Building an Effective, Comprehensive CIL Youth Program, April 10-12, 2012, Houston, Texas

Next Steps and Wrap-up

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>> JUDITH: It's probably time to get going again. Cindy informed me that I could be the diva. So I've never had the diva responsibility before, but I think I'm going to like it.

There are a few things we wanted to do as we finish. First of all, I wanted to thank you. We still have quite a few people in the room. That's always encouraging. Suitcases at hand ready to run to the taxi to get to the airport.

but first of all, I had a question from one of our participants last night and I thought it was a really good question. They said we've done a little bit -- a little bit with youth in transition. We're all excited now. We really want to go back and we're fired up and want to get things going and get things moving.

from those of you who have had experience, what's the first thing they should do when they go back? What's the first thing they should do? For someone that's maybe had a little bit going here, but nothing like a really thought out program. What's the first thing to do? What would you suggest?

>> AUDIENCE MEMBER: I want the answer.

>> JUDITH: Oh you're writing down the answer. Yes, please. sometimes those mics are hard to get around.

>> AUDIENCE MEMBER: We started a youth program five years ago at our CIL in Dallas, and it was in our strategic plan that we wanted to do that. So that was basically what legitimized the whole concept, but we really did not know where to start.

We had core money for staff, and so what I developed was a survey that basically said, if you were to be involved in a youth program, a program for youth with disabilities, what would you want to see it include? And what do you feel like is currently missing? What do you not have access to?

and I try to put it in kid friendly language. And then listed 25 options and then a place to add options. And we circulated that survey -- Region X in Texas, there are ten service centers -- maybe there are more than ten -- there are 20. Center service that the Texas education agency has set up that have different expertise. And we're in Region X and we asked them if they would send that survey out to high school students with disabilities and to special ed teachers in high school. And we got 100 returns from each population.

>> JUDITH: Wow.

>> AUDIENCE MEMBER: and we also sent it to -- in the Dallas area just at that same time it was very fortunate that the VR agency was launching a transition program and they hired 100 transition VR counselors.

So about 18 are in the Dallas area. So we sent that survey to those 18 counselors and got 16 returned. We did not sadly get very many returns from parents because that was our other target audience, but we compiled the answers and really they were very similar, which validated what the needs were, and I can just tell you that the top five were, without a doubt, hands down the first one was opportunities for recreation and social activities, social and recreation engagement, they wanted that. They wanted to know how to make simple meals. They wanted to know how to get and keep a job. They wanted to know how to advocate for themselves. And they wanted to know how to build good relationships. The sixth one really surprised me and that was that they wanted opportunities for community service. So we took those six areas to begin to build our program because we really wanted to be responsive to what people said was needed.

and one thing that I want to emphasize, we've had such a lot of good discussion, kit be really overwhelming when you hear all that people are doing, and my word of advice is, just start small and do what you can do. And it will build and it will grow on its own if you're doing it right.

and so I've heard some things today that I definitely want to go back and implement, but I think keeping it manageable and doing what you can handle doing and not -- you know, you get enthusiastic and think I want to do this, and this and this. But remember you can only do what you can do with what you've got. So don't try to get too overwhelmed and do too much because that might -- as we say in Texas, you might shoot yourself in the foot.

Anyway, that was a technique that worked for us in getting the whole thing started.

>> JUDITH: That's two good suggestions, getting it in your strategic plan. That's the infrastructure piece and that's the commitment of the advisory board and your director. But also find out what people want. Don't just assume you know from your perspective what it is that youth want. That's great.

I think there was a comment back here.

>> AUDIENCE MEMBER: Well, my answer is that form by my means you ask the question what are you going to do on your first day home, I'm not going the sleep. I have copious notes and I'm going to reorganize them and break them up into sections because I'm representing really a couple of different organizations. And call and say, you know, put me on your agenda because I have something to tell you now, and then I'm going to sometime soon get to a phone call with our president and see what she got out of it and giving things for them.

and then I'm going to share it with a lot of the organizations that aren't even disability organizations that I have never -- so I have learned so much just about everything that I've learned something to share with everybody I know.

