Effective Statewide Outreach: One State's Collaborative Approach for CILs and the SILC, Part 1: Statewide Needs Assessment

Presented by Brad Williams on September 26, 2013

>> TIM FUCHS: All right. Good afternoon,   
everybody. This is Tim Fuchs. I'm with the   
national council of independent living here in   
Washington, D.C.. I want to introduce you to our   
IL-Net series, "outreach to   
underserved/underserved populations."   
The IL-Net is operatorred through ILRU, APRIL, and   
NCIL. We are recording today's call, so that we   
can archive it on ILRU's website, that will be up   
within about 48 hours. We will be breaking   
several times during the presentation to answer   
your questions.   
For those of you on webinar today, you can ask   
your questions in the chat box. That's the text   
box under the list of attendees on the bottom   
right-hand corner of the screen. For those of you   
that are on the phone, you will be able to ask   
your questions live on the call. And you can do   
that by pressing star pound to indicate you have a   
question, and that will put you in the queue in   
the order that we receive it. And I will be   
reminding you of all of these instructions each   
time we take a Q&A break too.   
And then also for those of you that may be on the   
CART chat, it looks like it's only myself and the   
captioner right now, but I will be logged in for   
the whole call. So if we receive questions on the   
CART chat, I will voice those as well.   
If you don't have the PowerPoint opened already,   
you want to do that.   
If you are on the webinar, it will display   
automatically for you. If you are on the   
teleconference only, you want to have the   
PowerPoint on the screen in front of you or   
printed out. If you don't have it handy, it was   
sent to you in the confirmation email. If you   
don't have that easy to reach for any reasons,   
just send me an email, Tim@NCIL.org. That's   
Tim@NCIL.org. I can forward it to you in a matter   
of seconds.   
In the confirmation email and the final slide,   
there's a link to the evaluation form. We take   
our evaluations very seriously. We want to know   
what you think of the presentation and they go --   
they are a big part of our program planning and   
improvement. So please do let us know what you   
think of the call. It's a very short form. It's   
easy to complete and your opinion is really   
valuable to us.   
Okay. Well, that's the end of my announcements.   
I want to introduce our presenter for today, Brad   
Williams. In addition to being an outstanding   
advocate is the executive director of the New York   
state independent living council and has been for   
over 14 years. And previously, he was the   
executive director of a center for almost ten   
years, in the southern Adirondacks in New York and   
Brad is a real force in New York and we have been   
really intrigued and impressed by the process, the   
outreach process in New York, the needs assessment   
that goes into the SPIL and all that they do there   
and Brad is an excellent spokesperson for that.   
So I'm just thrilled to have him with us today.   
We've had a lot of fun planning this. And with,   
that we will get started. Brad?   
>> BRAD WILLIAMS: Thank you, Tim.   
Good afternoon, everyone. And it's a pleasure to   
present on this topic, as Tim has mentioned, this   
part one is the SILCs kind of planning approach to   
the topic, and part two will be the center's   
approach in terms of its implementation at the   
local level.   
So slide 2 is the SPIL statutory requirements   
relating to outreach efforts. Section 704 of the   
Rehabilitation Act, as amended, now within WIA,   
the Workforce Investment Act, related to the state   
plan, under l, with respect to services and   
centers funded under this chapter, the plan shall   
set forth steps to be taken regarding outreach to   
populations that are unserved or underserved by   
programs under this title, including minority   
groups in urban and rural populations.   
This is what directly applies.   
Substantially addressed in SPIL sections 1.2B,   
target populations and 2.1B, geographic areas, and   
possibly 1.2A, if you identify any goals or   
objectives actionable to the identified   
unserved/underserved need.   
However, there is more.   
Under n, evaluation, two considerations.   
Slide 3. SPIL statutory requirements relating to   
outreach efforts continued. There's SPIL   
evaluation, the plan shall establish a method for   
the periodic evaluation of the effectiveness of   
the plan in meeting the objectives established in   
subsection (D) basically it relates to the   
objectives.   
And even consumer satisfaction, including   
evaluation of satisfaction by individuals with   
disabilities. And I will talk about that later.   
Then Section 705 related to the state-wide plan   
for independent living -- you know, the   
independent living council and under (C) duties   
the council shall, (2), monitor, review, and   
evaluate the implementation of the state plan.   
Basically what this comes down to is the council   
must develop and engage in SPIL monitoring   
activity.   
