SUPPORTING YOUTH IN TRANSITION: HOW CILs CAN CONTRACT FOR YOUTH TRANSITION SERVICES

Presented by Joe Michener and Seth Hoderewski

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3:00 P.M.

>> TIM FUCHS: All right. Good afternoon, everybody. I'm Tim Fuchs with the National Council on Independent Living. I want to welcome you to the latest IL‑net, supporting youth in transition, how CILs can contract for youth transition services. As always, today's presentation is brought to you by the IL‑NET training and technical assistance project, IL‑NET is operated through a partnership between ILRU in Houston, Texas, NCIL here in Washington, D.C., and Utah State University Center for Persons with Disabilities in Utah, and APRIL in north Little Rock, Arkansas.

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So today's call is being recorded as it always is so we can archive it on ILRU's website. They catalog all the training material, all the live training and webinars that we do through the IL‑NET. So we are currently in presentation mode. But we encourage you to ask questions today. We have got quite a bit of time set aside, over 20 minutes for your questions. So I hope you will take advantage of that. There's a couple of ways to ask questions and I will remind you all of those before we take each Q&A break.

First of all, and the easiest way to do it is if you are on the webinar today, to use the Q&A feature and that's right there in the middle of your menu bar at the bottom of your screen. If you don't see the menu bar, you can hover your cursor over the bottom center of your screen and it should pop up. So you can type questions there or you can do that any time during the call today. We will wait until the Q&A break to address them, though.

But just know that we have gotten them and we do see them.

There are a couple of alternatives, if you can't access that feature for any reason, if you are on the full screen CART page, you can type your question there. I'm logged in there, and I will read them. Let me mention that the captioning is available through the new platform. I would imagine most of you are seeing it right now. If you don't, you can turn it on and it will display at the bottom of the screen.

You can manipulate the size of the closed captioning by pressing the upward arrow for the captioning. You can make it larger or smaller, but if that's not large enough for you, or you want to manipulate, say, the size of the font or the contrast, then I would recommend that you all use the full screen CART at Streamtext. That URL is a little too long to read out, but it was sent to you in the confirmation email. The same confirmation email where you got the connection information for that.

There's a chat feature there and you are welcome to use that.

There's also a chat feature on Zoom, of course. And you are welcome to use that to send comments or to let us know if you are having any technical issues. If you have a content question about the webinar, we prefer that you use the Q&A tab.

All right. The only other thing I wanted to mention for this morning ‑‑ or for this afternoon's housekeeping is just when we finish today's webinar, you will see an evaluation form pop up on your screen. It doesn't take long to fill out, and I really hope that you all will complete that. If you participated in a small group today, that's fine. We would love to see that, but I hope that each of you as an individual will complete that evaluation. If you really don't have time after today's call or maybe you are watching the webinar on a coworker's computer, the link to the evaluation form was also included in that same confirmation email. So please do fill that out. We really want your feedback. We put a lot of time and effort into going through those evaluations and looking for improvements for our program and we can't do that if you don't tell us what you think. So be on the lookout for that.

All right. That is officially the end of the housekeeping for today. Let me go ahead to slide 3 here, and introduce our presenters. I want to thank Seth and Joe for agreeing to be with us today and to put together yet another presentation for the IL‑NET. We are big fans of the work that they have done and are doing at Lehigh Valley Center. Seth Hoderewski is the director of transition services there at LVCIL. And has helped to shape many of the programs that we'll talk about today to support young people in transition.

Joe Michener is the director of employment services at LVCIL and the same deal, has shaped, you know, run many of the programs that they have got going there to support people looking for employment.

We have worked with Seth and Joe quite a lot over the last year, as they have over a year ‑‑ they first came to my attention through ILRU because they had worked on a training with some of the folks at ILRU related to youth transition and employment, and they were also part of our presentation team at the big youth transition on‑site training that we did back in Denver in April of 2017.

Over the past year, they did a learning collaborative on guess what... youth transition! And that's been a really fantastic experience. We've got about 22 people from 12 different centers all around the country that are working together and closely with Seth and Joe to build and improve their youth transition programs. And that's been a really cool experience. So I really enjoyed getting to know you guys and I'm so thankful that you said yes to yet another one of our presentations and you know how much you have to offer. For those people who have not been able to come to the on‑site trainings or participate in the collaborative, some of this will be really new and that's why we wanted to get it out to folks. So thanks for being willing to do this.

Let me go ahead to slide 4 here before I kick it over to Seth and Joe. You probably recognize these from the original training announcement.

So today you are going to learn about strategies for establishing relationships and collaborations with voc rehab, school Districts and other organizations. Steps to set up and management pre-employment transition services, a/k/a Pre‑ETS for youth. Examples of funding opportunities, partnerships and contracts to maintain services for youth in transition. And examples of successful programs of how the IL philosophy is integral for providing transition services for young adults.

All right. So with that, I'm going to click over to slide 5 and turn it over to Seth to keep us going here. Seth.

>> SETH HODEREWSKI: Yes, hey, thanks, Tim. Definitely appreciate it. I know ‑‑ I know Joe shares in the sentiment of, you know, we are thrilled and humble to be working with IL‑NET again and we find our collaborative efforts here just incredible. We appreciate the work that you do and that everybody does, that you do all of these things and thrilled that you keep asking us back. We must be doing something all right.

Yes, my name is Seth Hoderewski, I'm the director of youth transition services at LVCIL. And ‑‑

>> JOE MICHENER: I'm Joe Michener and I have been here coming up on eight years.

>> SETH HODEREWSKI: So our heads may mob in ‑‑ Bob in and out, but we wanted to be in one room to feed off of each other and work together.

To start this off, we wanted to give you an idea of who LVCIL is and maybe our time line for what we have done in transition services and give you the background. We will thought that was really important.

We are located here in the Lehigh Valley, Allentown, Pennsylvania. And we have a combination of rural, suburban, urban, a little bit of everything here in the Lehigh Valley. We are located just north of Philadelphia, just south of New York. It's an hour, hour and a half to the beach in New Jersey. You know, so we are really sitting in a prime location where there's a lot of industry and a lot of things going on.

We were established in 1990, with the signing of the ADA, the Americans with Disabilities Act and our transition services started a number of years later. Back in 2008. That's when we started with all of our transition stuff. So, you know, it really ‑‑ we have been doing it for about 10 years now and it's taken some time to really get to where we need to be and what we need to do.

You know, like our current LVCIL budget, we are at about $3.7 million a year and that is ‑‑ that is overall, in all of our programming. Back in 2010 and 20.11, we were at 940,000 for the entire CIL. Our current transition to employment is currently at 1.5 million. So, you know this has been incredible and has shown a lot of growth and that's really helped to expand our entire center with everything and all that we have done.

You know, same goes for our consumers and what we have seen. We work with and last year our fiscal year 2017‑2018, we had 1,217 consumers that we worked with. And 715 of those were our transition in employment consumers. And so that coming from our total consumers served back in 2010 and 2011, we were at 370 total consumers for the entire CIL. You can see what the entire growth is here in Lehigh.

