incentives for their participation.	3.06	3.28
24	to identify personal, family, and systems-level barriers to participation.	3.39	2.89
25	to use culturally competent ambassadors to listen to the concerns and fears of families.	3.44	2.93
27	to realize regardless of how much we think we know this population, we do	2.91	3.07

	not have their lived experience and thus are outsiders.		
34	to build trust with students and families.	3.85	3.1
39	to understand the dynamics of youth and families who receive SSI.	3.3	2.97
52	to provide a real picture for families of what participation in PROMISE would look like.	3.39	3.07
53	to consider the needs of the whole family.	3.33	3.1
Cluster: Enhance Techniques		3.24 RANGE 2.39 to 3.67	3.20 RANGE 2.66 to 3.62
1	to do a better job of informing youth and their families about what the next steps are after they sign their packets.	3.48	3.59
3	to utilize social media and other internet-based platforms.	2.39	2.86
5	to consider the best time when outreach and recruitment might be the most effective.	3.33	3.41
7	to have the student and family together during recruitment so they both hear the same message.	3.33	2.97
15	to meet with them where they are comfortable (e.g., home, school, church, community centers).	3.48	3.24
22	to recognize that all our initial contact approaches require literacy.	2.97	3.28
33	to make the recruitment process as accessible as possible.	3.67	3.07
38	to reduce how intimidating the enrollment process is.	3.45	2.66
41	to provide food and reimburse people for their expenses to get to meetings.	3	3.31
43	to consider whether or not our initial contact is friendly and welcoming.	3.27	3.62
Cluster: Learn from Experience		2.86 RANGE 2.38 to 3.36	2.97 RANGE 2.62 to 3.38
11	to create time and space for reflection of RDS teams as they engage in outreach and recruitment.	3.06	3.28
18	to spend some time better understanding how staff and partners from the Youth Transition Demo in Buffalo and CUNY accomplished their outreach and recruitment.	2.52	2.62

28	to encourage the organic emergence of new outreach approaches don't limit RDS and Parent Centers.	2.59	2.64
29	to increase visibility and curiosity of PROMISE in the communities where the families live.	2.94	2.86
35	to equip school personnel to engage in more innovative and natural outreach strategies with this population.	3.36	3
37	to understand how our current baseline of outreach and recruitment activities are going.	3.03	3.38
42	to conduct community outreach/networking to gain referrals.	3	3.03
50	to develop strategies to address participation bias.	2.38	2.82
55	to have real-time information on our recruitment progress.	2.88	3.14
Cluster: Build Partnerships		3.30	3.14
		RANGE 2.91 to 3.48	RANGE 2.86 to 3.41
9	to continue to foster relationships across service sectors and local partners to create synergy.	3.45	3.1
23	to ensure sound communication mechanisms for all partners that maximize all possible venues.	2.91	2.86
30	to ensure other service providers involved with the youth and their family are informed about PROMISE.	3.27	3.07
44	to network with the most appropriate providers in the community who have linkages and resources in place.	3.39	3.41
51	to inform all partners involved in PROMISE (e.g.: RDS, Case Managers, Providers, Parent Centers) of each other and what each does in order to promote effective collaboration on recruitment and retention.	3.48	3.28
Cluster: Communicate Clearly		3.32	2.83
		RANGE 3.00 to 3.73	RANGE 2.24 to 3.55
8	to develop a composite picture of how a child's life might be different as a result of PROMISE.	3.3	2.79
12	to be honest, clear, and simple in our message.	3.73	3.55

19	to increase high touch individual interventions to explain the benefits of being a part of PROMISE.	3	2.61
32	to eliminate complex and bureaucratic paperwork.	3.39	2.24
36	to engage a peer support model where enrolled SSI youth and their families present at our events.	3.12	2.79
40	to provide continual follow-up.	3.39	2.97
Cluster: Employ a Youth-Centered Focus		3.24	3.13
		RANGE 2.91 to 3.52	RANGE 2.28 to 3.55
6	to have young successful workers from the demographic/neighborhoods of youth come in and discuss the benefits of work they are enjoying.	3.12	3.03
13	to believe that what we are doing can really make a difference in these kids outcomes.	3.42	3.52
17	to believe in our product and that it can make a difference.	3.42	3.55
20	to provide a means for a student who is non-verbal or with limited communication skills the opportunity to have a voice in the process of planning.	3.24	3
46	to intentionally create opportunities to reflect on what we are learning.	3.15	3.52
47	to bring all third party influencers in the life of a youth who receives SSI onto the same page--some are still discouraging independence and self-sufficiency.	3.15	2.28
49	to consider aspects of a young person's life that could be distracting them from their education and reaching longer term goals.	3.24	3.17
56	to address youth directly by using transition programs in their classrooms to act as a vehicle for the initiative.	2.91	2.97
57	to empower youth to maintain a positive attitude toward work and their individual capabilities.	3.52	3.14