So slide 4. Okay. How do we do this? Well, for   
New York, it's through our SILC overall approach   
to unserved/underserved populations. Series of   
different steps, creation of an outreach   
subcommittee to perform related responsibilities.   
Creation of a Needs Assessment Committee,   
otherwise known as a NAC, to develop a process,   
define the questions, identify the data and pull   
findings together into a report.   
Use the key findings from the needs assessment to   
drive the SPIL, the state plan, public input   
process through what we call a facilitation   
outline.   
And then the NAC key findings directly impact the   
SPIL sections 1.2B and 2.1B related to   
unserved/underserved target populations and   
geographic areas.   
Slide 5. New York SILC overall approach   
continued.   
And then the NAC and public hearing priorities   
become actionable items in the SPIL, the state   
plan. You know, so in other words, you know,   
instead of just identifying and planning -- and   
both of those steps are very important. I mean,   
you must identify your needs. You have to plan   
for them. You know, there's times when it takes,   
you know, a certain amount of effort to do both of   
those. What good is it if you are not going to do   
anything about it? Okay? You have to make it   
actionable.   
Then we go on to the outreach subcommittee,   
monitors the progress of the objectives and   
projects during the year which is very important,   
and then evaluates the progress of the SPIL   
objectives at year end with a SPIL evaluator, a   
consultant. That's how it all ties in.   
Maybe it didn't seem like it did in the beginning,   
but it does.   
Let's talk some specifics here. Slide 6.   
Okay. The outreach subcommittee. The outreach   
subcommittee, for us, consists of five to seven   
members, meets every other month to discuss issues   
related to unserved/underserved target   
populations. The committee also addresses   
specific monitoring and evaluation   
responsibilities for state plan objectives,   
especially related to the review of the capacity   
building grant opportunities in similar projects.   
Now this is a general purpose of our outreach   
subcommittee, if we were to describe it to a new   
member.   
Slide 7.   
Outreach subcommittee continued.   
Other projects include deaf-blind support service   
providers otherwise known as SSPs, Pat Figueroa   
Young Adult Sponsorships and an understanding of   
the use of the ARRA Part C funds. The stimulus   
money.   
Outreach advises on issues and communicates   
findings related to needs assessment. So they   
coordinate with the NAC.   
And overall, information about the topic and work   
connected to the committee is captured on the   
outreach web page. So you can see on this   
particular slide there's note to the outreach web   
page and the link.   
Slide 8.   
Now, let's talk about the Needs Assessment   
Committee, or the NAC. Nice SILC executive   
director, that would be myself, and a consultant,   
our particular consultant is a gentleman by the   
name of Alan Krieger, participated on the IL-Net   
six-week webinar course related to needs   
Assessment Committees, NACs, to under the process.   
This was an excellent course an I highly recommend   
it.   
It took about nine months to create such a   
committee, process, define the questions, identify   
the data and pull the findings together into a   
report. There were four key questions and I have   
to give recognition to the California SILC needs   
assessment and questions. and, really, there's no   
need to recreate the wheel. I mean, we started   
and found the California SILC's needs assessment   
and relied heavily upon it. And if you are out   
there doing this, you can reference their needs   
assessment. You can now reference our needs   
assessment and I'm sure there are many others that   
are out there.   
But going back to the key questions, I'm going to   
highlight two. One, what geographic areas are   
most in need of IL services?   
And two, what unserved/underserved ethnic,   
minority and disability communities are most in   
need of IL services?   
Questions one and two, stated above, examined   
existing data, while questions three and four   
compiled results to survey responses.   
Slide 9.   
Needs Assessment Committee continued. Okay.   
Question number one, geographic areas most in need   
of IL services. Again, props to the California   
SILC needs assessment model, it was a great model   
that they worked out and it examined the IL   
network service data by county. Let's call it A.   
And it was column A and it was compared to ACS --   
that's American Census Survey census data for the   
projected number of people with disabilities per   
county or B, from column B.   
When A is divided by B, it creates a penetration   
rate, a percentage. The ability to penetrate the   
community with services, your services. The lower   
the percentage, the greater the need.   
Slide 10. Needs Assessment Committee continued 2.   
Now, I want you to think about this. Census data   
typically captures the civilian population. So we   
had to come up with a vat   
strategy and I'm talking   
about the NAC, to look at the institutionalized   
population. Our state didn't have it readily   
available. So my SILC had the FOIA all but one   
state agency for their institutional setting data.   
