**Creating a Wider Circle of Youth Transition in Centers for Independent Living**

**Presented by Kings Floyd, Mary Olson, and Sierra Royster**

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>> Good afternoon, everybody. This is Tim Fuchs. I want to welcome you all to our latest webinar creating a wider vision for youth transition in CILs so today's presentation of course is brought to you by the IL-NET training project and IL-NET is of course operated through a partnership between ILRU, NICL and April with support provided by the administration on community living at the UT Department of Health and human services so as always we are recording today's call so we can archive it on the website and we will break several times during the presentation today to take your questions.

So for those of you that are on the webinar today, you can ask your questions in the chat and that's the text box underneath the list of attendees. And just type your question or comment and hit somewhere: -- enter. You can do that any time during the call but we will wait for the Q and A breaks to address them. If you see the captions running in the webinar pod but some of you may be logged into the full screen CART captioning, the StreamText link and there's a chatbox there as well and I'm logged in so if you want to send a question in there you can do that. Also on the phone today you can press star pound to indicate you have a question and I will remind you all each time we take a Q and A break with those instructions. If you're on the web nary of course the PowerPoint will follow along today and will change automatically.

If you are only on the phone today and focusing on the full screen CART you want to make sure to have a copy of that PowerPoint that was sent to you in the confirmation e-mail that had the connection instructions but you want to make sure to have that handy. Again, if you're on the webinar the slides will change automatically so no need to worry and just a plug for our evaluation form. Do take a moment after the call to fill it out. I know some of you are participating in small groups and that's great but I do hope that each of you will fill out the evaluation as an individual. Okay so, that's the bit of housekeeping I wanted to go through but we're going to go ahead and get started and I want to introduce our presenters for today. I'm excited to have them with us and I owe all of them a big thanks for putting together this presentation. With us we have Kings Floyd, Mary Olson and Sierra Royster. Mary Olson is the director of training and technical assistance for APRIL. And Sierra Royster also with us from APRIL. Is the youth programs coordinator. So to all of you, thanks for being with us and for your work putting this together.

I'm going to click ahead to slide three and turn it over to Kings to get us started. Kings?

>> Welcome, everyone, thank you for being here today. I am going to go over the learning objectives and what we hope you'll get out of this presentation. So today we're going to talk about the history of serving ute in centers for independent living and how the requirement of the new core service, which includes youth transition, makes youth a more formal targeted population. We'll go over strategies and examples to develop and drive youth culture in centers for independent living that include adapting existing programs. We'll go over the importance of incorporating youth into the ID -- IL process and tools and resources available for centers to conduct strategic planning for youth services so I'm going to turn to slide four.

And just remember the IL movement started with the fiery energy of young people and it has continued to have waves of youth movement since. People like Ed Roberts, Judy hew man, the start of -- adapt and we were looking to keep this to pass on the baton. This was said by Betsy value necessary. So moving onto slide five.

We're going to talk a little bit about Ed Roberts. He contracted polio at fourteen years of age and became a part of the disability community. He went to UC Berkley in California and he inspired other young people to kind of join in this movement of I have a disability but I can become independent. This one youth this one person made a trickle down effect and changed little by little the lives of people around him. A change that was needed to access more of the community because a lot of the community at that time wasn't accessible and in order to do that recreated a group called the rolling quads which is the group of people of all ages and all abilities that came together.

It was the basis of peer support in the disabled community. People with similar and different disabilities coming together to support each other at a challenging time. It was sought out by a group of individuals to learn how to become more independent because it was not something that was necessarily taught and this support guide was the start of independent centers for living so we have Ed Roberts to thank for this whole movement. Moving onto slide six we have three pictures here. Dominating on the left side is a picture of Ed Roberts. It's a black and white picture. He's in his chair and looks like he's at a protest. Behind him in bold uppercase writing is a sign that says civil rights for disabled and it's held by the man behind him. In the top right-hand corner, we have, or actually the whole right-hand side, we have a picture of the Donald W. Reynolds center which is a Smithsonian building, a national portrait gallery and there is a picture of Ed Roberts in, on a blue background painted on the stairs. And it's just kind of shows how iconic he is that he's painted on a mural in the stairs in one of the most famous museums in the world. So moving onto slide 7. We're also going to talk about Judy hew man. I have personally met her and she is incredible.

But we're going to go little in her background. She identified with childrens with disabilities as she contracted polio at 18 months old and became a self advocate within the school system herself because she needed to see more movement in her education.

She created disabled in action as a young person. Organizing sit-ins, demonstrations and protests to bring disability to the disability community. She was 26 at the time of the action against the vetoed Rehabilitation Act of 1973 and during her late 20s she worked on the development of IDEA which helped bring about the independent living movement. Moving onto slide eight. We have a slide picture. On the left side is also a set of stairs in front of the Smithsonian American art museum and there's a picture painted with Judy hew man. The quote on this one says disability only becomes a tragedy when society fail to provide the things we need to lead our lives.

And then on the other side of the screen on the right side is a picture of Judy Heumann herself. Just a portrait frame. So that's a little bit about two of our main spearheading people of the movement and the next slide which is slide nine says where were you? We want to know how you were engaged in the disability community movement when you were 30 years old or younger. How have you chained the IL movement as a young person or when you were younger and more involved. Or also looking to tell us how you wish you would have been engaged at or before the age of 30 years old if you were not. So how would you have liked to have become engaged if you weren't at that point? So moving onto slide ten, going to go into a little bit of centers for independent living history. So before 2014, centers for independent living were man dated to serve people with significant disabilities. We have been responsible to serve across all groups since centers for independent living began. That means all disabilities, all independent living goals, all parts of the community, all services, all populations and all ages. And we want to stress the idea that youth is not a service: It's a population and while there are some key technique to approaching that population the people still have needs and goals to the rest of the disabled community.

All right. We are now on slide 11. And I am going to turn it over to our other presenters.