And back then, we only had 15 transition and employment consumers. That's an increase of like 700. You know, as far as our staffing, the incredible increases we had there as well, you know, we ‑‑ we currently have about 55, I think we just hired a couple more people ‑‑ 55 plus. And our current transition employment staff are around 26. That comes from when we started all of this, back in 2008 we had just one staff. So, you know, the incredible growth has really come for us and we have seen a lot of that, especially with our transition into employment and that's impacted us, our entire center.

>> JOE MICHENER: Tim, you can go to the next slide.

>> SETH HODEREWSKI: So the background for all of, that and really why we decided to do transition services was way back ‑‑ way back when in the early years, we were really inundated with phone calls. It was usually the fall after the summer when the young adult graduated that previous year. And we would get the phone call from the parent saying that their son or daughter has just graduated and they were sitting at home and doing nothing. So they were ‑‑ people were looking for resources, information, programs, all of that kind of stuff and didn't know where to go or turn. They didn't have the information or the resources. You know, parents were also telling us that their young adults were sitting at home and they were really losing all the skills that they needed in school. Think about how many years a young adult is going to school, and they are sitting home and doing nothing, losing all of those skills.

Parents would say, we don't know where to begin. There's so much out there or not. There's possibly nothing out there.

We don't know where to start, who to talk to, what information and what resources are out there. Who can help us with all of that? And one of the other things that we saw, you know, as we got into things a little bit more, limited expectation for these students in school. And what they were being asked to do as far as work goes. You know, we often talk about the young adults that would go out and fill saltshakers as a work experience. Like, that's great if you like to do that kind of thing, but, you know, is that it? You know, should there be more or we have the stories the young adults and being told, you know, you are really good at stocking shelves. Maybe you should do that for rest of your life. You have some of the notions of stigma and we should talk about that for a long time as well.

Then we really saw our ‑‑ these young adults that we were working with as our future consumers, our future board members, and possibly our future staff. So that was ‑‑ we felt it was really important to get that whole idea of transition out there.

You know, it kind of being along the lines of what CILs are about and what they were born to do. You know that whole history piece is important, but you know what's in the same kind of thinking, where things are or where young adults are. So, you know, that was really important to us, as we were kind of going. And as we started to develop this, and really develop a culture here at Lehigh Valley CIL, we found it was a perfect fit for our CIL, and that was just, like I said really took us to a whole other place.

So as far as our ‑‑ the transition services here in the Lehigh Valley CIL, we really have seen, like I said, significant growth in our transition and employment services over the past nine, going on ten years and this has really helped us to develop, really, just about every other part of what we have going on at the CIL. We have other programs and housing and support coordination and, you know, we do a lot of different things. And all of those are kind of ‑‑ all of those programs, including our transitions in employment are really intertwined with one another. You know, we really look at it as a one‑stop shop where a young adult can come in and work on their employment and transition‑related skills but maybe they need housing or coordination support or maybe they need some social aspects as well. So you know, that has helped them to grow every aspect of the CIL.

And to the point where we have been fortunate to work with a number of other centers and, you know, both in the state of Pennsylvania here and on the national level too. Tim already talked a little bit and we will talk briefly more about the learning that we are doing and that type of thing. So you know to get this notion of these transition services out there more has been ‑‑ has been really awesome.

And, you know, a lot has to do with our, you know, relationships and that type of work, and we will get into that a little bit more, you know, in a little bit here, but we really found that that ‑‑ that the relationships and primarily our relationship with our vocational rehab office has been really what it's been about for us and being able to take things to another level.

And, you know, with this advent of pre-employment transition services that are out there now, and that too has really taken us to another level here.

>> JOE MICHENER: I will just add that everything that Seth is talking about is meaningful to us. I know when I started in the vocational rehabilitation 17 years ago at this point, a lot of the services we are doing now and a lot of things that are happening now were not happening back then. It's a meaningful time to get into it. I know years ago when I worked with somebody, sometimes when they would leave high school or college, they would fall off a cliff and they wouldn't know ‑‑ as Seth said, they wouldn't know where to go or what to do or what resources were out there. What I'm really excited about, I think the most exciting part for me is that a lot of these new services that have come up in the last few years have helped to bridge the gaps for people and keeping the people connected and assess that too. Who better to do it other than a CIL with the idea of empowerment and consumer control at the backing of everything and not letting people fall into dead‑end jobs and things like that?

And speaking of that exciting work, Tim if you want to go to the next slide. Just to talk briefly about the learning collaborative that you have been taking part in the class, and this is really cool. Along the lines of all the new services for young adults who are transitioning, we had the privilege to be a part and still going, the collaborative between 12 CILs from around the country, working together to either start up or enhance their current services for young adults transition. So this is a collaborative approach to everything. We have been following a ‑‑ what is called the program‑centered man. If you are familiar with the program‑centered planning, we applied it to how we are developing our programs. So writing goals and doing a lot of discovery work and then creating an action plan out of that.

Each of the CILs involved are doing their own program‑centered plan, but we'll collaborative as well. How do you deal with transportation? How do you establish a relationship in voc rehab. How do you establish a relationship with the schools in your area. Like in our area, the schools are used to doing everything themselves.

That collaborative has been really powerful and we are hoping to see more of those. We had an event here in Allentown, where we kicked everything off and then we have been doing monthly phone calls and webinars to keep things going and by the end of this year, each of the CILs will have their own program‑centered plan to build off and work through for the next year. I just wanted to mention a little bit about that. We are excited about it. We hope that there are more of those types of things available for the CILs everywhere.

Go ahead, Seth.

>> SETH HODEREWSKI: So I'm sure everyone has talked about the fact of, you know, transition being, you know, the fifth core service for CILs and all of that and how important that, is and what that can be done alone with. But, you know, we wanted to really highlight some of the stuff, the national trends that are going on and some of the important work that's really considered useful at this point through the WIOAa, the workforce innovation opportunity act, which provides for pre-employment transition services which states that OVR, the vocational rehab, really has to focus on pre-employment services and has to put 15% of their budge tote young ‑‑ budget to young adults who are still in school, ages 14 to 21. They can be enrolled in postsecondary as well.

And it ‑‑ this has really been a game changer for us, especially over last two years or so. You know, there's really a lot going on, a lot of opportunities for young adults under this. And with them looking at ‑‑ with VR, looking at options or more things around postsecondary, more things around self‑advocacy, and more things around ‑‑ and living skills. There seems to be more understanding around the fact that work is not just work. Work is everything else around work. You've got to be able to cash your check and you've got to be able to take the bus and you've got to be able to set your alarm and do all of these other things as well.

So it all goes hand in hand. Plus the fact that ‑‑ it provides for opportunities for like paid work experiences where young adults can get paid for some of the work that they are doing. There's been a lot of research out there that says, you know, that those paid work experiences, the number one predictor of young adults getting done with school, are the evening, weekend jobs. And being paid to do that really is impactful on the learning for the young adults.