The NAC then created a chart, appendix 2, table   
1.5A that defines the state institutionalized   
population, according to state agency settings by   
county. The total number we ended up identifying   
was 220,277.   
For example, and I will make reference to this   
chart from our report, you could take Albany   
County and they have 1,789 individuals in nursing   
homes. 73 individuals in assisted living. 733   
individuals in developmental disability group   
homes. 261 in psychiatric settings. 830 in other   
mental health community care, totaling 3,686   
individuals in Albany county in institutionalized   
settings.   
Now, you can compare that to Erie County. Erie   
County is western New York. The other side of the   
state. Often associated with Buffalo. And they   
would have 5,675 individuals in nursing homes, 260   
in assisted living, 2,303 in group homes, 552 in   
psychiatric centers, 1,638 in other menial health   
community care, and then 1,079 individuals in   
correctional facilities, a 31% figure identified   
by the Department of Justice for 11,507   
individuals in that county.   
So very compelling data, data that we had to   
create by FOIA-ing for the state institutionalized   
population.   
This information was set into a column, total   
number of state institutionalized population, or   
C, and when divided by A, you know, for what was   
our column A, the IL network service data by   
county, it created an inundation index, a number.   
This number reflects the potential of the   
community's inundation, if individuals were   
successfully transitioned, which is a good thing,   
and the higher the number, the greater the need.   
Slide 11.   
Needs Assessment Committee, continued three.   
Then a relative ranking analysis. Boy, it's a   
good thing we have a consultant helping us, was   
then utilized for each of the 62 counties based on   
their penetration and inundation. Actually, it's   
rates and indexes. It helped us to reconcile both   
urban and rural needs. The top ten counties in   
need of IL services were: Livington, Bronx,   
Queens, New York, Suffolk, Wyoming, Kings, Yates,   
Orleans and Ontario.   
We were very pleased with this model which is   
based on objective data. It identified counties   
with need amongst what is very diverse   
demographics in our state.   
Question number 2, underserved populations target   
populations most in -- unserved/underserved   
populations target populations most in need of IL   
services. In comparison of center service and ACS   
census data on a percentage basis, the IL network   
did well proportionately, but needs to improve its   
outreach and ability to serve Hispanic latinos and   
Asians with disabilities.   
Slide 12.   
Needs Assessment Committee continued 4.   
The center survey asked, what groups were   
underserved. The top six identified were -- and   
the first two are combined, okay?   
So male and female veterans with disabilities were   
actually one and two. Then comes rural residents   
with disabilities. You know, the state of New   
York is -- has many different, you know, diverse   
demographics. Some people think of New York, they   
think of New York. They think of New York City,   
which half the population lives down in New York   
City and Long Island, but the other half lives   
upstate and upstate has some pockets of some urban   
centers, but then has some very rural areas.   
Then you have homeless individuals with   
disabilities, young adults with disabilities, and   
immigrants with disabilities. New York state also   
has an immigrant population, as well.   
Slide 13.   
Needs Assessment Committee, continued five. And   
there's some other groups, there's minorities with   
disabilities, which was noted previously, deaf and   
deaf-blind and then healthy lifestyles, kind of   
addressing the obesity issue for people with   
disabilities.   
Now, for the full report, there is a link to the   
NYSILC 2012 needs assessment on the outreach web   
page, and you can go through the full report.   
Slide 14.   
Questions and answers.   
>> TIM FUCHS: There we go. Brad, I want to remind   
everyone that those links aren't live, because if   
you click on them, it will take you out of the   
webinar. So that's the reason why we didn't make   
those live links, but you can get that information   
right on the N YSILC home page. I pulled up the   
report as we were listening to the presentation.   
I want to remind everybody on the phone, if you   
have a question for Brad on the first piece of the   
presentation, you can press star pound to indicate   
you have a question. And when your question comes   
up in the queue, you will hear a voice say your   
line is unmuted and that's your signal you are   
live. We will go to those in just a moment. On   
the web, we had a couple of questions come in.   
And first one is from Pam Taylor and Brad, Pam is   
wondering, what is FOIA.   
>> BRAD WILLIAMS: Okay. Very good question, Pam.   