>> Hi, everybody, this is Sierra and I just wanted to ten back a little bit. Kings mentioned that we were man dated to serve people and a recent IL conversation Jim Baker spoke the words that she just quoted that youth is a service not a population. I've been working on youth programs for quite awhile and at that point it was a redefining moment of not trying to figure out of how we can fit our services into this new core service but yet, how can we fit what we've been doing to youth. Meaning meeting people where they're at and not where they want to be and coming out throughout this presentation. I think that was a very defining piece but as we talk about centers for independent living what does that mean? What is the center definition and who they have to serve. On slide eleven you'll see the term center for independent living mean assumer controlled community based cross disability nonresidential private nonprofit agency for individuals with significant disabilities that provides an array of independent living services including, at a minimum, independent living core services as defined in section 7. So going back to that you'll see in parenthesis in the middle in bold letters it says regardless of age or income. Now that's not included. That is something that we added. But you'll notice that it says significant -- individuals with significant disabilities it doesn't say only this part of the community or only this part of the community or this age. It's people with disabilities. People with disabilities is who centers for independent living are charged to work with. And that has been before 2014 and that has been since the beginning of centers for independent living. That was when you heard Kings talking about Ed Roberts and the rolling quads when they came together they didn't say we can't help you because you're, you know, this old or, because you have this certain disability. We can't help you with that. They said, no, we, you know, understand disabilities and we understand that there's a need more us to work with all people. And to going back to those roots of our history I think is so important as we start looking forward to where we want to go to remember what got us to this point and those were the key points that Kings definitely brought out. So as we're moving forward, I want to make sure that we understand that youth is one of the populations that is in true need of independent living and so as we're serving individuals with disabilities, remembering that this is the next generation of independent living. If we don't work with those young people now think about how far behind they're going to be and not understand that they can lead their own lives. So let's go to slide 12. This slide is the definition of youth. So we talk about what centers were defined to do and then we talk about what is youth definition. You might have heard around where it -- there's been definitions of young people, certain age groups, different organizations have to work with different age groups. On this you'll see that WIOA, so the work force innovation opportunity act on July 22nd stated that individuals with a disability is not younger than 14 years of age. And it's not older than 24 years of age.

And so that's the first time that we've been hearing ages, right? And that's not charged to us. That was vocational rehabilitation expanding where they were working to people that were 16 years old and say said, you know, we need to work with those in high school age. That's typically age 14 they saw an immediate to really make sure they were reaching out to those younger people.

And ACL combined because if you go back to slide 11 it says individuals with a significant disability. And so ACL combined youth with a disability with individuals with a significant disability. And those, the combining of those two things really opens up the door for centers for independent living to start focussing and picking apart at their center that can focus on young people with disabilities.

So we need to make sure that that is definitely a part, we are working towards. Going onto slide thirteen. What changes with the new core service so we talked about what was charged for centers for independent living. We've talked about what WIOA stated. And so now let's look at what we are new charges the term independent living core services means information and referral services. Independent living skills training. Peer counselling including cross disability peer counselling. Individual and systems advocacy, and services that facilitate the transition of youth who are individuals with significant disabilities who were eligible for IEPs under 614 of the IDE A and who have completed their secondary education or otherwise left school to post-secondary life. So as we're looking at this I want you guys to look at the bolded part of this.

That's going to be the new charge core services that we have. So with this verbiage it really underlines a population that needs to be addressed. Then in some case has not been or hasn't been a focus. And this you'll see youth who are individuals with significant disabilities. So going back to that language that ACL has referred to. So youth, who are individuals with disabilities, who were -- so that's a past tense term. Eligible for IEPs, that's individualized education plan under 614 of IDEA. I think it's so important as we talk about who you're serving and why you're serving them. We have to start making sure that we understand what has been asked upon us and what has been asked upon us as a center for independent living in those core values that we started with so many years ago. But you'll see they have completed their secondary education or post-secondary life. So this is telling us that student who is have left high school and are pursuing education or employment. This is important to know because this defines another age group. So we had before -- we had vocational rehabilitation with the WIOA being charged 14-24 and now we're seeing that centers are charged with after leaving high school and depending on the state and what age a student may leave that may be 18, it may be 22 before a person leaves high school. And so that is a big chunk of time if you're talking about a 22-year-old for the first time that we're reaching out to them. There's a lot of things that have passed, a lot of identity that they may not have grasped with or trying to still grasp with and understanding themselves. So let's keep moving forward. Now that we have all the language and all of that stuff. Oh, okay. Sorry, I thought I moved fast. There we go. So the next slide, slide 15, we're talking about integrating whole youth population with new core service target groups. So and a quote from the ACL programs may and are encouraged to continue to engage in such activities transition work with youth that falls outside of the proposed parameters of the new core services which can be captured and credited under the other core IL services or general independent living services under section 7. And so what that is really sharing with us is that we saw that we are required to work with people after they leave high school. At their post-secondary transition piece. But what is the benefit if we decide to start working with people beforehand? So we see that vocational rehabilitation really saw a need for 14 moving from there and before that 16 years of age and so let's think about if we started working with young people at fourteen or six and they identified as people as peers with the centers for independent living we help them with their IEP s or join our groups now when they come to the transition year age that discussion doesn't start at 18 but starts at 16 sometimes 14. I know where I live in North Carolina, a fourteen-year-old -- actually a thirteen-year-old -- somebody leaving middle school have to leave their -- and decide what track they're going to be on.

Either occupational track or a college track and at thirteen they're making those decisions. If they're not informed or empowered as families, and as individuals with disabilities, they're really -- that's impacting the rest of their lives so there's a great need for centers and so just was a center has been charged to work with people post-secondary there's other services that can be served during that same exact time that aren't necessarily outlined and let's go back and remember that we are charged to work with individuals with significant disabilities regardless of age. So there are other opportunities and services that we can still work with young people. So when we talk about other ways to work with yuck people, I mean, if you look at independent living skills training. A core service that we had. If you talk about transportation. That's something all people need. How to fill out applications. Maybe a systems advocacy. I mentioned IEP, a lot of families are in need of IEP support to help navigate that system in the schools and making sure that they're keeping one the goals and that that is actually something that the youth is participating in and understanding. But the parent is too. And then participation in community events. I mean, what happens if a young girl want to participate in girl scouts and they're told, oh, no, no we can't have anybody that uses a wheelchair to participate with us. Or, you know, maybe she's deaf and say we can't provide for an interpreter. That's a young person still. That's younger than 18 but could use some advocacy skills and there's all sorts of these examples when looking at the other core services that a center provides and those can all be captured to a center. Just not the transition age service. But, again, you're preparing that young person to really be involved with your center. And so those are very key point to remember as we keep going through with this that you working with them younger actually provides an easier time for your center because then the youth are coming to you and you're not having to go out and find them. But, remember, that working with young people at age 14, yes, it's not captured under the youth transition but it is under other core services that you may be providing but it's going to take time so if you're working with them at fourteen and they don't graduate until they're 18 that's four years that you have to meet that core service. If you're involved with the school system I bet that fourteen-year-old has a teacher who knows an 18-year-old that could use some transition service. There's some network to move around but remember the long-term goal and when I think about a centers for independent living it's not what can we do to achieve a goal in the next thirty days it's a lifetime of achieving independent lives which include independent goals.