And, you know, just to promote, you know, the fact that these services are not meant to replace school services. There are a lot of programs and things going on out there where OVR is working directly and VR is working directly with schools on particular programs. We are meant to supplement and complement each other. And, you know, it's really all young adults should get through VR at this point and they are looking to really assess who can ‑‑ who can be out there working and who can be doing things and probably seeing if people can be staying out of sheltered workshops. There's a push there as well. So they are kind of looking through all of that.

But, again, it's really meant to make that transition more seamless, and bring people together, and provide those resources and do those kind of things. You have.

>> JOE MICHENER: I wanted though out, that mentioning WIOA and the fifth core services. So it's not just stuff provided through the core service dollars but we will also talk about those from other funding services such as voc rehab and school districts and stuff like that. There's only so much we realize. There's only so much we can do with our core dollars. That may or may not have changed in the last decade or two, so finding a way to supplement those funds and do things for your core dollars but look for alternate funding sources to do some of these things is totally appropriate and okay.

We are not going to spend time during the communication breaking down which service comes through which funding source, it might be obvious. We will might say voc rehab, but, you know, just if you have more questions about that, just ask us and we are happy to ‑‑ I know that's a big question around the country, when we talk, how are you doing this? And what is core dollars and what is another funding source. I wanted to throw that out.

>> SETH HODEREWSKI: You can go to the next one, Tim, please. We already talked about some of this and a won't go into too much more here because we did talk a lot ‑‑ a little bit about this on the last slide. But, you know, there are a number of different programs and things. Here in Pennsylvania, you know, our local VR office is doing things like transitioning and there are different summer programs being run through VR at like Penn State University and other programs like that. So there is really this push to really get more of these pre-employment transition services out there with different programs as well.

So you can probably move on, Tim. Thanks.

>> JOE MICHENER: I'm sure many of you have questions about voc rehab, and we could probably do a session on voc rehab. We realize in Allentown, we are in a pretty fortunate position. We had a longstanding relationship with our local VR office, our executive director here at LVCIL, Amy Beck. She gets a shout out every presentation. And she's had a longstanding relationship with the district administrator of our voc rehab office. It wasn't until about 2011 ‑‑ I'm sorry. They had agreed to do sign language interpretation referral service a few years before, but it wasn't until 2011 that we started doing specifically supported employment services in partnership with voc rehab.

So despite the long standing relationship it really was initiated by an innovation and expansion grant through VR that we were able to start the transition employment services. We will get into a lot of different programs that we do, but this one in particular was really meaningful and really helped us develop a lot from it, because it ‑‑ it got us into the door of voc rehab, as far as providing services and showing them that doing things with the backing of the independent living philosophy and doing things in a mind‑set of consumer control and empowerment, actually produced really good results. And that was something that they were hesitant about, because, you know, most voc rehabs are about the number, get people in jobs and get them going.

But really working hard and finding a way to prepare people for jobs and to allow them to explore and to find a job that they are really motivated to do, or to get them on a track to an ultimate career, we were able to show pretty quickly through an I & E grant that that was possible to do and it would produce more longstanding long‑term results that voc rehab was looking for. We will talk about that today. We will talk about our fee‑for‑service metric which has just exploded in the past few years.

It started with another program that came from another state agency but that went into a lot of different things.

So we will be hitting all of that. I just have to mention that I realize very much so that around the country, not everybody has a great relationship with voc rehab and I think that's something that we have to find a way to work through and work around and I know if you are in that position where you have been trying, and you are getting that door closed on you, it will be very frustrating.

Seth and I are very open with trying to work with folks no bridge that relationship and bridge that gap. We understand that there's a lot of history between CILs and voc rehab and some of it adversarial, for sure. We found that working with voc rehab has helped so many consumers reach their goals and that has been a really positive experience for the last three years.

>> SETH HODEREWSKI: So schools are the other big area where we really made an impact over the years there, and we have probably close to 30 or so school districts in the Lehigh Valley that we are trying to work with at any given time. And we found it's really important to, you know, help support them and them support us and that whole collaborative piece.

If folks are familiar and there's different programs out there that schools are working on with different agencies and all of that type of thing, if people are familiar with project search, you know, that might be good to check out and that's something that project searches all over the country and I think all over the world at this point, but it's a school‑based program that is ‑‑ that is more in line with real life work and ‑‑ and it is ‑‑ it is something that is, you know, a great program for young adults with disabilities and something that we have worked on and have modeled some programming over the years as well, but opportunities to collaborate with schools on things like that and others are just great for ‑‑ great for students, great for the community, for everything.

We have found that presentations and getting into classrooms and talking to teachers and having that opportunity, it's a great way to get information out about the CIL and what CIL does and all of those types of things. It's one of the things that we found out early we have to get out to the classrooms and talk to students. There's some neat stuff with the transition services where group presentations can be done in school and paid for through OVR. So, you know, through a new contract to work with them. So we had really taken advantage of that to get out there.

IEP work is a great opportunity for our CILs to get involved in things at the schools. Who knows advocacy better than a CIL? Who knows the community better than a CIL? You know, like, especially in the transition realm, and providing information and resources for the IEPs can be incredible!

And I mean, you can take it to a whole other level with things, things that we have been able to do here for some of our programming that we will talk a little bit about later, but we can ‑‑ we contracted with schools to provide things like independent living skills, you know. We have had schools reach out to us to see, you know, they knew what we did and saw what we were doing to the employment and the independent skills and whether there was an opportunity based on what the school was willing to do.

And then like one of the great areas that we have found that needs a lot, that could use the support and the opportunities to work with are the cyber schools. Pretty much the students there need the social outlet. They tend to be home on their computers learning and they need that. You know, we have been able to find some great opportunities, but a number of cyber schools here in contracting to them to do work for them. So that has been the area that has been great.

Next one, Tim.

>> JOE MICHENER: So along with working with schools. We talked about voc rehab and a lot of stuff going on there. We talked about the schools. Those are the two biggest funders but we are also starting to see we are involved in a lot of things with postsecondary institutions and then funding from various sources for different programs that are postsecondary based.

So there's ‑‑ as Seth mentioned earlier in WIOA, in the pre-employment transition services there's funding available for students enrolled in college or postsecondary training that they can continue to receive pre-employment transition services.

So we actually had a program we'll talk about a little later where we'll partner with a local college and are just in the process of getting voc rehab to help fund some of that program. We were working on campus. We will talk about that in a little bit.

These postsecondary programs are popping up all over. Place. You know to really provide some ‑‑ some supplemental supports on campus for students, to help prepare them better for, you know, going to postsecondary education and training. They are also seeing an influx of interns coming and helping us here at our local office. We have, I don't know, 22 some interns. (Inaudible).

>> JOE MICHENER: We have a lot of interns right now and they are learning what a CIL is and doing some great work. We are finding some great in‑roads with professors. Professors who are interested in making their classrooms more accessible, helping students achieve the learning that they want to achieve and we are making those connections more than ever and I know there are several other great programs around the country that are really doing good work in this area.