FOIA is Freedom of Information Act. What's   
really   
just incomprehensible, in this day and age, the   
homestead Supreme Court decision is 1999 and then   
people had a few years after that to kind of set   
up and do their Olmstead plan. The state of New   
York is just getting to that, that the state of   
New York does not have the public information of   
what their -- their institutionalized population   
is, or is pretending so. But they are beginning   
to do that now. They are about to release their   
Olmstead plan. So we made the public request for,   
you know, what is, you know, the figures that we   
pulled out on? And they refused to give it to us.   
You know, we weren't asking, please give us the   
Social Security numbers of these individuals. We   
merely wanted what we had in this chart, you know,   
the numbers of individuals by county per setting   
of these -- you know, what we have here and what I   
basically spoke about. And they refused to give   
it to us. So we had to utilize the Freedom of   
Information Act and write to all but one state   
agency and demand this information.   
I utilized a colleague TK Small, an attorney from   
Brooklyn to go through this process, and it's   
all -- I can't believe that for information that   
was required, like a decade ago, that we had to go   
through this process to get information that   
should have been made public and we struggled with   
some of them.   
Some of them complied after their 30-day process   
and then some of them actually delivered partial   
information. We had to go back and say, no, this   
is not quite what we want. We want better   
information. Others, it was just incredible how   
they just -- they didn't even know. I mean, we   
had to go through the right people, and in one   
instance, we had to utilize a legislator in order   
to get the information. But on the one shining   
example, is that the office of mental health,   
actually is the only one who had their information   
online. It was posted the way it should be   
publicly. You know, it was kind of populated. So   
it indicated shifts maybe on a monthly basis, when   
people might actually transition between settings.   
So in our testimony, and in Olmstead hearings,   
this is a standard and this is public information.   
So hopefully that's what they are going to follow.   
Yes, it's almost incredible that we had to file --   
that, number one, the state didn't know what the   
data was and that we had to file a Freedom of   
Information Act in order to get this from just   
about every other state agency.   
>> TIM FUCHS: Got it. Thank you, Brad. That's   
good background. That's helpful.   
Okay. Let's see, and John Zick was wondering   
about the details, especially the appendix in the   
report, and that's included in the full report   
included on your website, correct?   
>> BRAD WILLIAMS: Yes, yes. In fact, in working   
with Alan Krieger, our consultant, we tried very   
hard to put as much detail as possible on the   
surveys, on some of the answers, so that not only   
did it back up what we did, but it could help in   
the understanding and also help to be replicated.   
So someone could pick it up and then say, okay,   
this is good, and, okay, I might be able to use   
this.   
>> TIM FUCHS: Okay. Good. Thanks.   
All right. We don't have any questions on the   
telephone yet. So let me just remind everyone   
that you can press star pound if you have a   
question on the call.   
We have just under -- let's see, just under 30   
sites dialed in today. So don't be shy. We have   
plenty of time for these Q&A breaks. I will give   
another 20 seconds or so, and then we'll move on   
and don't forget, we will have several more Q&A   
breaks before the end of the call. So no problem   
if you think of a question in a moment.   
>> BRAD WILLIAMS: As we are waiting, I might as   
well say, the people find in the report, the other   
two questions asked, you know, one was more   
related to consumers and what they felt the most   
important issues were, you know, that were just   
overall impacting them in their lives and also   
impacting their independent living. And then the   
last question, related to the centers because this   
is about the IL network. And what were the most   
important issues impacting them? Because it all   
ties into who we are and what we do in the IL   
plan, but this is -- these four key questions do   
come out of what the California SILC model   
developed initially. So I do have to give them   
credit.   
>> TIM FUCHS: Good. Thanks, Brad. Well, no   
additional questions and we'll have another Q&A   
break shortly and so Brad, I will go ahead to   
slide 15 and the floor is yours.   
>> BRAD WILLIAMS: Okay. Thank you, Tim.   
Okay. NAC key findings impact on the new state   
plan. The information was used to drive the   
public input process. You know so we just talked   
about this needs assessment. So we took, you   
know, the findings and the highlights and that   
information was used to drive the public input   
process. And the facilitation outline was revised   
to consider impact on the needs assessment and   
utilized in all settings. Now, what do I mean by   
this? Well, this facilitation outline asks key   
questions related to the state plan, and provides   
consistency depending on the venue or method used.   
So in other words, if we are out during the SPIL   
formulation process, and we're at a hearing, okay,   
we utilize this facilitation outline. And then if   
we are not a non-IL forum, let's say the   
self-advocacy conference or, you know, maybe, you   
know, we're at NIAPRIS which is our peers mental   
health outlook, we use this same outline. For we   
send a packet electroniccally to our CIL network   
and they use this same facilitation outline.   