APPENDIX II: PROJECT 2 STATEMENT LIST

| Statement #	Statement	Importance Average Rating	Feasibility Average Rating
		3.29	2.98
Cluster: Team Skills & Competencies		RANGE 2.89 to 3.76	RANGE 2.41 to 3.44
1	a knowledgeable case management team.	3.76	3.44
9	training for school staff and case managers.	3.41	2.93
18	culturally and linguistically competent case managers, providers and services.	3.41	2.81
21	a system of supports that begins early and allows for students/families to have access to a variety of options.	3.28	2.63
22	committed and responsive staff who connect to the students and their families in a way that makes them feel supported and heard.	3.64	3.11
24	a variety of willing and able providers, so that consumers have choices.	2.89	2.89
27	technical assistance resources for the case management team, youth and their families.	2.89	3.30
29	to have knowledge of best practices and innovations.	3.21	3.15
43	full-time case management professionals within schools.	2.96	2.41
45	each case manager to have a clear understanding of the impact of work on SSI benefits.	3.45	3.15
48	a system to identify and monitor successful strategies.	3.24	2.93
		3.07	2.89
Cluster: Collaboration		RANGE 2.86 to 3.52	RANGE 2.48 to 3.11
4	regular, effective communication with the Circle of Support: youth, families, service providers, and school staff.	3.52	3.11
7	engagement of other transition stakeholders, like providers, in regular planning meetings.	3.00	2.93
17	to identify, practice and share the most common evidenced-based practices.	2.97	3.04

20	to identify and engage all relevant stakeholders regularly and effectively based on a student's needs.	3.07	2.63
28	to engage the community in application of best practices and innovations.	2.89	2.48
30	regular team meetings to ensure the youth's goals are being accomplished.	3.21	3.04
35	to collaborate and partner with local transition consortia.	2.89	2.85
36	to develop and expand the network of meaningful inter-agency collaborative relationships.	3.18	2.96
37	ongoing substantive transition dialogue with stakeholders across planning meetings over the course of the year.	2.86	2.89
53	to collaboratively develop ideas and solutions to any systemic barriers.	3.11	2.96
Cluster: System Improvement		3.07	2.71
		RANGE 2.79 to 3.43	RANGE 2.22 to 3.07
31	to align and simplify eligibility processes.	2.93	2.22
32	to develop common expectations and role clarity of how to best support youth across systems.	2.79	2.74
47	to have access to and reflect on data that is collected in order to improve processes and outcomes.	3.14	2.81
52	to implement best practices and innovations.	3.43	3.07
54	a management information system to monitor youth progress and family services.	3.07	2.70
Cluster: Process Improvement		3.17	3.09
		RANGE 2.55 to 3.45	RANGE 2.74 to 3.37
8	dedicated time to conduct effective person-centered transition planning.	3.45	2.85
10	to integrate transition goals into individualized service planning documents.	3.21	3.37
11	case anecdotes that show youth on SSI successfully transitioning from school to work or to post-secondary education/training.	2.55	3.07
33	to design and implement individualized service plans that clearly articulate timelines, responsibilities and measure of success.	3.39	3.07

41	youth to youth connections - peer support.	2.75	2.74
42	individualized services and supports.	3.36	3.33
49	an approach that utilizes concrete, work based learning experiences.	3.43	3.30
50	to provide individualized benefit analysis and work incentive analysis.	3.24	2.96
Cluster: System Expectations		3.31	2.53
		RANGE 2.86 to 3.55	RANGE 1.88 to 2.85
3	to raise the expectations for employment for youth with disabilities.	3.52	2.81
34	to plan for the long-term future, not just for graduation.	3.55	2.85
38	more financial resources to provide case management to youth.	2.86	1.88
Cluster: Educating Youth & Families		3.28	3.01
		RANGE 2.86 to 3.79	RANGE 2.59 to 3.19
6	to educate individuals regarding work incentives in order to inform their decisions.	3.10	3.19
12	to support self-determination and engagement in individualized planning.	3.31	3.11
13	to educate youth and their families about the value of work experiences.	3.34	3.19
14	to educate individuals regarding options for individualized service plans to aid in decision making.	2.86	2.96
15	opportunities for students to feel and be successful.	3.79	3.15
44	to engage family members/rep payees in financial planning.	3.03	2.59
46	to educate youth and their families about the impact of work on SSI benefits.	3.66	3.00
58	to develop youth leadership and advocacy skills.	3.10	2.89
Cluster: Valuing Participant Perspectives		3.37	3.10
		RANGE 2.96 to 3.44	RANGE 2.81 to 3.44
19	to understand the barriers families encounter that can affect engagement/participation, including a family's culture, family health, and other family issues.	3.62	3.00
26	to understand the unique barriers and challenges youth face.	3.25	2.81
39	to listen to and understand the goals/aspirations that parents have for their child.	3.31	3.22