We are doing sensitivity training to would‑be teachers and we are also ‑‑ there's just so many opportunities for a college campus. For a while, we hosted one of our programs on a local college campus or we had high school students going to the college campus every day, and taking part in training of seminars but also taking part in work experience on the college campus and it was for students who were interested in some sort of postsecondary education, and so they were getting, you know, orientated to the college environment, and at the same time that they were learning some work skills and learning how to do, things like FAFSA forms and more things with postsecondary. It seems like the opportunities are endless.

Tim, go ahead.

>> SETH HODEREWSKI: And then really looking at other funding and partnering options. It's all about those relationships and who you can get involved and can they be good board members and all of those types of things. That whole partnering piece is so huge. You know, we have found the social clubs have been really beneficial to us. You know, we had a board member that was president of the rotary and really ‑‑ president of one of our local rotaries and he really did a lot for us to raise funds through them, to get the word out about the CILs and all of that kind of enough. So, you know, that whole piece was huge.

Different foundations, a lot of different foundations out there for, you know ‑‑ we look for a lot more for education and transition and those types of things. Lots of different grants. Our grants, we started with our programs through the development of the disability council. And that's really what set all of this off.

They got it and got what we were doing and really, really that's where it all began for us.

Businesses, you know, on so many levels. You know, they can be ‑‑ they can provide places for, you know, funding. They can provide donations for us, yeah, volunteers. They can provide, like, for us, for job coaching places, you know, places for job coaching, all kinds of stuff like that. Other nonprofits and working with other non‑pro fits. You know, we received a CIL as almost noncompetitive and really wanting to do what is best for the consumer, even if it was another program.

And being able to work with other agencies, other nonprofits in that regard. And really when it comes to doing grants and stuff like that, you know, people want the partnerships. You know, the funders want the partnerships. They want the most bang for their buck. They want to be able to reach out to us as much as possible. We have done a lot of fund‑raising and young adults have done fund‑raising, and we have done things here like our gala that has raised a lot of money for, you know, our transition and employment services. And, you know, one of the other areas that has been very beneficial is that whole legislative piece. And the developing partnerships there and getting to know the legislators and letting them know what your ‑‑ what your CIL is and what you are doing. You know, they have actually, you know, been able to provide some ‑‑ not only some funding for us, but they have also done some other really unique stuff and speak at our gala or come and talk to one of our local ‑‑ one of our local legislators who has a disability himself. He would come in and talk to our young adults as well. A lot of different possibilities when you get into the legislative realm and really important one.

Next, Tim.

>> JOE MICHENER: All right. Here we are at our first question break.

>> TIM FUCHS: So let me remind you, you can type your questions in the Q&A tab or if you are using the full screen CART. I don't see anyone, there except the captioner and I. We have a few questions and let me start with those in the order that they came in. So first question, what's best way to work with DVR?

>> JOE MICHENER: Good question.

>> TIM FUCHS: What do you think, Joe?

>> JOE MICHENER: , I'm sorry if anybody on the call heard this before. But for us, we were fortunate to have the relationship with VR, but as I see CILs starting up programming around the country, there's two big ways that I view that folks are tackling it.

One, they are looking at grant opportunities provided through the Department of Labor and industry in their state, and looking for things like innovation and expansion Grants to allow them to start some programming and getting the funding.

The other big piece is dipping their toes in the pre-employment transition services. That's what we refer to as Pre‑ETS. So folks that are doing anything from starting with just doing group presentations in schools. So you are developing a curriculum. The main areas for Pre‑ETS are educational stuff and independent living skills and self‑advocacy a part of that too. We are seeing the CILs being contracted to go into schools and provide presentation. It's a very good funding stream. You get paid in most ‑‑ in most states you get paid per student and that's a great way to build up your services. You can do a couple of presentations a week until you can build it up and potentially fund a staff person and go from there.

So you know, there's a lot of different avenues. If you have a contentious relationship with your local VR, you need to break down the wall and that may be easier said than done.

>> SETH HODEREWSKI: Again, the benefit is all about the consumer. And, I mean, you may not see eye‑to‑eye and we don't see eye‑to‑eye with our local VR all the time, but we work through that because it's in the best interest of the consumer.

>> JOE MICHENER: One of the things that helped us and I'm not bragging here at all, but, like, me coming to the CIL with a voc rehab background helped because I was able to speak the V ‑‑ VR language and I knew a lot of counselors. If you can write someone into the CIL that has the VR background and has the connections, I think that helped us. I think just naturally, we were able to have some very real conversations right from the start and let us know what was working and what they liked and what at the didn't like.

>> TIM FUCHS: Okay. So a similar question. Also from Dagger. Not just DVR, but how do I work with other agencies that work with youth and break down that barrier of territoriality, you know, of my consumer versus the other consumer. How do we collaborate with those agencies so the consumer just gets the services and how do we get through the resistance from the agencies?

>> JOE MICHENER: Keep being who you are. We always found as Seth said a little bit earlier, we don't treat anything competitively. We invite other agencies to all of our events. We invite, you know, if there's working with a certain employer. We are always the one that takes the high road, and say, hey, let's figure this out. Over the years, that has helped. It doesn't always help. Are there always going to be those agencies that just don't want to do and work with you and maybe don't do things in the way they should be done? Absolutely.

But that's again, just taking the high road and keep being a CIL. Keep being the resource for everybody.

>> SETH HODEREWSKI: And I would agree with that. Like, it's not something that happens overnight. You know, it's something that might take time and is really developing that culture and I think that's something that we have done here and working with the different agencies that are here. And I think there used to be a little bit more contention than fighting over things.

We understand that there's room for everybody, and a consumer might want to pick our service over another, and that's all right. You know, the best thing you can do is you do you as best as you can do. And be top notch and keep ‑‑ and just keep plugging along. I think that's what we have really done.

>> TIM FUCHS: Great. Great. All right. A couple of people asked during the last section, what I & E was and I typed out in the Q&A tab that it's innovation expansion funds, but I promised that we would say it out loud during the break as well.

>> JOE MICHENER: Absolutely. And it's typically funding that comes through the Department of Labor.

>> TIM FUCHS: All right. The next question is can you talk more about your approach with schools and how the funding opportunities were developed?

>> SETH HODEREWSKI: Yes, and that's come in a couple of different ways. We are currently doing stuff with VR and being able to get the schools in that way, through group presentations but, you know, early on and kind of how we started our work getting into schools, was ‑‑ I mean, you saw the need. When we started off our first young adult group, we saw the need to be able to increase that group. So I really tried to get out as much as possible and talk to the teachers and students and anybody who would listen to me, especially in the school District and had a little presentation that we could take in there and really promote the CIL and promote transition services and all that kind of thing.

At the same time, we also had a board member who was a special education lawyer who saw what we were doing in transition, knew what we did as far as independent living skills and really had 9 bright idea of, hey, you know, like this school district is having a tough time. providing this particular service. Is that something that we as a CIL can do? And we were like, absolutely!

Let's do it. Let's contract with them. And see what we can do. So that really took that school ‑‑ you know, took that work to another level.