>> JUDITH: Excellent points because you're talking about now bringing in your partners, partners both in the disabilities arena and partners that are providing other types of services. So that's another strategy is to get that enthusiasm and get that shared commitment and hopeful lid some shared resources, too.

What else would you suggest to programs who are just getting started? Do you have any other suggestions for them, what things they need to do? Yes?

>> AUDIENCE MEMBER: Well, if my staff were attending this, I would say the first thing we have to do is come back and talk to the executive director. But the second thing is if there is an opportunity for us to go to some of our presenters and say what is your formulated budget for this kind of activity? And how do you structure it?

in order to put knit a strategic plan or formulate it as an idea, it has to have baby steps. May be it starts with an AmeriCorps intern and works into a staff. Is there some way to make that happen incrementally? We would want to follow in the footsteps have people who have done it.

>> JUDITH: I think that's a really good point. We have heard from folks who have been doing it for awhile who are very experienced who have well developed programs, and you can't just grow those programs overnight.

Do you remember, some of you, when we first started saying we needed to help folks transition out of nursing homes? Do you remember what that was like? It's like, okay, you now have a new job responsibility. You're going to help someone transition out of a nursing home.

Now we have much larger programs and more staff and more experience. We have a better understanding of what it really takes to support people in the community and I think the transition piece is much the same. You start with something you can manage. You start with something that's needed. You start where your comfort level is, but you listen to the youth.

if you've heard one thing today, it's to listen to the youth. Jeff referred to a youth advisory council that we have in Utah. And we had a parallel advisory council with families, and we had a little extra money at the end of one year. I know that doesn't usually happen, but it occasionally, so the families wanted to do a conference at a hotel and have some speakers come in.

So I said to Jeff, who was kind of heading the youth count or coordinating it. I said we can do the same for the youth sh let me know her they want to go. And he came back and he said they voted no ongoing to a hotel for a conference.

That sounded really boring. What they want to do is go out to eat at Rodisios which is a Brazillian restaurant where it's all you can eat. A little pricey, not terribly, but they want to go there and -- and then they'll have the meeting -- no, then they want to go to the Jazz basketball game.

I listened to the youth. It wasn't what I would have planned, but it turned out to be a great experience for them and it was a great time for them to also get to know each other better rather than just to do a meeting.

I learned you listen to the youth because they are the ones that really know what they need. What else would you suggest to someone that was new? Just going back, going to get started?

We talked about talking to their executive director, we've talked about strategic plans. We talked about being with partners, doing a needs assessment. Any other ideas?

Yes?

>> AUDIENCE MEMBER: Well, if you don't have a youth advisory council, pull one together as soon as you possibly can. That's what it's all about, right? Nothing about us without us.

>> JUDITH: and if you have a youth advisory council, they will have to figure our out what to do and you'll have to give them direction. If you don't have an advisory council, whatever term you want to use, it's really good to start pulling one together. Even small to begin with.

>> AUDIENCE MEMBER: I was going to say for some of the states where you have six different offices for other areas like myself, I have a whole state -- the whole side of the state, how do you do that with transportation being hard and the youth most likely is not -- maybe they are still with their parents, they don't have a license yet, blah, blah, blah, does anyone have a good idea how to start that up without having to rely on transportation?

>> JUDITH: Use the mic.

>> AUDIENCE MEMBER: I don't have one. I was going to say like face time or video chap or webinars or something like that. Utilize technology nowadays. It's readily available.

>> JUDITH: Skype. Yeah. The other thing is to be really honest, you may not be able to include everyone you want to initially. Sometimes you have to start with people that can get there or you can connect and then add as you go on. Yes.