Or when we post on our website and solicit written   
comments, same thing. The same consistent, you   
know, kind of input comes in and we made sure that   
we added insights related to the needs assessment.   
That's what we are talking about.   
So information was used to create narrative in the   
new, 2014/16 for Section 1.2B that identifies the   
unserved/underserved target population. And what   
was used and posted was a draft. It's been   
updated and we did just recently receive our   
approval. Had but it makes reference to some of   
these targeted populations and they are going to   
sound familiar, you know, minorities with   
disabilities, the Hispanic Latino, the Asian   
community with disabilities, veterans with   
disabilities, both male and female veterans with   
disabilities, homeless with disabilities, young   
adults with disabilities, immigrants with   
disabilities.   
You know, it's very similar to what we were   
identifying, and we also get into some of the   
prioritized needs and issues. So it -- it allows   
you to drive that process. So identify on the   
outreach web page where that link is. But it   
certainly helps you to justify in Section 1.2B,   
you know, what that substantial need is. So slide   
16.   
NAC key findings impact on the new state plan   
continued. Information was also used to create   
the narrative in the new state state plan,   
2014-2016 for Section 2.1B and just as an aside,   
isn't it confusing that they have 1.2B and 2.1B   
for these sections? I mean, when you have been   
doing a state plan for a while, you can wrap your   
head around that, but unfortunately, that is --   
these are the two section numbers.   
But anyways, that identifies the   
unserved/underserved geographic areas and, again,   
on outreach web page, we have a summary to a   
section for the unserved/underserved geographic   
areas. It started off as a draft and actually, we   
have actually added more edits to this particular   
page for our state plan, which is now approved,   
but on that particular page, we kind of segue into   
some -- RSA wanted to describe a little bit more   
about our network and some of our   
unserved/underserved areas, but it then very much   
gets into the needs assessment and what I went   
into and how we arrived at the ten counties that   
are most, you know, in need of IL services and I   
listed them for you earlier.   
So it servely, you know justifies it and -- so it   
certainly, you know, justifies it and it's   
crucial. One can try to substantiate needs, in   
many different ways, especially when you have   
diverse demographics but when it's based on   
objective data, it's very hard to have anyone   
refute it.   
So slide 17.   
NAC and public hearing priorities become   
actionable items in the new SPIL. The SPIL   
committee, especially during a state plan year   
meets six times to discuss priorities and work   
through significant issues to reach agreement.   
And I think we earn our stripes so to speak during   
this process, because it really is a negotiation.   
And what ends up happening is, we have all the   
information from our public input process, which   
for us and public input process I described, we   
had around 500 pages of public input, and then we   
have everything that we kind of highlighted   
through our needs assessment and our findings, and   
it allows us to reach our conclusions. And for   
the most part, the majority of the resources go   
towards two significant objectives, or projects in   
this new state plan in New York. A Statewide   
Systems Advocacy Network, known as a SSAN, with 14   
sites and a statewide coordinator, and   
self-sustaining capacity building grants targeting   
outreach to the unserved/underserved populations.   
Eight new grants.   
Slide 18.   
NAC and public hearing priorities become   
actionable items in the new state plan continued.   
You know, the SPIL also identifies the deaf-blind   
SSP and Part C ARRA funds in other ways. It   
utilizes resources to address,   
unserved/underserved needs and both were carried   
over from the previous state plan. And this was   
due to implementation delays of these RFPs or in   
the case of the ARRA funds, the ARRA funds had a   
five-year cycle due to expire at some point in   
2015.   
And you can see there's a narrative in the middle   
of the outreach web page, with a heading that says   
"2014-16 Proposed SPIL."   
Slide 19. Outreach subcommittee monitors progress   
of objectives/projects.   
So we kind of get back to our Outreach   
Subcommittee and they monitor the progress of   
objectives and projects. And quarterly reports   
are sent to 9DSU, the designated state unit, you   
know, in our state it's -- they are known as   
Access VR, by the projects and they, in turn are   
shared with the SILC. The outreach subcommittee   
reviews and discusses the reports during committee   
meetings, which I mentioned previously as like   
every other month. And then needs reports are   
included in council packets and referred to when   
the committee summarizes business to the group at   
full council meetings.   