And then from, there you know, we're constantly doing outreach and providing really good services and saying what we could do for school districts and we really try to keep that ‑‑ that positive level as well. Because we need school districts and school districts need information and resources and we tried to keep it on an even keel there too.

>> TIM FUCHS: All right. Great. Let's see, the next question comes from Colleen, who asks: This sounds like a completely IDD‑focused transition program. Is that true, guys?

>> JOE MICHENER: No, and I'm glad that was pointed out. We certainly didn't want to make it sound like that ‑‑ Tim, if you want to read the rest of the question?

>> TIM FUCHS: Sure. Well done, guys, but, however, what about the use of WIOA funding for transitioning high school youth who don't need support and employment options. Youth who are college, and trade and university pound, but WIOA should support them as well with.S tailored to their needs.

>> JOE MICHENER: That's a good question. We are doing a lot of work for anybody, any disability. You snow, we are talking about ‑‑ we have some newer services like job mentoring, job retention that are specifically for consumers who don't need supported employment necessarily, but they are looking at the skills and stuff like that. We also mentioned postsecondary programs that are popping up but then a couple of them that are specifically a part of where we are helping prepare students for postsecondary education and also supporting them as they need it on campus, throughout the school year.

Sore we provide a structured study lounge that students can use and we also work one‑on‑one with students through individual employments to work on whatever it is that they need to work on.

And currently, we are in negotiations with voc rehab to have that funding through WIOA and ETS. I agree there's a lot more that needs to happen there but I'm excited to see that there's a lot more coming, and there are things popping up everywhere.

>> TIM FUCHS: Okay. Great. All right. We have got a few more questions lined up, but I'm looking at the clock and I think that ‑‑ I want to make sure that we get through all the content. We do have another Q&A break. So what I will do is I know some of the questions that came up were actually about pieces of the program that we are going to go into more detail on now. So let's go through that. If those questions remain, we'll start with them, when we get to the final Q&A break. So I will go ahead to slide 16 and turn it back over to Seth.

>> SETH HODEREWSKI: Yes thanks, Tim. These ‑‑ this is the LVCIL transition and employment programming. These are all of our different programs here that we are going to talk about in our next few slides. So if you don't mind going to the next one, Tim, we'll go there.

And we'll start off with what we call our S2L group, our school to life group, and this is the group that really kind of started this all for us. The fact that a grant from the developmental disabilities council, and initially it was our S2L and our Real World Lehigh Valley summer program which we will talk about on the next slide, but, you know, those two programs are broken down to be their own individual and now the S2L is a year‑long program for young adults age 14 to 25 who have different types of goals. Employment, independent living, social, whole nine yards and the group meets two to three times a month and either here at the CIL or in the community.

And really what this group does is in the beginning of year, they sit down and talk about all the things they want to do. This is their group. They decide what they want to do. It's youth led and youth driven and they talk about the social things that they want to do. So you know, we want to do a Halloween party. We want to go out and get Japanese food. We want to see a concert, the whole nine yards.

We look at different things like where can we go out and volunteer in the community? We want to give back. Like, we'll help out at the autism walk and we'll do things like that in the community as well. We will have presentations about things like advocacy and you name it, if the group wants to do, it we try to do everything we can to do it. There's a fee for that program, and we're also doing lots of fund‑raising as well. So we actually have developed a mini micro‑process that helps to do things for the groups. We will have meetings for parents and guest speakers. The group has their own website, he can check it out, LVCIL.org/s2l. And there's a Facebook page. There's a group dynamic that took us into all the other programming that we did.

And really, that group has developed quite a lot.

>> JOE MICHENER: I will throw in that this is a program that we are currently also in negotiations with the voc rehab and it has provided grant for, because it so many goals.

The next slide.

>> SETH HODEREWSKI: So initially our summer program, those are the Real World Lehigh Valley. It was set up to go along with S2L.

It had the year long component and the summer component, but the ‑‑ the Real World Lehigh Valley, we ended up ‑‑ that ended up changing and working over. Years to go from grant to fee‑for‑service where our local VR office saw how, you know, really ‑‑ it was really fitting with what they were interested in and, you know, they were going to provide that for their consumers as well. So, I mean, that's where the base funding comes from now. It enters the six week he, three day a week program and focuses on employment and has different speakers and all kinds of stuff like that. A lot of hands on activities, and promoting things like independent living. A lot of stuff with employment related, leadership, all of that kind of thing. One of the really great things that we have been able to do, based on our being able to develop relationships with partners in the community, was to have the program hosted on site at Dorney Park and Wildwater Kingdom. That's our local amusement park. And they have been really great to work with on so many levels. And they provide opportunities for our young adults to, you know, host space for a curriculum, where we teach skills on how to get a job and keep a job but then also have the young adults go and learn hands on work skills in the park. There's so much going on there. It's like a mini city. There's so many different things that happen there. It's cool. They hire between 2,000 and 3,000 people every year and a lot of them are young adult. You have natural peer support and it's almost a rite of passage for a lot of young adults here in the Lehigh Valley to work at Dorney Park.

To have that kind of relationship, these past two years has been great and probably one of the most significant things in my time here doing this type of work.

Next one, Tim.

So we had our S2L group and we saw a need to promote those programs and promote the center here, just in general. So, you know, we developed a presentation, a very interactive presentation, it was called "have you thought about life?"

So we would take that into the schools and into the classrooms and really ‑‑ I would particularly take a young adult with me to help make the presentation to the classroom. We would go out and talk about different things that a young adult would need to do, to be ready for ‑‑ for when school was over, to when they got into the adult world.

And it was ‑‑ it's very interactive, very fun. And that actually morphed into a lot of different things as well. You know, like, we had ‑‑ we ended up having two local transition councils, called have you will thought about life transition councils where we were able to promote that as well. That was really ‑‑ really something that we found out. We need to get out and promote our transition services and having young adults there to do that in a fun and interactive way was really what we needed.

Next one, Tim.

>> JOE MICHENER: So we are still back eight or nine years here in the past when we started out so when you read this slide, realize that these are how things developed, the next slide about career path during in about 2011. So this was ‑‑ well, before I was here. I got here when they started this program. But before I was here, Seth and Amy were doing things going on in the Lehigh Valley, specifically in the realm of supported employment and job coaches and they saw a need to ‑‑ or they offered to provide some training for job coaches from other agencies, things like, you know, professionalism and the empowerment of folks and things like that.

It was at that time that coincidentally there was an innovation and expansion grant that allowed for some start‑up programming, specifically focused on young adults. So Seth and the team hear wrote the grant to start a supported employment program, focused on young adults who were about to or had just graduated from high school. This was before the Pre‑ETS stuff.

So we were doing this through an effort through the CIL and the local voc rehab to catch the adults as they were leaving high school. And those who had a goal of getting a job and getting competitive employment.

So somehow Seth and Amy and our Greg our grant writer convinced voc rehab to do some really unique things that are above and beyond what a typical supported employment program does.