>> AUDIENCE MEMBER: the other thing I was going to mention is we use a leadership forum committee and we are spread out over the state and we meet only twice a year because of the transportation year. We use www.vyew.com. And it's free. And it allows us to have a teleconference, but the people that really struggle with communicating effectively over the phone, it has a chat and so as long as one person has the headset and they can hear the chat on their computer and they can add in that way. And then we have people that are deaf that participate and they call on a vp, a video phone. So everybody allowed to -- or able to participate that way.

>> JUDITH: So you can't always do everything ideally, but use technology. Start somewhere. Don't just say because we can't get everyone together we can't do it. That's not -- you want to start and you want to get going and you want to move.

Any other suggestions for someone who is just going back home and kind of needs to start from scratch?

Okay, I think we've got some good ideas. What I'd like you to do now just for the last few minutes while you're here, is I'd like you to identify what your next steps are going to be. You're all going back. You're at a different point, some of you have programs well developed, have new ideas. Some of you are beginning. Some of you are kind of in the middle in this process. I want you to spend some time not trying to list exhaustively, but give me about the top ten things you're going to do when you go back maybe in the next month what you want to accomplish. Could you write those down? I'll give you about 15 minutes. Thanks.

and you can talk to each other if you don't have any ideas. So share.

>> JUDITH: Let's go ahead and get started again. I know you're anxious to get all these good ideas back and start implementing them.

Remember, Ms. Cindy said I'm the diva.

So what I'd like to hear from you are some ideas about the first things you're going to do when you get back home. And I know that you had an idea because you had something just coming up. You were going to work on.

>> AUDIENCE MEMBER: We are a small center, so we haven't had -- I'm doing the independent living and also the youth and spreading myself around, but we're doing a real life fair which this will be our second one where we go into the schools. So it kind of starts contact with the teachers and get something students and so they have the student seniors, juniors, freshmen, all of them come in one group at a time to see the service providers, but in that I want to be able to connect with them enough to plan to see that they can -- that we can start our youth program.

I have a couple of individuals that I want -- that I know I can start with my advisory committee and stuff, but I guess more so my question is, I've talked with youth. A lot of times they don't know what they want. Is there some sort of tool that facilitates the discussion to get the ball rolling? Does someone have an idea? I can talk to them, but sometimes I just need -- like you were saying with the dream maker, hey, have you thought about this? Have you thought about this?

Sometimes when I talk to them they have a blank stare. All right, and I don't know them that well.

>> AUDIENCE MEMBER: There is two things, there is one that I do that is called priority clarification. And what you do is you take three separate pieces of paper and firs you ask them what do you want to do in your lifetime. Give them as much time as they want. They withdraw pictures, do sentences, one word, it's all their information.

Then you have them flip it over and not look at it. They can't flip it back over and ask them what do you want to do in the next five years of your life? And usually kind of try to say I'm working with 11th and 12th graders. And you know it would be 24, 25, by that time what do you want to do? And then have them flip that over and they can't look at it once again.

and then have them flip over a brand new piece of paper and give them a scenario. And everyone can pick what they want. I use a very realistic one, sometimes it can be hard with certain people, but I use -- you go to your physician, they tell you have a disease that you will die in one year. There is no cure, but you won't feel anything. You won't even notice it until that day. What do you want to do with that one year? There is no financial obligations, everything is covered. And it kind of lets them think really what's most important. And then having that discussion after they complete that of they don't have to tell me what they want to do, but to tell me what the difference is.

Is it more family? Is it work? Is it education? To kind of tone in on what really is the most important to you and what is your long term goal and how you can put both of those together to be happy.

and the other one that I do if you grab like a life game board or something, like hooks and ladders I think it is, you can make your own little index cards with different scenarios like a car, money, just different -- I can mail you what I do. And it lets them play a game of like life. Where they can roll the DEIS and they have to pick up a card and say how do you get to work? You have to explain what will you do. And at the end is the goal. They have to decide that before. It's just a creative way to -- and they feed off of each other. They really feed off.