40	to have a critical understanding of each youth/family needs, challenges, strengths and goals.	3.48	3.11
55	understanding of childhood experiences and how those affect a student's development educationally and vocationally.	2.96	2.85
57	to understand the environments youth are living, studying, and working in.	3.21	3.04
59	to listen to and understand the goals, aspirations, interests and strengths of youth.	3.66	3.44
60	to recognize the multiple barriers that families in poverty face, and the effect on their engagement with PROMISE.	3.45	3.30
Cluster: Effective Communication with Families		3.33	3.07
		RANGE 3.07 to 3.75	RANGE 2.59 to 3.41
2	innovations to engage the active participation of youth and their families in all aspects of the case management process.	3.14	2.74
5	to listen to youth and their family to ensure their perspectives are integrated into all aspects of planning and service delivery.	3.69	3.37
16	to be flexible in our approach to working with youth and families.	3.28	3.22
23	to build trusting relationships with youth and their families.	3.75	3.07
25	support and commitments from families to engage in the process alongside their youth.	3.07	2.59
51	to acknowledge and celebrate each successful step in the process.	3.11	3.41
56	clear expectations and an organized and reliable approach to supporting families.	3.25	3.11

APPENDIX III: PROJECT 1 GO-ZONES

Engage Families
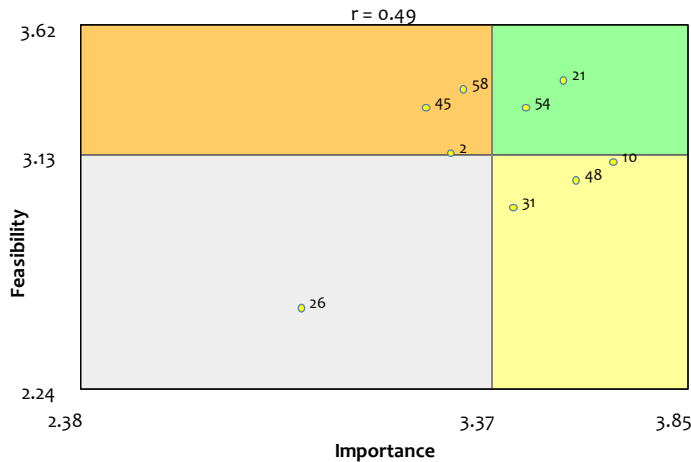
r = 0.49

21. to provide each youth and their families with clear information regarding work incentives to aid in understanding that it pays to work.

54. to foster a positive, supportive and safe environment where families can take the time to see their kids futures differently than perhaps they have to date.

10. to build relationships with families and students beyond offering just project orientations.

31. to develop strategies to help families see the potential of their kids.

48. to provide continual support to families throughout the process.
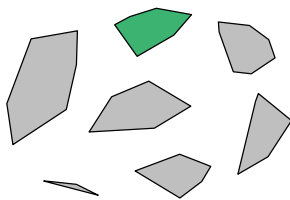
2. to engage youth and their families earlier in career awareness and exploration.

45. to come up with innovations that involve both the students and their families.

58. to ask students and parents directly if we are engaging them in a meaningful way.

26. to pave the way for families to get skin in the game, and not be intimidated by the science of what we are doing.

Consider Culture and Values

r = -0.37
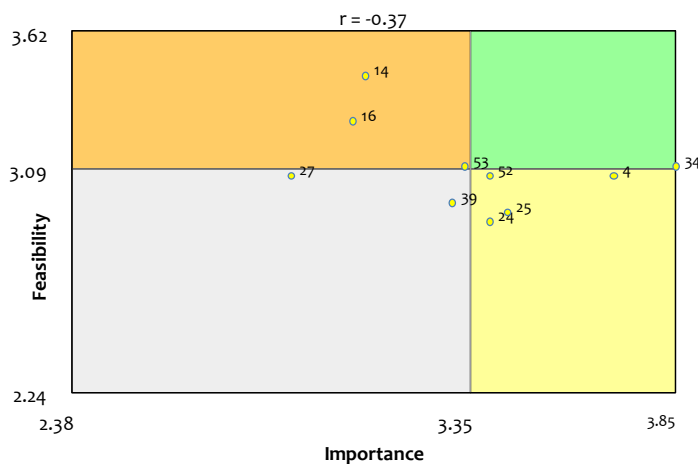
34. to build trust with students and families.

4. to understand the perspectives of families.

24. to identify personal, family, and systems-level barriers to participation.

25. to use culturally competent ambassadors to listen to the concerns and fears of families.

52. to provide a real picture for families of what participation in PROMISE would look like.
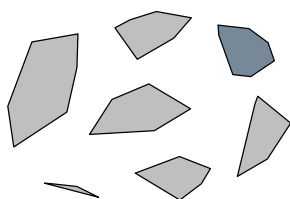
14. to recognize that some may come from a culture of poverty.
16. to ask the student and families what they would identify as incentives for their participation.
53. to consider the needs of the whole family.

27. to realize regardless of how much we think we know this population, we do not have their lived experience and thus are outsiders.

39. to understand the dynamics of youth and families who receive SSI.