So we got person-centered planning written into the services. That, to me, was pretty revolutionary when I came and started here at the CIL because to have person‑centered planning and voc rehab paying for it was pretty exciting. So true person‑centered planning, you know, use the maps and caps models. But planning that is all about consumer control and consumer planning, here allegation the job I want to check out. Here's the job I'm interested in now but here's the job I'm interested in getting to. That was really exciting.

They persuaded voc rehab to do a skills training before going out in the community and doing community‑based work assessment and vocational tests.

So we incorporated an eight‑week skills training and help them develop skills between school and competitive jobs and the differences between those two environments.

And then we were going out and doing community‑based assessments. We didn't say you should try this. It was from a CIL approach. Hey, I want to be a vet someday. Okay. Let's check that out. And voc rehab allowed us to do that for a very short time. Six months we had to show that we could get some good results out of that. And at the end of six months, they said, okay. We are good. We are seeing what we want to see out of this and we will go fee‑for‑service. So we developed a fee‑for‑service contract after the first six months and that program has been going strong ever since. And started with 25 young adults. We are now at any given time active consumers in that program is anywhere from 250 to 260 and it just keeps growing.

So it's really exciting to be a part of. We also add new services like job mentoring and also provide job development and job coaching on site, and if it's needed and wanted. So this you go.

Next slide, Tim.

I jumped way ahead. I already talked about the skills training. Tim, we already talked about this, if you want to move ahead. All right.

Then all of a sudden, you know, we are doing the CBWA program and the school‑based services in the meantime, and then voc rehab said, hey, we will start paying for similar things for students that are in school! And we got really excited because, you know, this as death mentioned Earl ‑‑ Seth mentioned earlier this' a lot of good that came out of it. It has its quirks and issues. One of the great things is we are reaching young adults in school at a much earlier age and starting to explore their career and helping them find paid work experiences that they are interested and helping them find job shadowing experiences that they are interested. So, you know, a student says, you know, I want to be, I don't know, a CNA someday. Well, let's go check that out! I mean, let's go hang out with the CNA and see what they do every day and really explore that opportunity.

That's been some of the most meaningful stuff we have done because folks are coming out of those and really have a much clearer picture if it's something that we want to do. They are doing travel training and learning how to use public transportation. We have a bus system of sorts here in Allentown and learning how to use that and use paratransit and door‑to‑door service and how to use Lyft and Uber so that's been a really beneficial part of it as well. Last but north least, the group presentation. How Seth was going in and presenting to the schools.

Now we can do those similar things but it's funded through voc rehab and it's helping us. It's like a win, win, win because it helps us provide and police department young adults and students and provides them some information, and it gives us an opportunity for outreach and stuff.

>> SETH HODEREWSKI: Go to the next one, Tim, please.

>> JOE MICHENER: I will get these slides down eventually.

(Laughter).

So one of the other things that happened just before all the Pre‑ETS stuff got really big, we developed a program very similar to project search. If you know about project search, Seth mentioned it earlier, it was something that we wanted to work out. We wanted to have a much more of a CIL approach to it.

We developed a program with voc rehab and the local intermediate units. The intermediate units are contracted with school Districts to provide certain services. They can be working with students during school hours and things like that.

The students go to a local business, right now we work with Cedar Brook Nursing Home, they are there five days a week, every day for the school year. They spend a portion of their day in, like a CILs training classroom. So, you know, they are learning about things conflict resolution and then they spend the rest of the day working in the facility doing various jobs. Over the course of a year, they do about four or five different jobs at the facility to determine what they want to do.

The cool thing about this is the LVCIL, us, we provide one staff. The IU provides two staff, and then the school district and voc rehab pay for it together. So it's a true partnership collaborative effort between school Districts, voc rehab and two contractors, us and the IU.

And so we got ‑‑ and VR says, yes, we like this too. So if a student says, you know, I like what I'm doing here, but I would really like to try something completely different, we have the opportunity to take them out into the community and try some different jobs as well. So customize is the program. We are looking to expand this program into different counties very soon.

>> SETH HODEREWSKI: Next one. Just some of the other pre-employment transition services. They want their version of an S2L group, because it worked so well with those goals. Individual workplace readiness training which is really huge. We see a lot of OVR counselors asking for that thing. That's employment focused and, now really, we are thrilled to have stand alone, person‑centered training. If that happened, that would be absolutely huge.

Next one, Tim, please.

I know we talked about this, but the life services, the school‑based services, which is a partner with the school based services. And that's an Ala cart service. You know, sometimes we ‑‑ a school district can't provide that service for whatever reason or maybe they are on a legal vert where maybe they are looking for alternate kind of education services and so they may look to us for that kind of thing, but, you know, we have done everything, like, person‑centered planning to individualized services out, travel training, employment, you name it. But, you know, the thing that is unique about that, is everything is different. All the contracts are different. All the reporting is different. Awful the billing is different. So there's all of that to take into consideration when you are doing that as well.

Next one, Tim, please.

>> JOE MICHENER: All right. So now we get to talk about one of our programs that is working at a local community college. So we are on site at a local community college, we have two staff that work at the community college every single day. And they are working with students who are part of the LCCC program. It's a pretty cool program, but we are working with the community college students. They are students at the college and they are part of this program to help them maybe with some things that are not provided by the school. Maybe it's a student who hasn't attempted to go to college because they maybe struggle with time management or something. You know, they really ‑‑ they have a hard time getting their lessons done, their assignments done for their class. Our staff will work with them. You know, maybe it's downloading an app on their phone to help them prioritize. All sorts of different things that can be done there. So it's all of that kind of stuff. Helping them advocate with their professors. Helping them to develop communication scripts to talk to their professors about their needs, how to ask for potential accommodations and all of those type of things. It's an exciting program. Right now it's partnered with the community college.

But because of Pre‑ETS, voc rehab should be involved with this program. So we are working with them to get them involved. We want to supplement some of those costs. Okay.

>> SETH HODEREWSKI: I know we talk a lot about person‑centered planning here. It's possibly doing some of this individually, but it's probably one of the most epic parts of transition‑relate work that we have done. Like person‑centered planning is really ‑‑ it's the whole exploration of brainstorming. It's all meant to be positive which is different from an IEP. The IEP is differently driven, and person‑centered planning is what are their goals and how do we set goals on what we are doing? It's a living document and providing a clear vision to the young adult. And we have had person‑centered planning is probably one of the most items. We truly believe in that to the point where we used it for strategic planning for the center at this point.

So we owe a lot to person‑centered planning and what that has done. Next slide, Tim, please. We were involved in a whole heck of a lot of other things. We have a young adult on our board, which is awesome. We have parents of young adults on our board as well. We work with different groups like check out PYLN, it's a leadership network and it's inclusive leadership that they do. Our transition programming has been what got our autism waiver supports coordination program up and going. Really, that has boomed as well.

There are different other groups and training and outreach and boards and, you know, it has really taken us to a whole other place.

Next one, Tim.