>> JUDITH: So could you share some of those for our wiki page?

>> AUDIENCE MEMBER: I can work on that on my return.

>> JUDITH: Stacey or Cindy, did you have comments you wanted to make about how to engage youth?

>> AUDIENCE MEMBER: I wanted to say what cast is I was saying and you need to make it a conversation. And find out what they like. Find out what they are wanting to do, and a lot of them will probably give you that blank look because they've never been asked what do you want to do, you know, in the future. So that's a really big thing to remember that a lot of youth, depending on the area, depending on how they are raised, they haven't been given the world of opportunities.

So it could be a lot to take on. Just involving them little by little, not scaring them, and being sensitive to the blank looks that they are not not interested, they are just maybe a little bit overwhelmed. So those would be my words.

>> STACEY: This is Stacey. The thing I was thinking about youth engagement goes back to the first day of the conference where we were talking about being cool and how to create spaces that instead of enforcing cool, accept who people are. And I think part of that is really when you see that stuff happening, challenging that, and maybe that moment it doesn't feel good for someone to be like called out, even if you do it in a gentle way, but overall people know they are safe. So if people use our word, if people say that's gay or something, just breaking it down like where does it come from? And trying to create an environment where people can be safe.

>> JUDITH: Any other suggestions?

>> AUDIENCE MEMBER: We do a lot of mapping. We encourage youth to start with their date of birth and map from where they've begun, it shows what they've accomplished. And then to map out where they want to go, which includes relationships, favorite places, living situations, all of those types of things. They can draw it, write it, act it, whatever their form of communication is. They can map it out.

So we have maps throughout our curriculum for that.

>> JUDITH: Mapping. That's a good idea. Other ideas for engaging youth? This is kind of the initial engagement. Yes.

>> AUDIENCE MEMBER: One thing that I do is I have a flower activity, and for those that don't want to draw flowers, I have a car activity. You take different pieces of the flower or car, and flower is easiest to visualize, like the roots would be your goals. So what are four things you want to do. What are four things you want to do and then the grass blades above the root is like four barriers, that prevents you from achieving those goals, why haven't you gotten there, and the stem of the flower is what supports you or holds you up. And then the leaves are what nourishes you, what motivates you, what knowledge do you have to kind of follow up with that and then the actual flower part, each petal is people that can be like your support team, like who is in your network of people that can help you achieve that. And then the middle of the flower is them of course. It's their flower. And if they want to, if they are really not involved at that point, then do something else or keep going with like what's your adversity and your sun is like your dream goal, if I could be anything in the world, where I would be? So that's a visual way of doing it and they can kind of see how to grow past some of those barriers and how your barriers are the blades of grass, but look at all the people that can support you and still hold you up.

>> JUDITH: Really good ideas.

So there is a topic engaging youth or if you need to be more engaged.

>> AUDIENCE MEMBER: Another thing that we do in Mississippi is we just have gatherings. Sometimes we'll have socials at the office where we invite our families out. We'll do cook-outs and that's just to get them to show up and get them involved. And once they see what's going on at our independent living center, that will make them want to get more and more involved.

So we reach out with a wheelchair basketball games. We go out to the schools and do games and kind of teach disability awareness, and just to let the kids and the young adults know that there are other options they can get involved.

>> JUDITH: So kind of those fun gatherings with food. And that's a big thing and have the low key to let people know what's available.

>> AUDIENCE MEMBER: Having these wonderful conversations over the food I usually get to have -- I'm from the mama side and I would just say do you want to live with your mama the rest of your life? And you get a whole wealth of knowledge or conversation when you start asking that person do you really want to live with your mama the rest of your life?

and they'll tell you where they want to live.

>> JUDITH: So for conversation opener, do you want to live with your mama? Okay, other comments and suggestions? What else -- yes.