And independent living goals that's where a center can come in and it's a lifelong process and relationship that's built so that's able to hit those core services. Just looking over my notes real quick. Okay. And I think that brings us to, yep, the next slide, slide 16 which is questions and answers.

>> Great, thanks Sierra, we'll open it up so if you have questions you can chat them in a chatbox either in the webinar or on the captioning screen or if you're on the phone today you can press star pound to indicate you have a question and I am going to start with a question from APRIL and we'll see if anymore come in. Okay, April asks, for youth who are enrolled in a post-secondary program that takes place within the high school, but they are considered to have graduated.

Are these students a part of the new definition of youth services? What do you think, Sierra.

>> In my opinion if it's a post-secondary taking exactly what the law is written it says post-secondary so I would say yes. But I'm not ACL. I think it's always a question that can be answered but I definitely would think yes if you're going along with what the verbiage is in the law.

>> Thanks. Okay, got a few more people typing. Mary wonders, so 18-22-year-olds are captured under the youth core service unless they leave school earlier, is that right?

>> So this is Sierra, under the 18-22 I was just giving you an example of people sometimes students with disabilities don't have to leave high school until they're 22. So it doesn't necessarily mean that they're not captured. In that age, or outside of those age groups. Some people drop out and so those are definitely some ages that are captured. I was just giving you the example of how young somebody or hold somebody can be when they're leaving high school. So if you're looking at that transition age.

>> Okay. Great and Hannah is wondering how do you account for student who is have dropped out of high school?

>> And, again, going back to the information on the slide, it talks about or other ways they have left high school. Maybe I can go back and show you that piece. And who have completed their post-secondary education or otherwise left school to post-secondary life. So if they're outside of high school.

>> Okay. Thanks. All right, and Kathy is wondering if you can clarify did you say that providing services to 14 year olds is not considered part of these transition services?

>> Not with centers for independent living. Not as part of transition services because you're talking about who were eligible for IEP goes back to slide 13 that I have up right now who have completed their secondary education. A 14-year-old hasn't necessarily completed it but they're eligible for IEP so they have expanded their group to 14 years old under post-secondary education and our group is not that because we're talking about post-secondary life which is outside of high school.

>> Okay. Thanks, the folks from ODDC are wondering is -- does the change or does the language of the new core service really state those who were eligible for IEPs and indeed it does. I'm concerned, they say, I'm concerned for the student who is did not want to be served under an IEP. Does that mean they can't be served now?

>> And I -- this is Sierra and this is my opinion, this part of it. Is I believe if they were eligible for an IEP then, you know, think are still eligible for center services. But going back to the first part of that, youth who are individuals with significant disabilities and individuals with significant disabilities. So I would say under that just definition of that I would say they still qualify as people with disabilities. So, therefore, they would still qualify for center for independent living services.

>> Okay.

>> This is Mary, I'm sorry to cut in but, yeah, in the definition right there it says who were eligible for IEPs and I interpret that to mean, you know, if they would have met those requirements even though if they didn't use it they still would have met those requirements.

>> Yes. Thank you, Mary.

>> Okay. Agreed, thanks, Mary. All right, someone else is wondering about the definition of significant under disabilities and then today -- they say is this only with the IEP or the 504.

>> This is Mary. It looks like Darryl answered that. Would you like me to read it? .

>> Can I read that. Darryl Jones clarified an individual with a significant disability means an individual with a severe physical or mental impairment disability to function independently in the family or community is substantially limited and who the delivery of the services will continue to function or continue to function independently in the family or the community or continued moment respectively. Okay. Thanks, Darryl, that's helpful. And then April is wondering, if they have to have documentation that they were eligible for IEPs. Do you all know in.

>> I don't this is Mary. I'm wondering, Darryl, would you mind jumping in? Do you know the answer to that?

>> I'm actually lurking in the background on the phone. I do not know the answer to that question but I would think that people who were eligible for IEPs have some record of that so it seems pretty straightforward.

>> Yeah. Okay, thanks, that's helpful. Jane is wondering what is the exact age that as CILs we should be serving under youth transition so we can meet WIOA standards. Sierra can you review that quickly.

>> Under the WIOA standards it starts at 14 with the requirement that was put forth to vocational rehabilitation and that's a great opportunity that has been put towards a lot of centers across the country to work with vocational rehabilitation and meet the needs of soft skills, interview skills and those types of things that VR doesn't have the staff or the resources or the peer to really be able to go out and work with those. But I think looking outside of those two really benefits those people and I want to make sure we emphasize that too.

>> In terms of the core service requirement there is no age attached to that. It has only to do with who was eligible for an IEP who has completed their secondary education or otherwise left school. That is the only parameters that relate to the new core service but that has nothing to do with the broader range of youth that CILs can continue to serve. And that's the point that Sierra has been making.

>> M-hm.

>> So it can seem confusing on the surface but if you keep going back to the definition in the lay -- law and in the new regulation I think it will stay clear.

>> Okay, thanks, Darryl, that is helpful. Kathy is asking about age. She says in Massachusetts a student can stay in school until age 22. They don't get to graduate with a diploma unless they can pass the MCATs test when they age out are they eligible? What if they are still in school at age 20. That sounds again, if it would apply on who have left graduated or completed or otherwise left post-secondary education. Is that right? Or completed or otherwise left secondary education. Is that right, Sierra?