Enhance Techniques
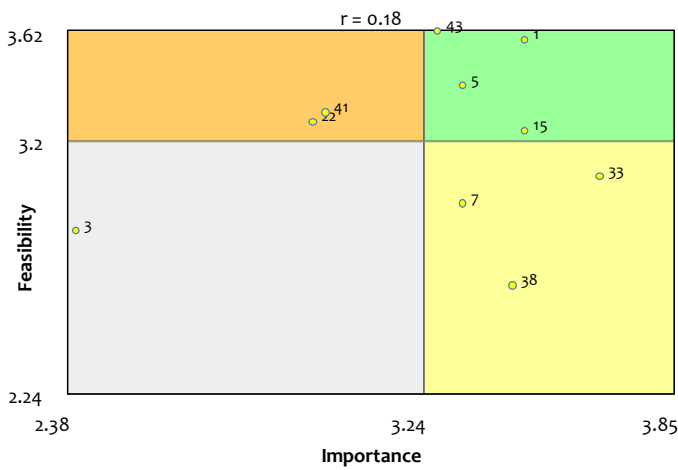
r = 0.18

1. to do a better job of informing youth and their families about what the next steps are after they sign their packets.

5. to consider the best time when outreach and recruitment might be the most effective.

15. to meet with them where they are comfortable (e.g., home, school, church, community centers).

43. to consider whether or not our initial contact is friendly and welcoming.

7. to have the student and family together during recruitment so they both hear the same message.

33. to make the recruitment process as accessible as possible.

38. to reduce how intimidating the enrollment process is.
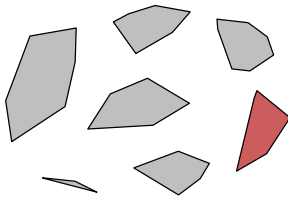
22. to recognize that all our initial contact approaches require literacy.

41. to provide food and reimburse people for their expenses to get to meetings.

3. to utilize social media and other internet-based platforms.

Learn From Experience
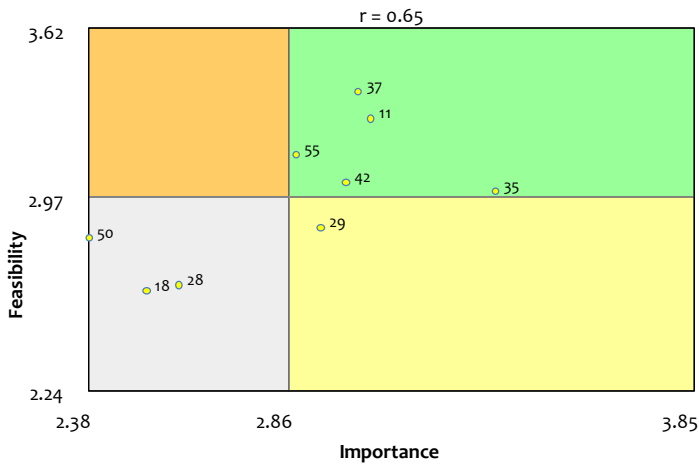
r = 0.65

11. to create time and space for reflection of RDS teams as they engage in outreach and recruitment.

35. to equip school personnel to engage in more innovative and natural outreach strategies with this population.

37. to understand how our current baseline of outreach and recruitment activities are going.

42. to conduct community outreach/networking to gain referrals.

55. to have real-time information on our recruitment progress.

29. to increase visibility and curiosity of PROMISE in the communities where the families live.
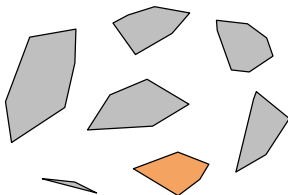
18. to spend some time better understanding how staff and partners from the Youth Transition Demo in Buffalo and CUNY accomplished their outreach and recruitment.

28. to encourage the organic emergence of new outreach approaches don't limit RDS and Parent Centers.

50. to develop strategies to address participation bias.

Build Partnerships
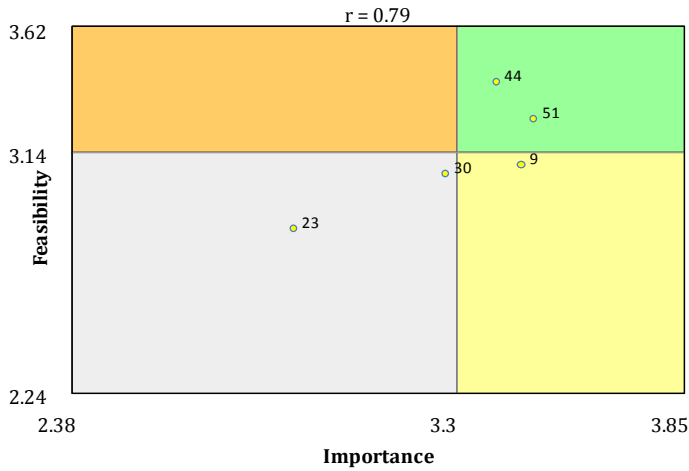
r = 0.79

44. to network with the most appropriate providers in the community who have linkages and resources in place.