>> AUDIENCE MEMBER: One of the things is if you're trying to engage youth, really make it inclusive. There are young people with disabilities -- if you grow up with your disability, it's no big deal. I know that all young people struggle with they don't have that sense of disability pride yet, so they won't come to a group labeled as disabled club, but if their friends can come -- as we start our youth program, I'm getting that program a lot like I talk to the youth with a disability and the very first question they ask me is can my friends come? And then is there going to be girls? So make it inclusive and get cheerleaders.

>> JUDITH: Okay. Other first things that you're going to do when you go back to your center tomorrow? Hopefully you'll all get home. So when you go back to your center tomorrow, what's one of the first things you're going to do?

Now I saw you all writing things down. Either that you were faking it when I walked by. You could have been faking it.

>> AUDIENCE MEMBER: Okay, for myself, the advisory council member, that is something I wanted to do already. I'm from California and I do have a youth program and a youth group. Coming here you guys have given me more structure and creative ways of working with the youth.

but I did have a question regarding the advisory council. Do you guys have like descriptions of the -- I guess the job -- the jobs that they'll be involved in during the advisory council.

>> JUDITH: for a youth advisory council do you have what their roles will be or their responsibilities?

>> AUDIENCE MEMBER: Yes, we do have a list of who all is on the advisory council. We have bylaws. We have job descriptions for what each of the persons that are on the advisory council, what they would have to do for chairperson, secretary, vice chair, what their roles and responsibilities would be. And then once we come back into the meeting, the person -- the staff person actually kind of sits back and lets them start to take on that role of actually rung that meeting.

if the secretary has some issues -- accessibility issues with maybe writing or taking notes, then we can provide those accommodations to them, but they can have it recorded and then someone can assist them. We do have job descriptions and everything of what they would have to do on the advisory council.

>> JUDITH: Thank you. Could you share those on the wiki?

>> AUDIENCE MEMBER: Sure.

>> AUDIENCE MEMBER: No, she can't --

>> AUDIENCE MEMBER: but I have some wonderful young adults in leadership roles that will do that for me, right, Cindy?

>> JUDITH: Does anyone else have roles or responsibilities for individuals on their youth advisory group? Any of the other centers? Hmmm... probably a good idea to think about this is not just we want you to be on this, but how to adhere to the expectations and those may be negotiated, because the youth may see it a little bit differently. But I think it's important not just to say here you are, because that feels a little bit like tokenism. If they are going to have a real role, then they should know what their roles are and what the expectations are and discuss them if they need to. Yes.

>> AUDIENCE MEMBER: How do you select people for the youth advisory council? How are people selected?

>> JUDITH: How are people selected for the youth advisory council?

>> AUDIENCE MEMBER: the way we select people for our youth advisory council, our independent living transition specialists, because they've worked closer with them, they will then nominate someone. And it's truly them electing that person on to the council. And if that person -- they send out a letter telling them that they have been selected and if they are interested, to get back in touch with the chairperson. And then they are asked to come on to the council. And in the bylaws if the person then does not attend the advisory council or call in to those meetings, then they will be asked off the council just as if any other responsibility.

>> JUDITH: So basically it's based on your knowledge of the individuals, the ones -- can people express an interest? Does the whole group know that you're looking for advisory council members?

>> AUDIENCE MEMBER: Yes, they can express an interest and it's usually the people that have really, really been involved with our youth retreat system since the main role of our advise rise council is to plan the trip.

>> JUDITH: You have both ways, over individuals who you know who you think would be great, you have people who say they are interested, that's the way to do it is get people from both sides.

>> AUDIENCE MEMBER: We have applications available at all times so that if there is an interest, someone can fill out an application, and then the Board of Directors for the SILC -- or for the center knows the avenue of the advisory council as well as we do have roles and responsibilities for that. But our center Board of Directors is aware of all that.

>> JUDITH: So which center are you from?

>> AUDIENCE MEMBER: North Ken architectural independent living services out of Montana.

>> JUDITH: Would you be willing to share any of that information with us?

>> AUDIENCE MEMBER: Certainly.