>> Yes, and that's, yeah, and I think there's -- I'm looking ahead, I'm sorry. I think that's several people -- exactly what Darryl is just saying is there's not an age group if you look at that. It says those who completed their post-secondary education or otherwise left school to post-secondary life. It doesn't mean you can't work with those people. This isn't saying you can't do that. And that's one thing I want to make sure that we are getting across. There's no saying that you can't work with somebody that is still in high school. Or like that question. If they're 20 and still in a program. That's completely fine. They may fall under other services. As far as this core service, this core service is just saying who have completed their secondary education or otherwise left school so that 20-year-old that you're referring to, in two years if they're ready to leave that program at 22 then they have met -- been able to receive other services under the other core services. IL skills, self advocate -- or -- individual and systems advocacy. Whatever those other ones were in the information referral. But when they turn 22 and they're ready to leave that school, then you're looking at transition services. And so that would fall under this service.

>> Great. Margaret says if they can receive our services is that wrong. And no, that's not. That's a great point for us to consider is just like Sierra just said this is only in regards to youth transition support not any kind of parameters on whether or not young people with disabilities can receive services from your centers, is that right, Sierra?

>> Yep. Yep.

>> Okay. The folks from the disability resource center said they would like more information about IEP verification. If you have a specific question we'd be happy to help so just let us know if there's something we can clarify for you. Another guest or participant says as a CIL we have always helped anybody with disability and needs a core service so essentially a CI L is still doing what it always did unless they contract out with their local VR to give preemployment transition services to the school.

The folks from ODDC are asking with this new law are their great examples from CILs who are facilitating the transition. Of course there are. We are going to touch on that and we'll have a lot more support in the coming year to help you all understand some best practices in youth transition services. And someone else is asking if a student has an IEP do they qualify? I'm not so sure about the 504.

>> So just remember, it doesn't say they have to have an IEP it says they were eligible for. There was another question if somebody was homeschooled or if they didn't go to public school so if they're eligible they're, you know, that's the piece that we have to remember and a person that has a 504 is still an individual with a disability.

So, therefore, they still fall under individuals with disabilities that we should be serving. If that makes sense.

>> Yep. Great. Thank you. Kathy is wondering what's the oldest age they can receive youth transition services.

>> In -- I believe I know but I would rather Darryl confirm. Do you know --

>> If we go back to the general definition out of a youth that age was 24 but, again, for the core service there is no age specification. I think what might be confusing here is that the difference between the core service and the whole range of serving youth from soup to nuts is really just a recording function. CILs will keep track of people who have less school and transitioning to post-secondary life activities. In one column and all the other youth they're serving in a different column. I believe it's going to be that simple and that straightforward. I don't think there's a need to make this terribly complicated around ages. Other than this generic definition that is in the law of what a youth is. And it's from 14-24. Does that make sense?

>> It does to me, Darryl, I think that's helpful. And Kathy is saying I understand that but when do we stop tracking them in the transition column to use your analogy.

>> And --

>> How do folks when it's not transition service support anymore?

>> And I'd say if that person has accessibility transition to where they're wanting to go if that was, you know, education to go to college or employment and if they've met that then they -- that's a successful transition or if they struggled and redirected. That would be my thought. But remembering that the transition is one service. So if I'm working with one individual who was 23 years old, I, not everything is going to fall under youth transition services. I may provide that person with information referral. But that's how the information referral category, if you're categorizing them so there's multiple way to be serving one individual that is a young person that doesn't all have to be captured under this new core service of youth transition.

>> I think that's a great point. Okay I want to check in once -- with our operator and make sure no one's waiting on the phone and there are not. All right. I realize there may be more questions. We reached the full-time for this Q and A break but we still have MRIN -- plenty of time for me questions going ahead.

>> This is great conversation. This has been confusing people for a really long time.

But, and that's why we started out today with let's remember where we came from. Why we do what we do. You know, going back to Ed Roberts sitting at Berkley being that peer support and moving forward we serve individuals with disabilities. Young people or individuals with disabilities and we want to make sure we capture those services so we can report that we're working with them. But it doesn't mean we have to capture it into one category. And another example of that is this next slide transitions are transitions. So community living skills have a lot in common no matter what institution you are transitioning from. So as you're talking about nursing home transitions. These are very similar to youth transitions. We have the information out there for, you know, successful nursing home transitions. We have money follow the person in lot of states and all those things that those individuals are using coming out of nursing homes are very similar to what young people need. They need to understand housing and transportation options. How to navigate the local community. How to get to the grocery store once they do live on their own. How to manage their money. How to complete the daily living skills of living on your own. How do I cook? How do I line that up? Cleaning, those types of things. So don't think of it as creating something completely new. First of all we've all been young people. If we're not still a young person. We all had to get there to get where you're at today and so at one point in time you were that young person trying to transition to the next phase of your life and so remembering that, but also that we work with people of all ages anyways. So somebody that is transitioning out of a nursing home, you may have the resources for that. Now you just need to adjust them to the population for young people. And so what does that mean adjusting them? So use the same materials and change how you're teaching them. Maybe it's changing the class time. Maybe it's changing to get more activities included or hands on learning. So that leads me right to the next slide. Slide 18. Which takes us to the youth culture. So when you're adjusting the material, how are you making sure that it's welcoming to young people? So the first thing is acronyms. So if you notice at the beginning when I started talking, I might have been annoying you with spelling out what WIOA is. Spelling out what IEP is, what IDEA is but these acronyms are used in our world everyday. CIL, SILC, those types of things but young people and people that are new to the movement don't understand those acronyms and you immediately lose them so if you're going to have a group come together and you want to talk about who's had an IEP, a 504, you might have lost half the young people in the rooms so making sure when we use acronyms we break down what those mean and then acceptable comprehension level so when you're using the material like I just mentioned on another transition, such as a nursing home transition, making sure that the comrehencive level is to where young people are.