So really, we wanted to talk a little bit about ‑‑ and I know we are trying to go through things so we can get back to some of the questions here. We wanted to talk some of the stuff we learned. So our next couple of slides deal with that and we will go through those quick because like I said, we want to get back to the ‑‑ to some questions as well. Just to go law some of these, we really learned so much from that group dynamic, and young adults learning from peer to peer has been such a positive force. You know, we call it positive peer pressure, when a young adult has the notion of, hey, you know, I got a job. I'm going to come into the group and talk to them about, you know ‑‑ talk to the other young adults about, hey, I got a job and I'm making money and the others do that too.

There's so much of that kind of dynamic that happens when you are working in the group and they want to learn from each other.

So we really found that really as a benefit. Transition, taking a village. That's why we kind of go back to, you know, we know it's important to work with VR and other agencies because you never know what a young adult, what a consumer is going to need to do to get where they need to do.

So it takes all of us and transition is so huge and it's every part of life, so it really, really needs to be looked at. We tried to understand that parents are transitioning as well. They are going from the whole entitlement way of thinking to qualify and apply for everything that your young adult is taking part in. That is a different dynamic for a parent as they are kind of going. We see it every day here, when, you know, parents are starting to talk to us. So students are trying to treat us like school Districts and they can't really do that. So it can be really ‑‑ it can be really tough and parents are trying to learn and do what is best for their young adult and figure out what they can do if they are not there anymore. Is their young adult to be ready on their own?

You know, we have been fortunate here because I think that we created a culture here to ‑‑ to ‑‑ for the young adults. We have young adults here every day. You know, that whole culture, the young adults and you have to be open to that. You can't force them to think any other way. You know, that is what ‑‑ that's what they are coming with and that's what have you to be. You have meet them on their own terms. I used to like to use this example of do you have to use the potty before you go?

I think this is a neat story because we have been out and do presentations all over the place for young adults and parents and all kinds of stuff like that. We did a really great presentation about empowerment and advocacy. We were taking pictures and we were at the end TV and really having a good type and whooping it up and someone came up to the young adult and said, who needs to use the potty before we go? And that kind of was like, oh, my goodness, I can't believe that.

And for us, it's a motion of that language is so important. Young adults want to be talked to and treated like young adults and not like little children. You know? So that's really, really important.

You know, and the other one too, I will say here too, is about, you know, as we have been meeting with groups out around about transition, you know, people have wondered how do you youth programming and not ‑‑ (Garbled audio) and our answer is usually you don't. You have to meet the young adults where they are. Unless you are dealing with school‑based stuff, when does a young adult want to do stuff? I used to do stuff on a Saturday morning. Nobody wants to do stuff on a Saturday morning. So Tim, if you don't mind, going to the next one.

>> JOE MICHENER: Okay. We know that we are up against the clock to make sure we get some close questions in. Outreach, outreach, outreach, you will develop your transition program by creating relationships and the only way to do that is to get out there. I know that's a hard thing to do, when we run a CIL. But you have to make time for it and get out there.

When financial and programmatic needs, the word there is "dreamical." We dream about the program we want and that our consumers want and that we think would meet the needs of our community and then we find funding for it.

That's what dreamical means. We go from that aspect and do everything we can to fund the program that our consumers want to be a part of. Be willing to put in the time, Seth and I, you know, we work a lot of hours and you have to be ready for that if you do this type of stuff because you will be working nights and welcomes and all other stuff.

Take young adults wherever you go. We don't go by ourselves. We bring the young adults with us and half the time we are presenting and we are not. The ‑‑ they are presenting and we are not.

Parents and young adults want to hear about successes. Keep in mind that parents are experts. They can infringe on services for the young adults and make things more difficult for the young adult, but they are the experts. They can make things a lot better too. We are always trying to find that balance of a parent would is not involved or a parent overly involved, just keep in mind that the parents are the experts and they are transitioning too. They are learning about the young adult. And they are learning about all these new services and what they have to deal with. We try to be mindful and respect parents.

Take some risk. We have done a lot of risks here at LVCIL. Some have taken off and some have flopped. Work in transition can lead to other opportunities for your CIL. That's absolutely true. Our work in transition has led to so many different things, so many different opportunities, not just that have benefited everything we do.

Go ahead, Tim.

>> SETH HODEREWSKI: Something to keep in mind that transition is always as individual as the consumer. What do they want to be? And how do we help them get there? It's so individualized this' monies out there. There's ways to find money and ways to go about it. Donations, so many different options. Collaborate. Now, I can't say enough about that. Those relationships are super important. Sometimes you've got to be able to give a lot to get what you want but possibly in the long run, it will pay off. You know, we have seen that. Sometimes we have done things because they were just important to do, and in the long run, it accepted us to do other things or maybe brought money in in other ways.

So it really needs to be explored in that way. You know, sometimes ‑‑ I know we said this, before sometimes another program might be the best option from the consumer and that's okay. It goes back to consumer control. And training, training, training. That's one thing that has grown considerably and so we really had to look at a lot of different types of training.

Really stay true to the IL philosophy. You know that has been one of our probably main things of every day, trying to stay true with everything that we have going on. Staying true that independent living plot.

Next one, Tim.

And be positive, but be real with young adults. I think this is a really important. Use natural consequences and learning moments.

Sometimes it ‑‑ a young adult has not been talked to in a very real way. If you are going to do this then this will happen. It will come back to the independent living thinking. I mean you get in the schools and some of that other stuff, the stigma that goes along with that. We have found by challenging and putting it out this to young adults and telling them in real ways has really been ‑‑ it is really benefited them.

Employment is huge. Employment gets a lot of funding but what do young adults want? They typically want the social piece. We find that a lot, probably more so than anything. You know, young adults want to work. They want to bring in money, but they also want boyfriends, girlfriends and relationships, wives, husbands. And it's just a natural part of life and that's exactly what they want as well.

We talk a lot about living outside the box and that's really been with our programming and we are trying to have fun with it all.

I know our programming, our approach, we try to pick a final approach so that as well.

We have really found an important thing to highlight is that young adults, they are our future consumers. They are the future staff and future board members and I think that's why we feel CILs are a perfect fit for doing all of this transition work. It's there. You get them while they are younger and teaching them all of this independent living thinking and it really propelled them for the future.

And that's why we can't say enough about CILs doing work in transition. Phew!

>> TIM FUCHS: Don't take a rest yet but we have a lot of questions lined up for you guys. Let's get to it. Okay. So starting with the questions that we didn't finish from last time. Dagger says Pre‑ETS in our area is already contracted to the school District. By the time they reach our center, they are too old.

>> JOE MICHENER: Yes, we are seeing this in Pennsylvania. We are getting contacted through the IUs. The other place that you can dig your toes in the water is provide work experiences for young adults and you can potentially provide them at your center but you can develop relationships with employers and develop paid work experiences for the young adults out there.

You know, the nice thing about fee‑for‑service, you take what you can handle. It's ‑‑ you know ‑‑ I know that's ‑‑ that's probably easier said than done but you have to be able to say, I have one staff person working on this and three work experiences going and we can't take any referrals right now and work through it that way. So I would love to talk more about that. I don't know who asked that question, but if you want to give us a phone call, please do so.