>> JUDITH: This wiki is getting more and more popular. Now we have the advisory council, the needs assessment, strategic plan, engaging youth. What are some other things you're going to do? First thing when you get back, what are some of the top things that you decided you Juan to do based on this? I'm going to pick on the folks from Utah. I feel like I can.

What are you going to do when you get back?

>> AUDIENCE MEMBER: I'm going to talk to -- we have an educational program that works with the schools in our center. And I'm going to talk to co-workers and see if we can make it more youth led so that they -- we let them pick activities. They don't plan them or do anything like that, so I'm going to see if they can start a committee within the youth program during our summer program.

>> JUDITH: So you're going to try to engage the youth in leading as opposed to being recipients and I think that's a key piece. Is we're asking you to make that shift, not for everything immediately, but start that -- I think Toledo talked to us about the five star program. We're asking you to start shifting youth into leadership roles and decision-making roles within as many parts of the program as you can figure out how to do it in a meaningful way.

Other comments? Other things that are going to be things when you get back?

>> AUDIENCE MEMBER: Augusta and I just decided we're going to invite our youth advisory council to come and participate or sit in on a center board meeting.

>> JUDITH: Excellent. Now, if you want some leadership learning, you're going to have them sit in on the board meeting. Okay, great. And then are you going to prepare and debrief them?

>> AUDIENCE MEMBER: Yeah, Augusta will handle that for me. I have to prepare and debrief the board members. So I'll let her handle preparing and debriefing the youth advisory council.

>> JUDITH: All right, you had a comment.

>> AUDIENCE MEMBER: Well, I made a list of three phone calls I have to make as soon as I get back. The first one is I'll call the director of the AmeriCorps office in our area. And set them up to recruit an intern for next fall. The second call goes to the director of special education of the school district to sit down and talk to them and start looking at an invented program or some kind of outreach within the school district and the third call is to the local university and the person who handles all the educational access, who deals with getting people to have supports so they can go to college. I think within that population, especially if I get to them before they get out of term this year, will be the core of people to start looking at next fall for a school district/college interaction. Maybe that's an AmeriCorps intern.

>> JUDITH: Three very specific activities. You'll get that done on Friday then?

>> AUDIENCE MEMBER: Tuesday.

>> AUDIENCE MEMBER: We have four counties that have small youth group activities currently. And the end of school is coming up. So putting up on our website the four groups and when they meet so that kids who are not going to be in school during the summer will have a contact, will have an activity, will be able to connect with their friends through the summer months and then we do an annual legislative day and legislative day is usually a half day. To piggy back that legislative day in 2013 with a state meeting of youth that are coming in for the legislative advocacy day.

>> JUDITH: Good. Excellent. Very specific things.

This side of the room has been a little bit quiet. Although I made Utah talk. Any ideas from this table on what you're going to do next? you have to use the mic.

>> AUDIENCE MEMBER: I'm going to call June.

>> JUDITH: Actually, I hope that you do a lot of calling each other. Because that's going to help a lot.

Over here at this next to the back table, what are y'all going to do when you get back?

>> AUDIENCE MEMBER: We decided we were going to do a lot of structural planning to prepare for a youth group.

>> JUDITH: Okay, some of your CILs may be really just ready to go and just need that little nudge. Others you may have to back up and do a little more politicking, a little more planning, a little more positioning to get it started. And that's great, too.

Are there any other comments of what you're going to do when you get back that you'd like to share?

>> AUDIENCE MEMBER: Okay, the first thing I'm going to do is I have to go back to the office today.

>> JUDITH: Good, so you're going to get started right away.

