



# **New Community Opportunities Center at ILRU Presents...**

## ***Building an Effective, Comprehensive CIL Youth Program: Meaningful Inclusion of Youth in CILs***

**April 10, 2012**

***Presenters:***

**Stacey Milbern and Cindy Singletary  
National Youth Leadership Network (NYLN)**

## About NYLN

- The National Youth Leadership Network is a national non-profit organization run by and for youth with disabilities.
- We work to build power and community with disabled youth. We also work to build the capacity of our allies.



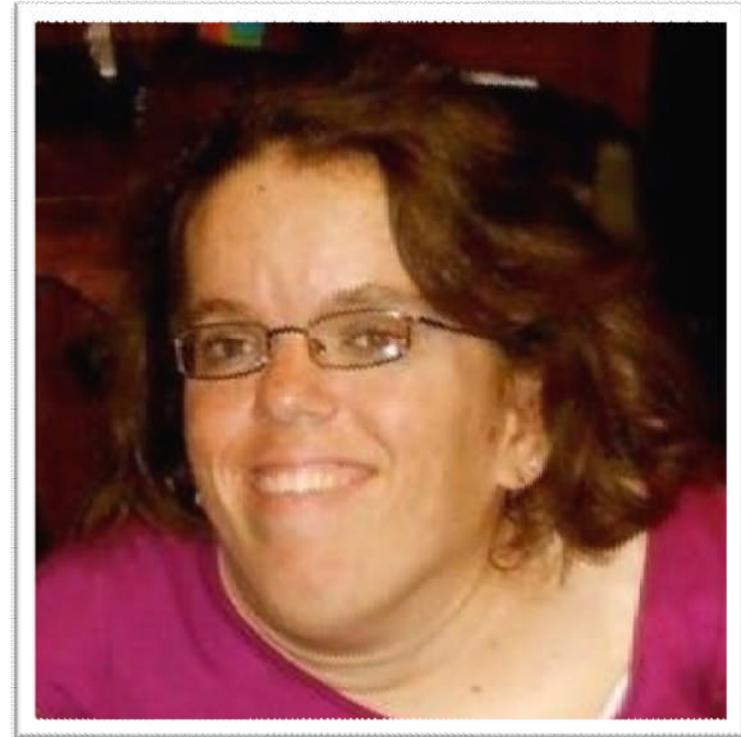
# Reap What You Sow: Harvesting Support Systems

- A hands-on curriculum that brings youth and adult allies together to build support systems that maximize self determination.
- Over 30 tools – video, art, movement, conversation
- Developed by youth with disabilities with the input of families and adult allies



## About Cindy

- Works as IL Specialist at Living Independence for Everyone (LIFE)
- Vice-President of NYLN.
- Chair of the Community Partnership Advisory Council for the Institute for Disability Studies.
- Secretary for Youth Advisory Council for Healthy Opportunities.



## About Stacey

- Works as NYLN's Community Outreach Director
- To the Other Side of Dreaming
- Disabled Young People's Collective
- Entered social justice through DRM/IL, entered DRM/IL through youth work.



## Let's Talk!

- Why youth inclusion? Why not? What has kept it from happening?



# How Can Youth Move the Disability Rights Movement?

- Why Without “Us” Hasn’t Worked
- There is enough work to go around.
  - Youth have a new, different agenda!
  - Youth bring a new authentic view and energy.
- History Lacking Youth, Can’t Continue Without “Us”
  - Where will the movement be without youth?
    - 10 years?
    - 15 years?
    - 20 years?

## How Can Youth Move the Disability Rights Movement?, cont'd.

- Youth Can Foster Mentorship
- Youth Motivates Older Populations
- Youth Learn from their Older Peers

Together, We can change the  
course of the Disability Rights  
Movement!

## 4 Things We Want Adult Allies to Know

1. Prioritize youth serving in the PRIMARY leadership roles.
2. Be strategic, make plans.
3. Be political!
4. Create space for youth to be whole.

# 1. Youth in Leadership Roles

- It is common to see adults in coordination/program planning roles and young people in unpaid, advisory board roles.
- Assess where organizational power is...and put youth there.
- Create a plan for supporting youth in these leadership roles...what would you have needed at 21 to do this work?

# Why Youth in Leadership Roles?

- Best motivators
- Understand/Peer
- Accountability - both ways
- Parents/Guardians see independence is possible

## 2. Be Strategic, Have Plans

- Do strategic planning for youth programming just like you would for other CIL programs. Consider it a core service.
  - What is your theory of change?
  - Where do funds come from?
  - What is the purpose?
  - Model? Capacity?
  - What is this year's goal? Next year?