So making sure your audience isn't having to hear about the WIOA and the CIL when they don't understand there's people with disabilities. Understanding that you're a person with a disability maybe where they need to start so talking about this is a requirement or we're a part C center. You can lose them immediately. So making sure that where they're at in the movement and where they're at with their identity is where the class is or where the group is. And the facilitator is definitely meeting them there and when you're talking, if it's a consumer you're working with one-on-one making sure you're not using all these -- well this is an IL skill or this is informational referral. You're saying here's some information you need. Making sure that you're at the level that they're ready to learn at. Including activities. I believe we should play at all ages and that play is not necessarily just with games but play with purpose and so incorporating activities and hands on discussions and getting up and moving around a room really allows somebody to first of all shake off like the ice breaking moment of being new to a group but allows people to engage in different ways. To meet different people they might not have sat beside or bring up a new role in a situation. Those are things talking in a different activity. So if you're going to work with somebody on how to do transportation from their new apartment or from maybe their house to their college, go out and do it. Maybe role-play how you would talk to the bus driver or, you know, role-play how you're going to put the money in or use the card to swipe. Whatever you have. Role-play those things. Make it more interactive and engaging. Youth do not want to be talked at. They have spent, and you probably remember this, they have spent you would of their life in school with people talking at them. They want to be involved in the conversation and that's what independent living really is about. It's about involving people in the conversation and letting them -- so they can lead the conversation. So by doing that, we need to encourage that at the center. So breaking down concepts is the other one I kind of talked a little bit about this but if you are talking about funding or if you're talking about, you know, why employment is very important kind of break down what that means. Talk about, you know, this group's really funded from here to -- from the federal government to you guys and this is why we -- we find this really important. You know? Talk about why a center has a policy of, you know, we want to serve this group of people or we, you know, we have to operate our center at this time and this is why. Giving them the whys really allows them to fill a part of the process and understanding why things are done the way they are done. And remembering. I mean, even Mike always says were we there when the rules were written in and, you know, that's something that young people have never been a part of writing the rules for their school.

Or writing the rules for their work but they've never been a part of understanding why. They were just told they had to follow rules and oftentimes parents sometimes don't explain why we have to follow the rules. We are just told we have to. If you break down that concept of why then a young person can accept it. And maybe even support it and encourage it and mentor that to other new young people or perhaps suggest new improvements to why we do what we do. Some things as you're working with young people steer clear of using the words kids or children even if you're considering them the same age as your kids but young people want to feel equal and feel like your peer. They want to feel valued and sometimes that can be a little demeaning when you refer to them as kids and they're 20 because to them they're not. Now granted you may have kids that age but, you know, young people, youth, fiery individuals, whatever you want to say, but making sure that it's an empowering and not demeaning, even if it's not malicious, sometimes young people can take it as you're not hearing what I'm saying. You just think of me as a kid. And lingo. And you can cut me off if you want, Tim, I have a quick story when I was working in one of the schools here in North Carolina. I was talking to some of the students and they were like, kick rocks and fall back and I was like, oh, I don't even know what you said. And we're inside of a classroom. There are no rocks. But they educated me on the lingo of what that really meant. And so understanding that young people have their own language. And, you know, not trying to duplicate that and make it your own but understanding their lingo is sometimes a great way to pull them in or ask them about it and they'll be pretty impressed when you use anytime the right term this the right way. It's always important. So making sure that you're relatable but also don't try to be somebody you're not. Don't go in, try to use lingo that you have no clue what it means. Be real. Young people know real. They want you to be authentic. They want you to be you. But they also want you to be interested in them too. So finding that balance. Okay. Slide 19. So we talked a lot about, you know, what the definition of young people are and then now talking about that environment. So I mentioned this a little bit earlier. If you're going to be having a class that's going to be talking about independent living skill which would be counted in the independent living category. Not necessarily. Doesn't have to be youth transition but making sure that your environment to your center is conducive for young people so if I have a class that meets on Tuesdays at 1 p.m., I'm going to have probably zero young people there because they're probably in school or they're probably, you know, working that job and not getting the best hours so 1 o'clock is when they're going to have to work but if I move that same class or offer it at another time say Friday night at 6:00 I might have more young people involved or if instead of one of my staff being there everyday 9-5 Monday through Friday I have one staff or two staff come in on a Saturday and they get off on a Monday or something. Then now I have more young people that can actually meet with them. So sometimes it's not recreating the wheel. It's literally just changing the times that you're meeting with young people and some great advise that we got from ABLE is making sure that your environment should also be friendly so what that means is artwork. Make sure that young people, when you have pictures up in the center, make sure that young people are in those pictures. They need to see themselves on the wall. If they're -- you know, somebody else is going to be there, make sure you're going to be there. Or make sure they're going to be there too. Fun colors, bright, inviting, you know, don't make your center feel like an institution to a young person. They've had those white walls or those beige walls at the high school that they went to for years. You know, invite -- have those bright inviting colors or brochures or flyers. Also making sure that it's not just your center but making sure that you cross train the rest of your staff. Everybody should be able to engage with young people. I didn't say that everybody should have to be working with young people but if you have somebody that's walking bring -- by a young person in a center if they want to start a conversation make sure they understand not to call them kids.

Making sure that they understand it's okay to engage and that, you know, we want to have that conversation. We want them to be comfortable in our center. We want them to feel included in our center and the whole entire center has to create that culture of inclusion. So also dress for your audience. If I work for young people I'm not going to dress fancy. I'm not going to wear dress pants or a dress or anything. I might have leggings on or jeans on. Because students don't want somebody coming in that is over them necessarily. We want to really meet them where they're at as a peer. And sometimes that can be seen as another person in a suit. Coming to tell me what to do. So sometimes -- dressing for that audience. Making sure it's still professional of course.

Meet them where they are. Find out what they want and need from you. Not what you want from them. So when talking about this we want to make sure we meet the needs of those required upon us. We want to meet the core services upon us. We want to make sure that we are meeting what we think is the need in the community. But really we want to make sure that we're meeting the needs that young people have not that we want to fill. So I'm going to let Mary tell us an example from Montana and how that changed over time.

>> Hi, this is Mary, I'm going to make it quick because I know we got time here but basically, you know, we came in with this idea of we really wanted young people to get engaged at our center. We wanted them to volunteer and to do advocacy and when we sat down with them and really talked with them about what they wanted we found out that they were feeling really socially isolated. Most of the barriers that they were facing were attitudinal barriers and so, you know, we worked on coming up with different kinds of social activities. And in order to make it IL, we, you know, really helped them build skills along the way. So giving everybody a job or a task, you know, somebody in charge of putting the food out. Somebody in charge of cleanup and helping them to learn some of those soft skills and IL skills while doing it. You know, and did that for several years and then, you know, finally they started coming to us with issues that were really important to them. So wanting to make their cafeteria accessible to everybody. Wanting to get involved with not necessarily disability issues but they wanted to help out, you know children at the children's shelter and the homeless population. It was really cool to kind of watch that progression. I didn't make that quick, did I?