>> AUDIENCE MEMBER: So when I go back I'm going to talk to my supervisor and let him know about the youth advisory council. I think that's a very, very, very good idea. And talk to him about how to get more information about it and I also wanted to talk to him about the IEP meetings. We need to inform the parents that we can a system in IEP meetings. I think that's important. I don't think the parents don't fully know what to say or do during IEP meetings. That's one thing I really want to do.

and I honestly have like ten of them. I'm not trying to take too much of the time, I also want to talk to my director about the youth activities and also my co-worker and I were also talking about possibly creating a survey. So instead of us making our opinion of what the youth want to do, let's do a survey first and go to the school we're already providing services to. And then when we get the results back, then we can go back and think about the youth advisory council and see if they'd be interested. And if they're interested, they can come on and assist you.

>> JUDITH: I like the idea of surveys to figure out what's needed.

I can see that everyone is watching their clock. Some of you are hitting your clocks to make sure they are still reasoning.

>> AUDIENCE MEMBER: I had one question. My co-worker had a good statement and I just wanted to ask you guys, if we -- I'm pretty sure every CIL has an advisory council. So do you think it would be a good idea if the youth can shadow the advisory council, the adult advisory council and see how it goes and get the idea?

>> JUDITH: I think the youth shadowing your advisory council would be excellent. I'd probably do some preparation first, but just like Christy was saying, having the youth come in to the advisory council, I think the shadowing could be good, too, and there members on that council that would be willing to do even more shadowing. I wanted to just wind this up real quickly.

Richard wanted to say a word and then I'd like to hear from our presenters for their final words of wisdom to you.

>> RICHARD: Thank you. A couple -- actually several of you I believe have asked again what ILRU is. And so I would hate for someone to leave here not knowing what ILRU is.

So I'll just take a moment and share with you if I may. ILRU is the single national organization that provides training and consulting and publications, resources to centers for independent living and statewide independent living councils. We've been doing that for now in one way or another for several decades.

What we're doing now is a big part of what ILRU is and what ILRU does, trainings like this. And we do this training and technical assistance for centers for independent living and statewide independent living councils with partners. We partner with the National Council on Independent Living, and the association of programs for rural independent living. NCIL and APRIL.

We also do research and training on home and community services, those are supports that help people with disabilities remain in the community and out of institutions. The institutionalization is an important focus of ILRU.

We also provide legal consulting through our disability business technical assistance center, the Southwest ADA Center. And ILRU does other things, but those are some of the key things that ILRU does.

We are part of the institution for rehabilitation research, that's a premier national research and Rehabilitation Institute that's ranked typically as one of the top five national rehabilitation organizations in the country and that's been our home for a long time because they provide a level of administrative support for a small organization like ILRU.

ILRU was founded by Lex Frieden who is still the director of ILRU, founded in 1977, and several of the staff have been there with Lex for quite some time and several of us have been there less long, but still for quite awhile.

Many of us as part of this project were directors of centers for independent living, and we have partners -- one of the things that I think we do that's especially useful is we like to work collaboratively. So we do work with NCIL and APRIL and Utah State University and other organizations naturally to leverage the resources from the very small to create the supports that we think are so important for people with disabilities in the community.

So we do that at a systems level and at an organizational level, supporting other organizations that are doing the work in communities like what you at centers for independent living are doing.

Does anyone have a question? Okay. I just didn't want someone leaving not knowing what we were. I know that I had shared that with you early when we started this training, but I wanted to cover it again since there was still some questions. So thanks for that. Thanks, Judith.

>> JUDITH: David had to leave but he wanted me to express to you how much he enjoyed being here and E-mail him, track him down. He responds to E-mail I think 24/7. So he would be glad to answer questions that you might have.

Des, did you have any parting words of wisdom for folks?

>> AUDIENCE MEMBER: I guess what I can say is when you're trying to start your youth group, just keep an open mind. You know, listen to what the youth has to offer. And once they get comfortable with you guys and build up a good relationship, I'm pretty sure they'll open up with you and let you know exactly what they want to do. Just keep an open mind in working with the youth.

>> JUDITH: They may let you know more than you want to know.

Cindy.