>> TIM FUCHS: Okay. All right. Thanks.

Meg wants to know if you guys get paid directly by any schools or if the payment always comes through VR?

>> TIM FUCHS: Yeah.

>> SETH HODEREWSKI: Yeah, we totally contract with school Districts for certain services. A certain amount of hours of this particular skill and it's all written in our contract and our service plan. So the schools will pay us to provide those services. Yes.

>> TIM FUCHS: You guys mentioned sensitivity training for would‑be teachers. What is that?

>> SETH HODEREWSKI: We do sensitivity training. That's one of our core goals that we have to provide sensitivity trainings for the community and we have always felt that taking sensitivity training into colleges and into different programs to teach teachers about disability in the CIL way and the IL philosophy was really important and to be able to get that information to them, so that maybe when they go and our teachers maybe they would have higher expectations and they would be a little bit more sensitive to the disability culture. That's really where we come from. We found that as very powerful and great opportunities to take the sensitivity training into those teachers. Get them before they are ‑‑ get them before they are teachers!

>> TIM FUCHS: Thanks. All right. I think you all addressed this during the examples you gave, but Kay Marco says the VR is paying you to do the group presentations. Can you elaborate on this? Anything else you want to say about that?

>> JOE MICHENER: Just a quick summaries, there has some others in WIOA that we focus on and provide training for young adults. It's a vocational stuff, obviously, but there's self‑advocacy. So we develop curriculum in those areas and we contract with VR to go into schools and process them.

>> TIM FUCHS: Dagger with another tough question. How do you deal with youth and transportation and so you have these great events and how do you get people around the area?

>> JOE MICHENER: Good question!

>> SETH HODEREWSKI: That's a million dollars question. That's all around the country right there.

>> JOE MICHENER: We work individually with folks to get to our center. We tried to hold events at common locations. So we do a social event, we are doing it at a place where people are used to getting, to things like that.

But, you know, any way, whether it's used the fixed group that we have here, whether it's door‑to‑door service. We even dipped our toes and started doing training for Lyft and Uber. All of those things.

>> SETH HODEREWSKI: And I think for some of the rural areas that can be tougher, but, like, why another reason to get into the schools? People know where schools are and can often get to them easier than maybe to our center. You know, so there's ‑‑ that's the million dollars question. That's something that everybody is dealing with around the country.

>> TIM FUCHS: Okay. All right. Michael wants to know, do you have a STEP program through VR?

>> JOE MICHENER: I'm not sure. Not that I'm aware of.

>> SETH HODEREWSKI: There's a STEP program in one of our local high schools but I don't know if it's same things.

>> JOE MICHENER: Yes.

>> SETH HODEREWSKI: I would love more information about it.

>> TIM FUCHS: Thanks. And they add also my area has transition programs in the schools that already do this type of work. So how would you handle that?

>> JOE MICHENER: That's what the I. Us do it our schools in the area. And the key is to remind them, there was some resistance from the schools and the IUs initially because they thought like we were broaching on their territory and they would take over their jobs or something. We have always remind folks that the Pre‑ETS, the pre-employment transition stuff is meant to supplement what is happening in the schools. We are not taking their jobs. Our focus is if they don't have paid work experience, we are going to help them find the paid work experience and maybe it's on the evenings and weekends and we will help them do it that way.

So we are not trying to infringe on the transition programs that already in schools. We are trying to help supplement and bridge the services.

>> SETH HODEREWSKI: Well, and that's kind of what a CIL does, as far as they do their core services and they do everything ‑‑ they do other programs and services unique to their area. So maybe you are doing something that is ‑‑ maybe a little bit different or you are building. Maybe you are building off of it, starting somewhere or building to get to that point as well.

>> TIM FUCHS: Okay. Great. Thanks. And Michael adds, it's through the DHSDRS VR. It is secondary transition employment program, at least the one I Googled.

Okay. Next question. A comment, first from Colleen and the folks at the Circle disability institute, thank you for your great work and I will be calling you. Is this funding available only to CILs?

>> JOE MICHENER: No! Funding from the voc rehab stuff that we do is available to any agency, at least in Pennsylvania. In Pennsylvania, you can sign a standard agreement as an agency to work with voc rehab and then as far as what we do with the school District that's funded with them, that's open to any agency too. It's not CIL dependent. The core dollars are. That's a whole different ball of wax, but, you know, as far as what we are doing through Pre‑ETS and the supplemental services that we are doing, that's open to anybody.

>> TIM FUCHS: Okay. Great. All right. A couple more questions. I have got one here on the chat from Nicole. Nicole asks, so could VR circumvent you?

>> JOE MICHENER: Oh. As far as I'm aware, the folks in Maryland, that's what their VR is doing. They are doing all the services in house. I can assure that that is going to be different from state to state. I know in Pennsylvania that will probably not happen, because the VRs can't keep staff. So they need to contract those services out.

And, again, you know, the ‑‑ it depends on the state is what it comes down to but they can certainly do that if they want to. They can certainly provide their own in‑house services but the trend has been for them to contract out more of their in‑house services over the years than take them back.

>> TIM FUCHS: And a follow‑up question. What's the funding called through VR? So you have a few programs. Is there a single funding stream?

>> JOE MICHENER: Yes, anything that's for students in secondary, voc rehab they call that pre-employment transition services and that's through the WIOA. But then if they are out of school, and they are out of high school and they are holder than 21, they have adult funding service dream and that's schooling through the state and federal dollars. So hopefully that answers your question.

>> TIM FUCHS: All right. That's the end of our questions! And that's end of our presentation. We have a couple of minutes left. Let me go ahead here to the next slide, slide 34. Again, here's the link to the survey, but, again, when I close the platform today, and just about 45 seconds, you will see that evaluation pop up on your screen a hope you fill it out. It was also ‑‑ a link to the survey was also included in the confirmation email that you received with the connection instructions last week. Remember if someone else in your CIL registered for the straining, that confirmation email and the email link went to them. To maybe they could forward it to you, if you are in a small group today.

So we have got just about 30 seconds left. I want to thank Seth and Joe. Again, just an outstanding job, pulling all of this together and some great real world examples, no pun intended for how a CIL can really make the best for these programs and bring some money in the door at the same time and complete some of the requirements of the new core service for CILs around supporting youth in transition as well.

So thanks so much for being willing to share what you all have built with us and thanks to all of you too. We had a great audience on today's call. You were really engaged during the Q&A breaks. We always appreciate that. Let us know what you thought during the evaluation session. If you have questions that come up, which it's later today or in three months, I hope you will ‑‑ I hope we will hear from you. Seth and Joe were kind enough to share ‑‑ what do you call that stuff? Your email. Contact information! Geez! It's not a difficult word, is it? On the third slide there. And my email, and I'm always available for these types of questions is just Tim@NCIL.org. Tim@NCIL.org, it couldn't be easier. So please do send us your follow‑up questions. We would love to hear from you and help you get the stuff figured out.

With that, we will close the call, thank you for being with us, and I hope you have a wonderful afternoon.

(End of session)