>> No. And I think that's something that you know, we want to make sure that, you know, if you decide to go into a school, what we were talking about earlier, of -- you may go in with an agenda of what needs to be discussed but the group may guide you and say, you know, I remember one time for myself I was in school and I came in to talk to them about independent living skills and they had relationship questions and it turned into whole relationship discussion and that's where they needed to really talk at that point. But it doesn't mean that we didn't talk about independent living skills when they were ready. So, again, meeting them where they're at and of course whenever you're going to have a group of young people if you want them in the door have food there. I know we can't always write food off but tons of restaurants are always willing to give away food to nonprofits or at a discount. You know, making sure you make those connections too. So food and fun are great ways to bring youth into the conversation for sure. And now I guess it's Mary's turn.

>> Great. Thank you. So, again, I just wanted to reiterate to folks while I'm getting going with the very exciting topic of strategic planning, that Kareena S. and the folks at ACL are going to work with us to put out a question and answer for all the questions that we had on this topic of defining the youth and where do they fit within our services. You know, don't feel bad, we're all trying to figure it out too and I think this is a great way to start that conversation. And so I'm just going to talk a little bit about where to start. And when we were putting together this webinar we were trying to decide what to talk about because, you know, you could have days and days of training on youth transition services and we decided to start at the beginning. So let's pretend like you have nothing going and where do you even begin? It can seem like a really daunting task so we tried to break it down into four different area. Needs assessing and brainstorming, surveying your strengths and weaknesses internally. And then that community resource mapping. So looking at your resources externally and planning for evaluation. So I'm going to move to slide 21 and just talk about the idea of needs assessing and we've all done this. Basically what we're saying is ask the youth. I know it's shocking. What is it that you really need and want? How can we support you? You know, we've done this a lot of different ways. We've held listening sessions so like Sierra said, getting some food in your conference room and throwing some music on and just, you know, starting up the baseline of asking youth what do you need to feel successful? Or what are some barriers that you're facing? What are some things that you would like to change in your community? And just listen. You know, some -- other things that we've done is to actually survey groups. So you know, there are special education classrooms for example. I've had opportunities to go into those classes and the teachers will make my survey an assignment so, you know, in their life an IL skill they'll need is to fill out forms so we supply the form and ask them questions what scares you about leaving high school? You know, what are some things that, you know, you think you're going to need when you leave? And when I started surveying groups I actually was very surprised at the answers. I had my assumptions, you know, I was scared -- what I was scared about when I left high school I thought these folks would be scared about not having friends. You know, and a lot of them were scared about the things that we already do at IL centers. They didn't know where they were going to live. They wanted to have jobs. They wanted to have meaningful relationships. So, you know, it's kind of cool just to validate what we're already doing and at the same time kind of help come up with some new ideas. So we're saying you need to go and talk to youth. Where do you find them? You know, we talk a lot about the collective youth so this idea that, you know, APRIL we've been working with young people for fifteen some years. We got lots of folks on board. We'd be happy to send it to your youth for you. If you don't if you have one in your state, you know, look into it. A youth leadership forum is a great way to get in contact with youth and to find those youth who might be all charged up with nowhere to go. You know, there's special education classes, boys and girls clubs, you know, people first organizations or other self-advocacy groups around your town. You know, there's the parent and training centers. Universities, they have you know disability student services or maybe they have student groups. So just kind of put your creative hats on and kind of look around. You know, the other thing that we've done and that we suggested is checking in with your consumers. You never know, your consumers might have kids. Maybe they have kids with a disability even. If they don't a lot of those things that youth need, they kind of cross over. And the other thing is just to kind of -- put yourself back in that situation we asked earlier, where were you before you were 30? You know, I like to say, I, gosh, I wish I would have known about IL when I was younger. And these are the reasons why. And so just think about yourself when you were younger, what are some things that you needed if you don't have other youth to talk to. I'm going to go to slide 22. So, you know, the next thing that -- after you kind of ask what youth want, then kind of sitting down at your center, and working as a team to figure out what you want out of a youth program and I have a list of different things here just to ask yourself. There's, you know, you could do disability history classes. You could do advocacy curriculum, you could teach in the schools or you could teach in the CIL. There's social groups, advocacy groups, I know a lot of center who is are starting online forums, online support groups for those real real folks out there who might not get the transportation in some other things you can do.

You can actually be invited to those transition i.e. -- IEPs, work with the students and the schools and go in and provide information and referral.

Talk about the community support and have those written in the student's IEP. I have had students and teachers write our CIL when I worked at a CIL, write that into the student's IEP that they'll go and visit the CIL, stay connected to it so it's a great way to keep connections and to, you know, find those youth there is self directed IEPs and you can help them with soft skills trainings.

You know, we have a lot of buzz around WIOA and the programs -- the preLOIMENT transition services that voc rehab is doing and so you can be a part of that.

I'm going to go to slide 23. So looking at your strengths and weaknesses as a CIL now that you have an idea where you want to go. Like we said, do you already have classes that might appeal to youth? We are all already doing things that are great opportunities for young people. We just need to like Sierra said, maybe tweak them a little bit for that population. So, you know, you might already have employment readiness classes. Maybe you have social groups. Maybe you have a peer support group. Or computer classes. All those things would be exciting to young people. Are you accessible to youth? Meaning in the physical sense. Are you located to a bus line and also in the sense of are you accessible meaning do you have things that young people might need to use or want to use? Like there's some centers out there that have free computer labs. Or accessible gyms in their center. You know, maybe their center is located to a youth hangout spot so those are all really great strengths to bring. Do you have youth already involved who can take the lead on your program? Do you have funding? Do you have programs or curriculums? Do you already have a strong relationship with the school district? These are all questions to kind of sit down and think about. So what can you bring to the table already? And then of course let's not forget about the barriers and what you might still need to work on in order to get your program going. I know that, one of the things that people always say is funding. And we're going to talk a little bit about that but also like Sierra said, you know, if you're doing community transition or any other programs, you already are doing 80% of the work. This is community resource mapping. Who do you know? One thing we like to do when we're out mentoring a center is have them come up with a list of family, friends, businesses, and other potential supporters who might have a stake in helping youth with disabilities. You can have everybody at your CIL participate in the process. Even interested young people who might get involved. You could have them participate because youth have connections too and indicate how they can really support you. So, for example, maybe they can help you recruit or find youth with disabilities. Maybe they can help donate goods or services or funding. Maybe they can be potential collaborators, grants or on programs. Maybe they can help with volunteers. You know, we -- for example, we do a lot of collaborating with volunteers with some of the special education programs. We get to not only educate them on IL and the beauty of choice and control. But then we also get their manpower. So I'm going to go to slide 25 and talk about supporters. When we're looking at this community resource mapping, I want to remind folks that that support doesn't always mean money. In kind gifts like Sierra was talk act. Getting a local RAUFRNT to donate some food that's just as good as money they can do free services like printing. You know, we've had folks even an artist for example come in and lead an accessible art group.