>> CINDY: I'll just say that it's going to be a trial and error thing, but just stay with it because that's going to be the biggest thing with the youth is you want to gain their trust and you don't want to just let it go away. It's a very important thing, and again, nothing about us without us and so you definitely have to start from the beginning.

>> JUDITH: Thank you. I think that point about staying with it, typically, you make some missteps and you don't just give up and say this isn't going to work. You keep trying. Augusta. other than do you want to live with your mama?

>> AUGUSTA: the true theme of this is that we want to make sure that we are raising up a generation of truly independent young adults and so that Christy and I can retire one day, and not only that we can retire, but that we know that we're leaving the independent living world in a better hand. We always want to make sure that the generation that comes behind us is better prepared and have all the knowledge that we have so we can all stand on each other's shoulders and get a letters bit higher in each generation.

>> JUDITH:Christy.

>> CHRISTY: Let's never forget our history and where we came from. Let's never forget what we have been through to get to where we are today. We still have a long way to go.

the day will come, I believe, fully in my heart, when there is no reason for us to be sitting here discussing this because all people of all races, all disability types will be welcome in all societies. And the way that we get there will be to -- as Augusta said -- raise up our young people to have faith in their abilities, to remember their history, and to insist that they live in a better world than the one that we're currently living in now.

>> JUDITH: Great. Thank you. Kim and Annie? Our Toledo presenters.

>> AUDIENCE MEMBER: I would just like to say you guys have had a lot of information, a lot of intimidating information and what I'd like to leave you with is it's not rocket science. It's working with kids. Definitely reach out and use the new networks that you've gained today. And we're always happy to help and learn from you guys also. These two are going, oh, we can do this. We can do that. We're always learning.

>> ANNIE: I just want to say to remember to give your youth options. We talked yesterday about some youth want to be more involved in their community than others. Some want their disability to be more invisible than others; so there is always going to be those different levels of desire, but make sure you're giving them options to be in their community if they want to be and options outside of the disability bubble to help them grow and become more independent and more involved in their community, to be leaders outside of the disability bubble.

If we have them as leaders in the corporate world or wherever it is, that's going to help this movement even more.

>> JUDITH: Yeah, we need everybody in a lot of different roles and a lot of different responsibilities. Richard, do you want to wind us up now?

>> RICHARD: Sure. You know, for me this has been a really remarkable, to be able to bring people who have so much knowledge, Christy, Stacey, Kim, Annie, Judith, Darrell, Dave and all of you, at the risk of leaving several of you out, I will just say all of you have come and given us your knowledge, you've been generous with that, with resources and it means so much.

And I'm excited about what those of you who are participants here are doing and are going to be doing. What we can do, since Christy was so open with us about her experiences, it certainly caused me to reflect about what my own experiences were and what I know are the experiences of youth even now today.

We have the opportunity to see that things are better for them, to help them make things better for themselves. We can right some of the wrongs. We can undo some of the things that create huge barriers and we can do much, much more than that.

We can help create a different world and a different life. And it's certainly a responsibility for those of us who are -- who want to call us experienced youth, we can call ourselves that or whatever we want to call ourselves, but all of us can really do a great deal to make things much, much better.

So I'm excited for all of you and what you're going to be doing. And those of us at ILRU, at Utah state, I believe I can speak for all of the centers who have been here as presenters, we are all very happy to help in any way that we can and we'll continue to do training like this and continue to provide resources and continue to update the wiki and the web pages and do other things that you let us know are useful to move this initiative forward of creating programs for youth.

Finally, I just would like to acknowledge Darrell Jones. Darrell is the one who pulls all of us together and who brought the presenters together time and time again to organize the presentations and Darrell, your handiwork is evident in this training. Thank you for that.

[APPLAUSE]

>> JUDITH: And I'd like to add another hand both for our presenters and our participants who I think have made this a very memorable training. The real test of whether this training works is how many youth we're going to have involved in our centers and their level of involvement and their movement toward leadership. Have a safe trip home and thank you.

[APPLAUSE]