51. to inform all partners involved in PROMISE (e.g.: RDS, Case Managers, Providers, Parent Centers) of each other and what each does in order to promote effective collaboration on recruitment and retention.
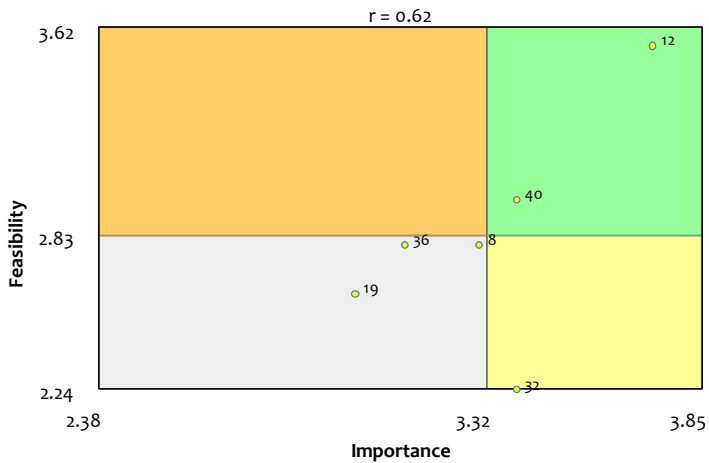
9. to continue to foster relationships across service sectors and local partners to create synergy.

23. to ensure sound communication mechanisms for all partners that maximize all possible venues.

30. to ensure other service providers involved with the youth and their family are informed about PROMISE.

Communicate Clearly

r = 0.62
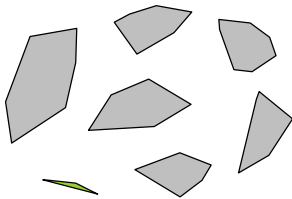
12. to be honest, clear, and simple in our message.

40. to provide continual follow-up.

32. to eliminate complex and bureaucratic paperwork.

8. to develop a composite picture of how a child's life might be different as a result of PROMISE.

19. to increase high touch individual interventions to explain the benefits of being a part of PROMISE.

36. to engage a peer support model where enrolled SSI youth and their families present at our events.
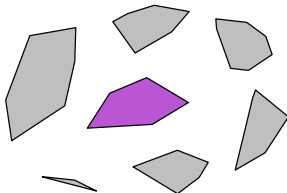
Employ a Youth-Centered Approach

r = 0.43

Feasibility (y-axis): 3.62, 3.13, 2.24
Importance (x-axis): 2.38, 3.24, 3.85

Plotted points: 46, 17, 13, 49, 57, 6, 20, 56, 47
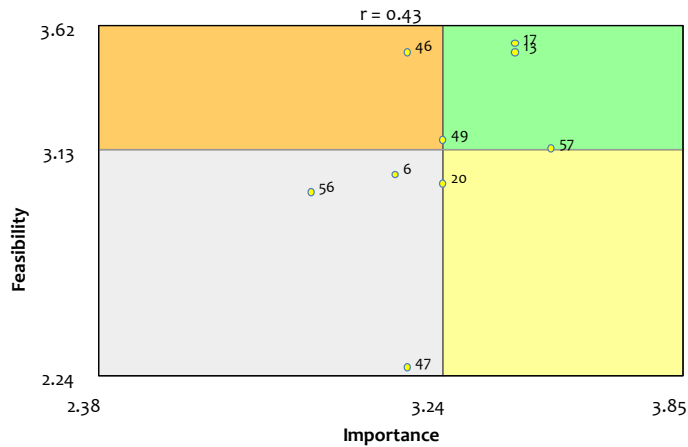
13. to believe that what we are doing can really make a difference in these kids outcomes.

17. to believe in our product and that it can make a difference.

57. to empower youth to maintain a positive attitude toward work and their individual capabilities.

46. to intentionally create opportunities to reflect on what we are learning.

49. to consider aspects of a young person's life that could be distracting them from their education and reaching longer term goals.
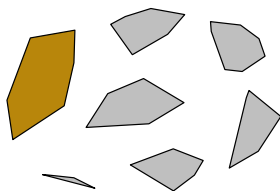
6. to have young successful workers from the demographic/neighborhoods of youth come in and discuss the benefits of work they are enjoying.

20. to provide a means for a student who is non-verbal or with limited communication skills the opportunity to have a voice in the process of planning.

47. to bring all third party influencers in the life of a youth who receives SSI onto the same page-- some are still discouraging independence and self-sufficiency.

56. to address youth directly by using transition programs in their classrooms to act as a vehicle for the initiative.