We have volunteers that come in and do adaptive yoga programs and so, really just looking at who do you know and what can they offer? Maybe they have space or equipment or prizes. Just kind of getting creative to what that support can be. Okay. 26. So like I said, speaking of money, I just want to remind folks again, you know, that youth are people with disabilities. And we're charged with serving people -- one of my mentors told me we serve them from birth to dirt and we serve with the population but now that I say that I understand that we can't build programs on hopes and wishes. We do have to have some money. So you know, you can really get creative. There's all different types of fundraising approaches that you can do, you know, we were talking with one center,T.A.R.P. and they did a greeting card fundraiser where folks make greeting cards and they sell them.

We do Amazon SMOOIL, PayPal donate buttons on your e-mail. It can be really simple. There's even, you know, look into your community and what your community can offer. There's for example, we have a lot of craft breweries.

And they all do what they call community night. So we can get our organization on their list and 50%, excuse me, 50 cents from every pint they sell comes to our program. You can rem center with the combined federal campaign and we have the link up here for you if you want to do that. Oh, and Dora, from TARP is saying we still have cards available if anyone is interested. If you ever want to help kind of brainstorming some of these different things and how to get money in your community or what can you guys do, you know, Kings said she'd be happy to visit with folks. Sierra and I would be happy to as well and we got a whole team of youth mentors from the youth mentoring program that can do it as well. We'll help you. There's resources. Okay. Next slide. 27. You know, there's also different types of grants that you can get. The Christopher Reeve foundation was just at the APRIL conference and she was saying they have quality of life grants to give away and they do focus on folks who experience some sort of paralysis.

But they, you know, they have money and she was basically sitting at the table saying we got money to give if anybody's interested. So, look into it. You know, there's the administration on intellectual and developmental disabilities. They have grants, a lot of the time. You know, I don't know if anybody's heard of the national youth leadership network. But that was an organization that they got their funding through AIDD.

So, you know, they have some money out there. There's also DD councils. So those are a part of some funding through AIDD but they usually have a requirement that says they have to help support a self advocate group so look into your state and see if that's a place where you can get some funding.

You know, one of the things that we do like to say though is to never chase money for the sake of money. And I'm sure you guys have heard that. I didn't make it up. I think that everybody that I've ever worked with tells me that. And I think what that means is that making sure that you don't tailor proposals around what funding you think you may be able to get. But really looking at what you need and that determines where you may be able to find it. So like I said, you know, rather than trying to just apply for every grant out there and hoping that you can do those services, really doing that brainstorming, we talked about find out what you want from your center and then look for the funding to follow it. We've got, oh, also I wanted to just mention to research opportunities with the WIOA, and to look at those pretransitional education services.

And I did provide a handout that went out with the materials. And that was just an example of what that looks like in Montana. It very well may look different in your state but I know that voc rehab, they're begging for people. They're begging for people to help with some of their requirements. You know, including the peer support and the self-advocacy requirement. You know, they have to spend 15% of their funding on youth with disabilities.some states Montana included are having hard time spending all that money.

So let's help them. I know Michigan for example, is working with their voc rehab. Wisconsin has put together soft skills training with their voc rehab, their centers are working in collaboration with them and so it's doable and we know people doing it and if you want to learn more about that we do have an IL conversation. I have a link here that we did with some centers who are working with WIOA. Okay, next slide. Literally. And then last but not least. Planning for evaluation. And so I know valuation is the least sexy topic ever but it's my favorite. You need to have a program in the beginning. It can show growth, success rates and look at the possibly for your programs for those potential funders.

And legislators. You know, it also can be used for outreach materials to better sell yourself and it can really help to focus in on those objectives of your programs. As much as we want to be we can't be everything to everybody and focus is really good. And the other thing is that nobody has ever gotten it right the first time around and evaluations can really help us to shape that and make it stronger. That's one thing looking back. I was trying to think of some wisdom to give if I have any wisdom left in my brain. And one thing I wish I would have done in the very beginning of starting our youth programs was to have a strong evaluation in place in the beginning. You know, we didn't implement evaluating until midway and I just think that it's so valuable. So next slide. Oh. Questions and answers. Look at that.

>> Thank you Mary, can you talk about the resources on slide 31 and then we'll do the final Q and A all at once?

>> That sounds great. Thanks, Tim. I'm going to talk about a couple and then I will let Kings and Sierra talk about theirs. APRIL is part of the IL-NET and the IL-NET has some really great trainings out there. You know the IL-NET youth transition training and Tim, is this the one that's going to be happening in April?

>> So -- this is,let's see, the youth transition training, yes, absolutely.

I want to make sure it wasn't referring to the one from last year because there was one last year and you can access those materials as well but consider this your save the date for the 100 of you that are on the phone. We will be organizing a youth transition training in Denver next April so that's going to be April 18th-20th and that will be advertised soon. So you'll have that in writing. But April 18-20 in Denver Colorado we are going to do an IL-NET multiday onsite training on youth transition.

So all the detail you can imagine. Yeah. So thank you, Mary.

>> Excellent. Yeah. And along with that we got some other publication links here on the slide and then, you know APRIL part of our IL-NET programming is called IL conversations and we have that AR caved on our website as well which is a great asset for you.

And then I'm going to throw it out to Sierra to talk a little bit about our youth peer program and topical trainings and Kings to talk about the youth NICL calls.