So there is a monitoring process that exists, that   
takes place and discussions, you know, happen and,   
you know, it actually allows us to really keep up   
on, you know, the activity of these projects which   
are part of the state plan.   
Slide 20. Outreach subcommittee monitors progress   
of objectives/projects continued.   
Okay. Monitor is formalized on the outreach   
website. A survey was conducted to assess the use   
of the ARRA -- you know, the Part C ARRA funds.   
Most were directed towards unserved/underserved   
populations. So you can see that there is a link   
to these funds on that website -- on that web   
page, and just to give you an example, I'm just   
going to mention four. So southern Adirondack has   
a target population listed as rural residents with   
disabilities. It's like, hey, that's pretty good!   
It kind of is in line with what we have identifies   
within our needs assessment and that is for   
Saratoga County. And AIM, which is in Corning,   
is -- has a target population of students with   
significant disabilities. So, you know, that is   
certainly in line with what we identified, but   
they are identifying significant disabilities,   
which is also in line with the Rehabilitation Act   
and they are targeting Stuben county and that's   
within the southern tier of the state by the way.   
And it's comprehensive programming for youth with   
disabilities who are believed to be difficult to   
place in employment.   
And then ATI, is working with veterans with   
disabilities. Right on target! In Sullivan   
County for incarcerated veterans to assist them to   
obtain alternatives.   
And then HILC is working with disabilities   
reentrants, low functioning deaf consumers in   
upper Manhattan which is basically the other of   
Harlem. So that gives you a sample, and you can   
certainly reference the chart if you want to see   
what all the centers are doing.   
Slide 21.   
Okay. Outreach subcommittee monitors progress of   
objectives/projects continued, two.   
Descriptions of capacity building in deaf-blind   
SSP projects are located at the bottom of the   
outreach web page. And they are accessed through   
links. I'm not going into detail with these   
projects because some of them will be highlighted   
and they will be going into their programs on part   
two of this webinar, on October 16th. But   
generally, from our monitoring point of view, you   
know, and what we do, in evaluation, as a SILC, we   
have up here, CDCI in Albany, whose program is on   
healthy lifestyles. They have a general program   
description link, and at the bottom of that   
general program description, is a sublink to their   
collective reports. With the most recent   
quarterly report at top, and then the ones that   
follow below. And I will add that the newest   
reports have to be added and they would be the   
ones from April to June 2013. We just had our   
most recent full council meeting in September, and   
there's always a lag time in a reporting cycle   
like this, of about a quarter. But, you know,   
that's what you just have to build into such   
systems, and realize.   
But you still work with the information, but it's   
very good information, and you get a real sense of   
what these projects are doing. And just, you   
know, you get a sense for this program, just how   
active they are in the community and the types of   
fitness and nutrition programs they offer and   
connect with.   
For CIDNY-queens, they also had their general   
program description lynch and at the bottom is   
their sublink to their collective reports. And   
you -- when you look at that, you will see that   
they offer a set of programs to engage youth with   
disabilities and it's quite astounding to see the   
level of activity they are having and the   
selective school systems they happen to be   
outreaching to in the New York City area.   
Slide 22.   
Outreach subcommittee monitors progress of   
objectives/projects continued, three.   
Then we have ARISE in Syracuse, veterans outreach.   
We have a link to their general program   
description at the bottom. That's a sublink to   
their collective reports and they have developed   
solid contacts within the community. This is   
probably one of the first things that we realized   
is they went right out there and established   
themselves, established themselves with their   
program in their community, and services for their   
target populations, you know, veterans with   
disabilities.   
And then NCCI in Plattsburgh, they also have a veterans with disabilities outreach program. They   
have their general program description link, their   
sublink to their reports, and what you will find   
is they started off with a volunteer concept.   
You know, sometimes this happens. You women a --   
you build a model and you conceptualize it, and   
they started it off, but it didn't quite work and   
they shifted it.   
They are now working on their community, you know,   
connections, which are working out very well.   
They have established this weekly newsletter for   
communication which is very effective and they   
will have this interactive service manual up in   
early 2014.   
Slide 23.   
Outreach subcommittee monitors progress of   
objective/projects continued four. And finally we   
have CDR Deaf-Blind SSP, it's a demonstration   
project in Rochester, and you see the bottom of   
the NYSILC outreach web page for their program,   
general program description, and link to their   
collective reports, and their project is similar   
but a little bit different than the capacity   
building.   