Team Skills & Competencies

r = 0.42

Feasibility n=27 (y-axis): 3.44, 2.98, 1.88
Importance *n*=29 (x-axis): 2.55, 3.29, 3.79
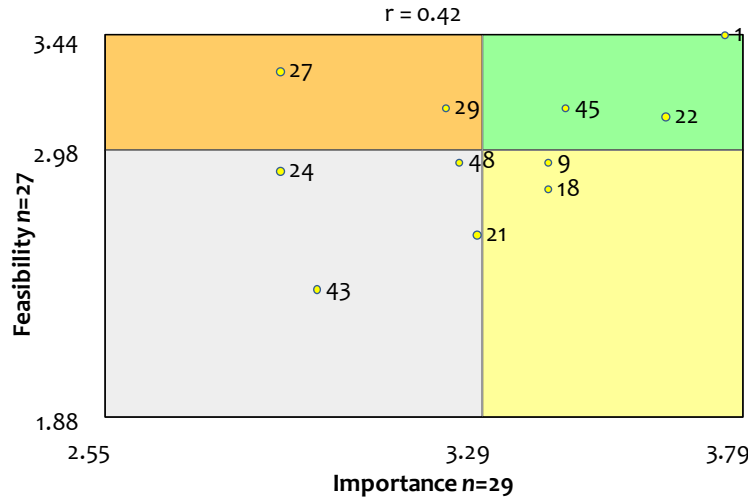
1. a knowledgeable case management team.
22. committed and responsive staff who connect to the students and their families in a way that makes them feel supported and heard.
45. each case manager to have a clear understanding of the impact of work on SSI benefits.

9. training for school staff and case managers.
18. culturally and linguistically competent case managers, providers and services.

27. technical assistance resources for the case management team, youth and their families.
29. to have knowledge of best practices and innovations.
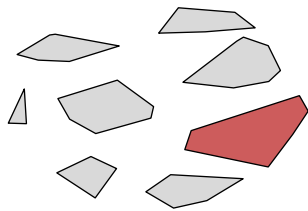
21. a system of supports that begins early and allows for students/families to have access to a variety of options.
24. a variety of willing and able providers, so that consumers have choices.
43. full-time case management professionals within schools.
48. a system to identify and monitor successful strategies.

Collaboration
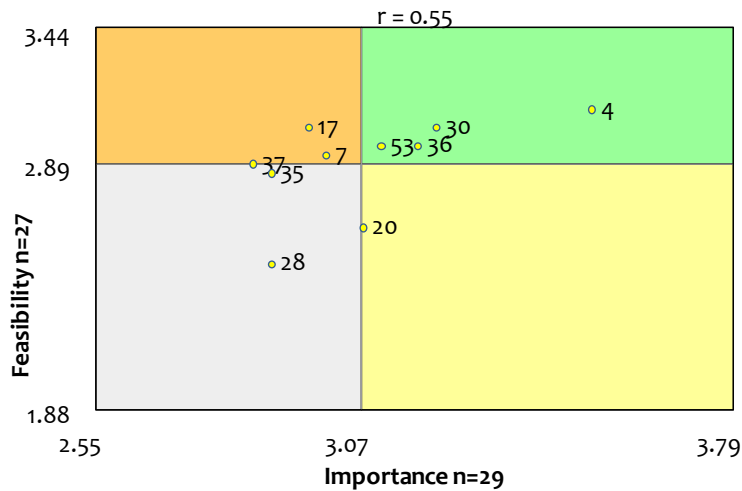
r = 0.55

Feasibility n=27 (y-axis): 3.44, 2.89, 1.88
Importance n=29 (x-axis): 2.55, 3.07, 3.79

4. regular, effective communication with the Circle of Support: youth, families, service providers, and school staff.
30. regular team meetings to ensure the youth's goals are being accomplished.
36. to develop and expand the network of meaningful inter-agency collaborative relationships.
53. to collaboratively develop ideas and solutions to any systemic barriers.

20. to identify and engage all relevant stakeholders regularly and effectively based on a student's needs.

7. engagement of other transition stakeholders, like providers, in regular planning meetings.
17. to identify, practice and share the most common evidenced-based practices.
37. ongoing substantive transition dialogue with stakeholders across planning meetings over the course of the year.
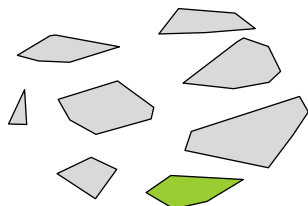
28. to engage the community in application of best practices and innovations.
35. to collaborate and partner with local transition consortia.