>> Great. Thanks, so this is Sierra. The APRIL also has a youth peer mentoring program where youth -- staff have worked at independent centers for living worked in the youth programs from across the country are able to go out to a center and work with them for two days on an onsite training and they, you know, problem solve, troubleshoot, kind of help you through the strategic planning pieces. If need be. Or if you already have an existing program that's something that that mentor can kind of help you grow even further or like I said before, troubleshoot anything. And then that goes along with that mentor would then be available for the next year. For any questions or anything so it's a great opportunity to individualize the training of what would work for you to somebody who has that experience and also starting in February, April is going to start doing topical trainings so we're going to break down different youth programs and different parts of that. So we'll be having six trainings in the year 2017, the calendar year, that will cover, we'll have our mentors from the peer to peer trainings that will be covering certain topics so recruitment, retention, transportation, history and philosophy, sexuality, bullying, whatever those topics are so we'll have a calendar that will be coming out with those trainings and it will be 60 minutes. So that will be a great opportunity for you to really pinpoint one area that you're looking to learn about. And then I guess Kings if you want to go ahead with what you're doing with NCIL.

>> Sure, so as part of my fellowship I'm looking to get youth transition coordinators a little bit more shored up because it is a new core service and we want to support them as much as possible. So I started youth transition coordinator call. It happens every other month and, you know, practice what we preach. It's a chance for peer to peer support for youth transition coordinators. We exchange ideas that are working. We problem solve with problems that centers are having in terms of youth engagement, youth development, programming ideas and it's been really successful so far we've had three calls I believe. Our next one is in January. And a lot of people find it really engaging because it allows different center to see what other centers are doing in a youth based environment.

>> Great. All right. Thanks. Okay. So now I'm going to go to the final Q and A. And I'm just going to start with a couple that have come in on the web while we've been talking moon KA asked if we could share the handout from Montana and that was actually attached to the confirmation e-mail.

I'll be happy to forward it to anyone that needs it. But, you all did receive that along with the PowerPoint and connection instructions in the confirmation for today's call. Jane also -- asked if there's any calls through NCIL and youth transitions and in addition to the calls that Kings just described, we're going to do a lot on youth transitions just like today's call. There'll be mostly promoted under the IL-NET name through the IL-NET project. Be on the lookout for those and also of course the onsite training coming up in April. We also do have a youth caucus but it's a group separate of the context of training for centers by and for young people with disabilities but if you are a young person or if you have young people that might be interested in that, you can find out more from me or Kings. Our e-mails are just our first names at NCIL.ORG. If you have questions I see a lot rolling in on the cart and we'll keep coming in through those and you can use the chat on the webinar or the CART screen or you can hit star pound if you have a question on the phone. Okay, let's see, someone asks with this new core service in any way will it involve CILs helping youth or young adults seek employment? We don't have a youth grant or funds to apply to help youth find employment, etc.

>> This is Mary and I can just take a brief, so not necessarily in our -- in the independent living guidelines for the transition service. However, like I was saying, you know, voc rehab, they do have in those programs, they have, for example, job shadowing and mentoring programs. They have job placement programs that, for example, in Montana our centers are actually applying for those funds, they're doing that placement work. They're doing that mentoring and then basically getting funds from that 15% that VR has to spend on their programs. And so Montana is contracting with the centers and like I said, you know, there's some folks in Michigan doing that and Wisconsin that I know off the top of my head. So, yes, I think that we can be doing it and we should be doing it.

>> Grate. Thanks, Mary and I'll -- this is Tim, I'll just offer too, I'm going to take off my IL-NET and put on my NCIL hat in a second. The elephant in the room with all these core services is the money to do it and we realize that and NCIL is going to continue to push for appropriations. Additional IL-NET funding to help support this work. It's not going to be easy to do but it's a priority for us. So I just want to say that out loud. Also we had a number of people ask Kings how to get on that peer group and Kings responded on the chat that you can e-mail her at Kings that's just like it sounds Kings@NCIL.ORG. If you're interested.

>> I will say, the date in January is sent out the first week of every month. We give you anywhere from one to two weeks to generally poll to see how many people are available at certain times. We either do a Google forum or a doodle so we can get the maximum amount of participation so like I said, again the best way to get on the calls is to e-mail me. It's not like an every third Tuesday of the month. It's a month by month basis to get as many people involved as possible.

>> Great. Emily asked is there a copy of the new core? Any of our presenters know?

>> Emily, I'm sorry, can you explain a little more a copy of the new core. Like the core service?

>> Oh, the new score service. I thought me meant score standards. I see. We have the language in the slides, Emily. But -- and that information was sent I think to the centers as well but if you're looking for something beyond that the language of the new core service let me know.

[Pause].

>> Okay. So star pound if you have a question on the phone and we'll keep watching the chat. We're just about at 4:30 I'll give a few more seconds to see if other questions come in. And before we close I'll give instructions for how to send questions if you have questions after the call.

>> Tim, this is Kings, I do just want to make plug, I do want to distinguish the NCIL coordinator with the NCIL youth caucus call. Like it says the transition coordinator calls are for peer support ideas and building a community around youth transition as it relate to this. The NCIL youth caucus is a group of young people age 26 and under who are looking to be involve ed in the IL community and that's political engagements. Peer support, we have different events at the NCIL conference in July.

So if you also do have young people who are interested in joining that, please also e-mail me at .

>> Another participate is ask if the PowerPoint is available on the website. Yes, indeed as long as an archived copy of this presentation. That'll be up within 48 hours usually much sooner.

>> I wanted to add with that that we do have -- the strategic planning and information that Sierra and I went through. We have all those materials available for folks as well with our mentoring program. You know, like we said, you know, we send youth mentors out with all these tools and working on them. So if that's something you're interested in too you can always contact Sierra.

>> Great. Thank you. All right. Well-being 4:30 I want to point out a couple things before we close. The folks from ODDC say this has been great. Thank you to the presenters. You have been awesome. I couldn't agree more. Kings, Sierra, Mary, really a great job. Thank you for taking the mystery out of this for us as you can tell we're all concerned about meeting the requirements of doing good work and we really appreciate you offering your expertise with us. Also right here on slide 31, that's a live link to the evaluation. So if you click on that it will take you there. Again, if you're in a small group we would appreciated hearing from you as individuals. Let us know what we did right and could have done better and know too that this is really as we see it, the beginning of a host of technical assistance that we need to do on the new core services including youth transition. We viewed today's conversation as introductory and there'll be more as we discussed. With that we'll go ahead and close today's call. Thanks to all of you for taking your time out of your day to join us and have a wonderful afternoon. Bye-bye.