

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



**Expanding CIL Capacity through Youth Transition Services:  
Collaborating with School Districts and Vocational Rehabilitation**

***Transitioning from Grant Funding to Fees-for-Service***

**August 14, 2014**

**9:15 a.m. – 10:30 a.m.**

***Presenters:***

**Amy Beck & Cara Steidel**

**Peter Darling & Maureen O'Donnell**

**David Hancox**

# **Amy Beck & Cara Steidel**

## **Lehigh Valley Center for Independent Living**

# LVCIL's Journey from Grant ONLY funding to FFS



- How did we analyze our capacity to make the change?
  - LVCIL Board wanted less reliance on grants
  - Sign Language Interpreter Referral Service – had community buy-in
    - Needs, both LVCIL & community needs drove us to it
    - A start-up grant made the difference
    - ALL of this was because of our long standing relationship with OVR
    - On some levels, we were not prepared
    - Had 2-year, start-up grant

# Transition to Fee for Service Ventures



How it all started...

- Took 2 attempts to get a grant, but we persevered
- Original 4-year DDC project gave us space and time to think and plan
- Allowed us to build connections, locale, regional and statewide
- Momentum came from consumers and their families
- Saw the myriad of needs
- Community believed in us, and reinforced the vast need for services

- OVR Innovation & Expansion Grant – began in 2011
- We knew we could do it better!
  - The IL Philosophy
  - Person Centered Approach
  - CIL environment
  - Open communication with OVR
  - Added the Skills Group element
  - Hired the right people!

# How did LVCIL start other FFS Transition Services?



- We were planning a Transition House
- The community wanted a community-based service, not a house
- The right Board member dropped our name
- We were used by some, but led to great growth for participants
- And we also started Waiver Services....
- What has the impact been?

# Examination of how transition changed LVCIL

	12 Years Ago	7 Years Ago	Current	Proposed
Total Funding	\$322,000	\$688,000	\$2,178,600	\$2,350,000
# of funding sources	12	14	24	17
Grant Funding	\$322,000.00	\$481,600.00	\$1,034,400.00	\$929,000.00
Fee For Service Funding	\$0	\$206,400	\$1,099,200	\$1,282,000
OVR Grant	\$200,000	\$250,000	\$206,600	\$206,600
OVR - % of total funding	62%	36%	9%	9%
Fee For Ser.% of total funding	0%	30%	52%	58%
# of employees	11	15	35	37
Total Wages	\$254,000	\$362,000	\$977,600	\$1,160,500
Total Benefit Costs	\$36,000	\$68,000	\$218,000	\$278,100
% Benefit of Cost Wages	14%	19%	22%	24%
Building Costs	\$51,800	\$65,500	\$102,000	\$220,500

# How do we plan to support our operations?



- Intentional Smart Growth!
  - Managerial Strategy Sessions (Sometimes during hurricanes...)
  - LVCIL Main Frame Process
  - Asking the Hard Questions!
  - Organizational revisions
  - Hold every opportunity up against our mission
  - Our Board had to transition

# The Truth About Growing FFS and LVCIL

- Everything changed
- Change is not easy for everyone
- Many staff roles evolved, including the ED
- New procedures, requirements, policies and worries
  - Clearances
  - Daily procedures
  - Staffing Plan A, B & C
  - Greater need for Admin Support to Manage 35+ employees' needs
  - Higher level of risk, higher scrutiny – check your insurance!

# LVCIL Assets Which Made Our Growth Possible

- Our ED and Board were not afraid of change
- Excellent Director of Finance & Board Treasurer
- Inherent belief we could provide better services
- Our Person-Centered Approach
- Open Communication
- Open Door Policy

# How does LVCIL stay in the Role of Advocate?



It can be challenging!

- Sign Language Interpreter Referral Service Example
- Keeping some distance between our roles and staff functions
- If there is a conflict, be forthright about it
- Find another advocate if needed
- Open communication with OVR, and all funders

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# How did GSIL analyze its capacity to move beyond grant to contracts/fee for service?



- The “CORE ELEMENTS” really focused GSIL staff and the entire program.
- The “ADVISORY GROUP” (which existed for a full year prior to moving from grant funding) focused on the elements at each meeting at their monthly meetings.

# What planning process did GSIL go through?

1. All aspects and implications of operating Earn & Learn as a post grant program had to be considered.
2. The board of GSIL was fully aware and signed off on all grant funding prior to the acceptance of funds.
3. Our finance department assisted in our assessment of the real Earn & Learn costs and was active in helping to develop rates for each of our funding partners – school district and NHVR.
4. Staff roles and responsibilities were clearly identified and job titles and descriptions changed.

# What assets did GSIL bring to the table in establishing fees for service?



1. GSIL brought a long history of working in a fee for service environment, especially with NHVR.
2. GSIL has experience in identifying program value to its customers as well as the delivery of high impact outcomes.
3. GSIL has a long history and deep commitment of working collaboratively.

# How did charging for services affect the CIL's role as advocate?



1. GSIL has found that the Earn & Learn program philosophy (self-efficacy), their treatment of the students and the weaving of “soft skills” training throughout all activities has been very powerful and empowering for students. This has helped make them better self-advocates and prepared them to live more productive and independent lives.
2. Perhaps our biggest weakness/regret is not having the ability to individualize the course offerings of each student.

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# What planning process did MCIL go through?

- Examination of gaps in transition services.
- Early identification of Youth Transition as an emerging issue.
- Exploitation of long-term relationships at MN DOE, ISDs and U of M. This lead to discussions on how best to pursue these needs in a collaborative fashion.
- Organizational commitment to preparing the next generation for leadership and participatory roles in the community.

# How did MCIL move from grant to fee-for-service model?



- Long term relationship building with MN DOE, and MN ISDs.
- Addition of Transition Services to our core service mix, with state funding support. (In legislative year 1994, the Minnesota Senate Education Finance Committee allocated \$250K, with the requirement that the funds be transferred to VR. Beginning in SFY 1995-96, the \$250K was included in our core service allocation, providing a safe base to begin a move from grant to fee-for service model.)
- Demonstration of MCIL's value through special grant collaborations, presentation of student survey data, and creation/presentation of supportive curriculum.

# MCIL Assets Which Made Our Change to Fee-for-Service Possible



- Qualified staff
- Non threatening attitude, i.e. we consistently present ourselves as a resource or asset, not as outside entity coming in to judge or change their program.
- Flexibility
- Access to national resources
- An ability to demonstrate that we are value added, and “indispensable”

# How does MICL stay in the Role of Advocate?



- Consistent representation of the consumer and his/her interests—even explaining to the parents, at times, that we are not their advocate.
- Consistently demonstrating the IL philosophy via our person-centered approach.
- Assuring, via gentle reminders, that all discussion and decision include the consumer and his/her opinion.  
“Nothing about us, without us.”
- Keep it simple....again, a non threatening approach.

# Contact



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# 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.