System Improvement

r = 0.66
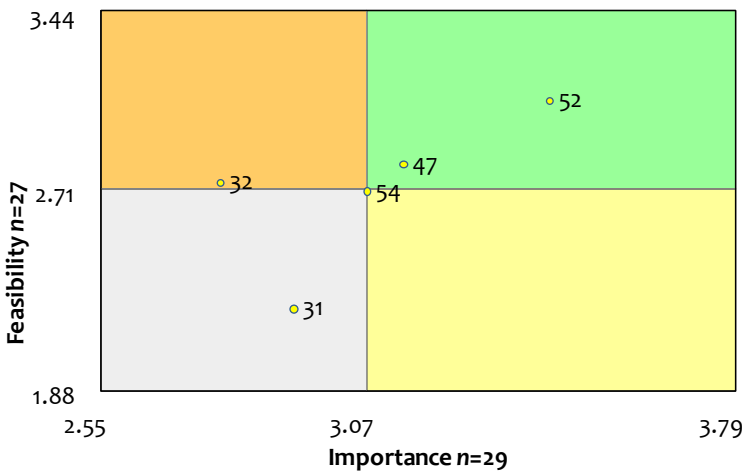
47. to have access to and reflect on data that is collected in order to improve processes and outcomes.
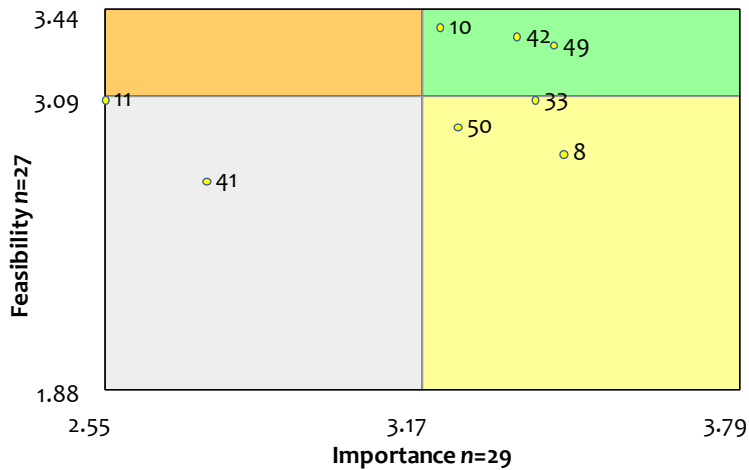52. to implement best practices and innovations.

32. to develop common expectations and role clarity of how to best support youth across systems.

31. to align and simplify eligibility processes.
54. a management information system to monitor youth progress and family services.
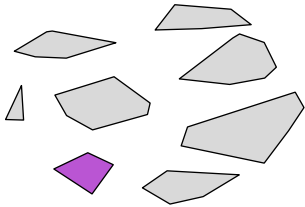
Process Improvement

r = 0.34

10. to integrate transition goals into individualized service planning documents.
42. individualized services and supports.
49. an approach that utilizes concrete, work based learning experiences.

8. dedicated time to conduct effective person-centered transition planning.
33. to design and implement individualized service plans that clearly articulate timelines, responsibilities and measure of success.
50. to provide individualized benefit analysis and work incentive analysis.

11. case anecdotes that show youth on SSI successfully transitioning from school to work or to post secondary education/training.
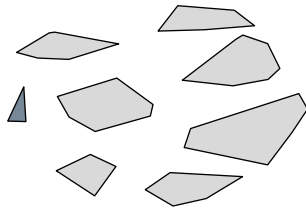41. youth to youth connections - peer support.
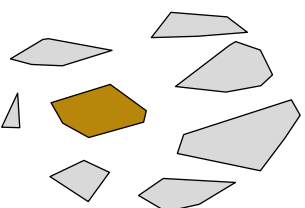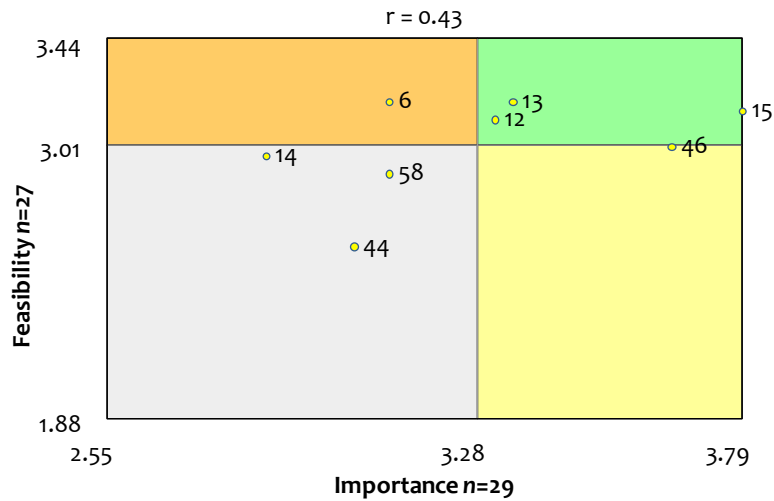
System Expectations

r = 1.00
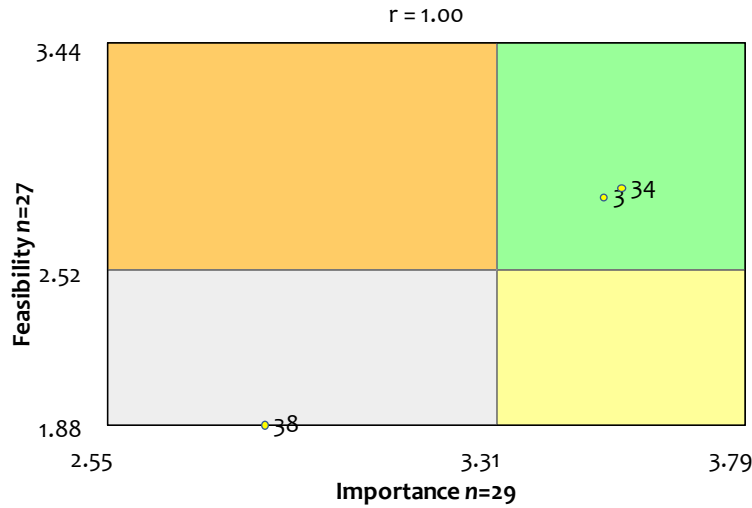
3. to raise the expectations for employment for youth with disabilities.
34. to plan for the long-term future, not just for graduation.