A graphic containing a quote. The text is arranged vertically and uses different colors and fonts for emphasis. "DREAMS" is in a dark green, bold, sans-serif font. "Don't" is in a yellow, bold, sans-serif font. "Work" is in a light green, italicized, sans-serif font. "Unless" is in a dark blue, bold, sans-serif font. "YOU Do." is in a dark green, bold, sans-serif font, with "Do." in yellow.

DREAMS  
Don't  
Work  
Unless  
YOU Do.

## 2. Be Strategic, Have Plans, cont'd.

- Framing: Freedom of people with disabilities will not happen in our lifetime – it is beyond our generation. What do we need to do in our 20, 30, 40, 50 years of work to move us closer to the world we imagine?
- In this context, what does supporting youth leadership look like?

## 2. Be Strategic, Have Plans, cont'd. 2

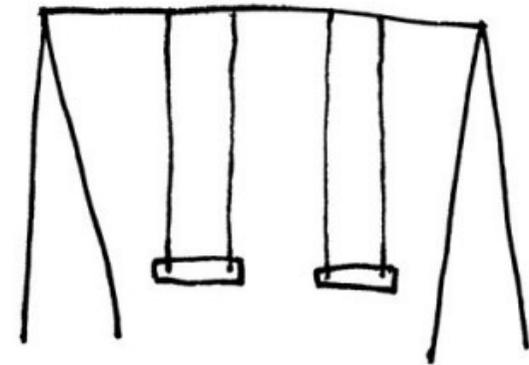
- Youth work is unique because whether you are working in disability community, fostercare, juvenile justice, poor communities – you are often creating space where people get to have self determination for the first time. Also first time people are told they matter, are beautiful, have potential.
- This is a very important responsibility. Recognize and respect that.
- You have impact. (“Check yo self before you wreck someone else.”)

## 3. Be Political

- Remember that your work directly corresponds to the future of the Disability Rights Movement.
- Move from individual level framing to Collective/Society framing. CHANGE the system.
- Learn the language. Ableism. Power. Privilege. Allies. Oppression. Community. Movements.
- Popular Education can be a great tool.

# Create Space for People to Be Their Complete Selves.

- Conversation encompasses disability, but it is also beyond disability. Support the whole person.
- Challenge normative “cool” and promote spaces where young people can be their whole selves.
- Have fun.



don't forget to play

# RULES OF A CREATOR'S LIFE

2011/12 EDITION



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1. DO MORE THAN WHAT YOU'RE TOLD TO DO.
  2. TRY NEW THINGS.
  3. TEACH OTHERS ABOUT WHAT YOU KNOW.
  4. MAKE WORK INTO PLAY.
  5. TAKE BREAKS.
  6. WORK WHEN OTHERS ARE RESTING.
  7. ALWAYS BE CREATING.
  8. MAKE YOUR OWN INSPIRATION.
  9. LOVE WHAT YOU DO, OR LEAVE.
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VIA [CREATIVESOMETHING.NET](http://CREATIVESOMETHING.NET)

# Contact



## Stacey Milbern

- [stacey.milbern@gmail.com](mailto:stacey.milbern@gmail.com)
- 866.480.6565
- <http://www.nyln.org>
- National Youth Leadership Network, P.O. Box 5908, Bethesda, MD 20824

## Cindy Singletary

- [csingletary.life@gmail.com](mailto:csingletary.life@gmail.com)
- 228.388.2401
- <http://www.lifeofms.com/index.php>
- Living Independence for Everyone, 2030 Pass Road, Suite C, Biloxi, MS 39531

## Purpose of the Project

This program is part of a series of trainings and other activities provided to the IL field by the New Community Opportunities Center at ILRU. The project's purpose is to assist CILs in developing self-sustaining programs that support community alternatives to institutionalization for individuals of any age, and youth transition from school to post-secondary education, employment, and community living.

# New Community Opportunities Attribution

This training is presented by the New Community Opportunities Center, a national training and technical assistance project of ILRU, Independent Living Research Utilization. Support for development of this presentation was provided by the U.S. Department of Education, Rehabilitation Services Administration under grant number H400B100003. No official endorsement of the Department of Education should be inferred. Permission is granted for duplication of any portion of this slide presentation, providing that the following credit is given to the project: Developed as part of the New Community Opportunities Center at ILRU.