38. more financial resources to provide case management to youth.

Educating Youth & Families

r = 0.43

12. to support self-determination and engagement in individualized planning.
13. to educate youth and their families about the value of work experiences.
15. opportunities for students to feel and be successful.

46. to educate youth and their families about the impact of work on SSI benefits.

6. to educate individuals regarding work incentives in order to inform their decisions.

14. to educate individuals regarding options for individualized service plans to aid in decision making.
44. to engage family members/rep payees in financial planning.
58. to develop youth leadership and advocacy skills.
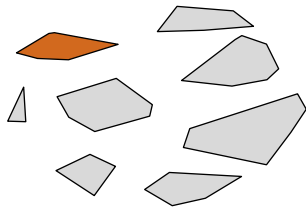
Valuing Participant Perspectives
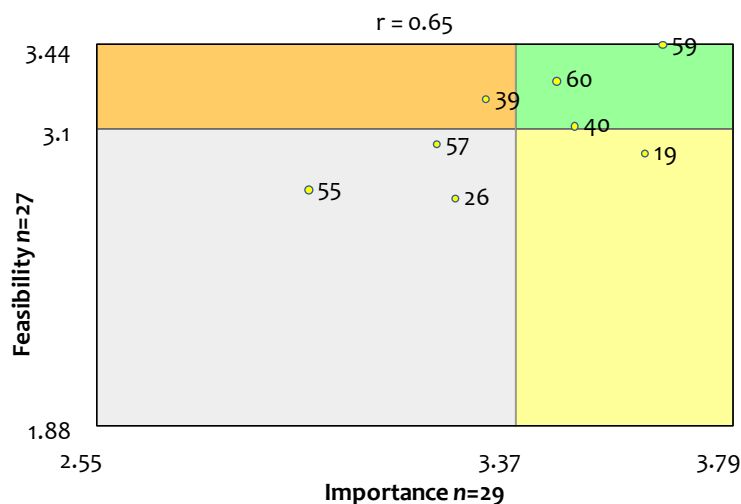
r = 0.65

Feasibility *n*=27

Importance *n*=29

40. to have a critical understanding of each youth/family needs, challenges, strengths and goals.
59. to listen to and understand the goals, aspirations, interests and strengths of youth.
60. to recognize the multiple barriers that families in poverty face, and the effect on their engagement with PROMISE.

19. to understand the barriers families encounter that can affect engagement/participation, including a family's culture, family health, and other family issues.

39. to listen to and understand the goals/aspirations that parents have for their child.
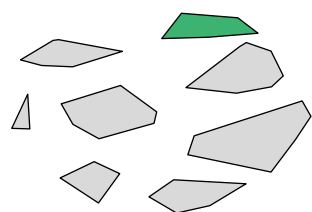
26. to understand the unique barriers and challenges youth face.
55. understanding of childhood experiences and how those affect a student's development educationally and vocationally.
57. to understand the environments youth are living, studying, and working in.

Effective Communication with Families
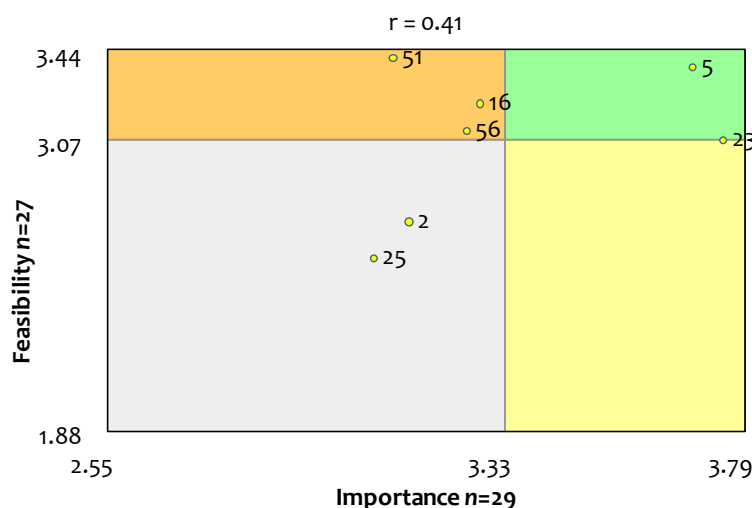
r = 0.41

Feasibility *n*=27

Importance *n*=29

5. to listen to youth and their family to ensure their perspectives are integrated into all aspects of planning and service delivery.
23. to build trusting relationships with youth and their families.

16. to be flexible in our approach to working with youth and families.
51. to acknowledge and celebrate each successful step in the process.
56. clear expectations and an organized and reliable approach to supporting families.

2. innovations to engage the active participation of youth and their families in all aspects of the case management process.
25. support and commitments from families to engage in the process alongside their youth.