But they are in a start-up phase. It's a very   
unique developing procedures and services. They   
have a local board and, of course, their target   
population is deaf and deaf blind. However, like   
all of these projects, they are investigating   
and/or designing ways to make their project and/or   
service self-sustaining.   
Slide 24.   
Questions and answers.   
>> TIM FUCHS: And there we are. Okay. Thanks,   
Brad.   
>> BRAD WILLIAMS: Mm-hmm.   
>> TIM FUCHS: Well, again, I will remind those   
folks on the phone that you can press star pound   
to indicate you have a question. And I'm seeing   
that most of our audience is on the web today, so   
that's good. Our first question, Brad, comes from   
Maria. And Maria asks, how did New York get the   
SILC to take on this project? Can you talk a   
little bit about the genesis of this?   
>> BRAD WILLIAMS: Okay. In terms of taking on the   
project to identify there needs to be funding --   
it's almost -- I can probably maybe sense it, that   
it's such a priority to fund projects at the local   
level to outreach and serve these targeted   
populations, and it's like -- and then it was a   
matter of backtracking it, that, okay, in order to   
do so, you have to establish -- you have to   
identify and establish the need, which is through   
the planning process which is really part one --   
this is -- this part of the webinar, which is,   
okay, you've got to do the needs assessment.   
You've got to identify within your state what --   
you know, where the unserved/underserved   
populations are, and then you put it in plan, and   
it's backed up, you know, through the needs   
assessment, and it's very straightforward. So   
it's like irrefutable, you know, that this is it.   
And it's backed up with data. Okay?   
And then what happens is we go forward and it   
becomes a priority. When it came down to, all   
right, this is it, and it then got into the cycle   
with the state plan, and then it was, like, hmm.   
Well, this is such a need, what are you going to   
do about it?   
And, you know, kind of push came to shove, and   
some other types of projects that typically may   
have been in the cycle got deprioritized and this   
came up because the need just, you know,   
substantiated itself.   
So it only came about because of the needs   
assessment and the data and the priority and the   
state plan public hearing process pushing it up   
the need and then through the public input and   
then it was like, well, we have to give its due,   
and that's when it got into the state plan.   
And so that's the process. And so, you know, it   
literally happened and it happened actually when   
we amended the SPIL previously, and now this is   
where it's really getting established and the   
other thing that's nice about it, is that because   
of the data, people can go out and utilize it to   
seek private funding or leverage private funding   
as well.   
So there are other benefits to, it you know, as   
well. But this is how we kind of answered it.   
We realized that the need existed but we had to do   
something about it and we utilized our own process   
to do it. I hope that answered the question.   
>> TIM FUCHS: Great. Thanks, Brad.   
Okay. And then Pam Taylor has a quick question   
for you. How often does your SILC meet?   
>> BRAD WILLIAMS: Our SILC meets quarterly, and   
because of weather, okay, and other   
considerations, we tend to meet March, May,   
September, and November.   
>> TIM FUCHS: Okay. Good. Thanks.   
And --   
>> BRAD WILLIAMS: And, actually, just -- and we   
are going to have very active committee structure   
that does the work in between which we do with   
conference calls and, you know, with captioning,   
you know, supported on conference calls for those   
who need it.   
>> TIM FUCHS: Great. Great.   
And then another question from Maria, can you   
share how your SILC involved the CILs in   
developing the SPIL?   
>> BRAD WILLIAMS: Oh, absolutely! That's a very   
great question and first of all, we always -- it   
starts with we always push the envelope on our   
membership in the ratio to get as many CIL members   
on our council all the time, but still make the   
ratio. So we actively have CIL members on the   
council, just for starters. And then in our   
committee structure, we always have a mix of SILC members plus members in our community, or emeritus members, you know, because people have possibly   
two three-year terms for six years. You know,   
because you have all of that history working on   
committees, and it -- have you CIL members always   
through there. Our state planning committee has   
some of the best minds on that state planning   
committee, who are CIL members, you know? And   
some of them are emeritus. And they are   
constantly working on -- on these types of issues.   
That's just for starters.   
But then, when we go out for public hearings,   
chances are those public hearings are at a center   
because they are one of the most accessible places   
to be. And in New York, we have an advantage of   
having 40. Okay? And we just make sure we -- you   
know, rotate. We also have non-IL forums because   
we are very cross disability, but the CIL focus   
group is probably one of the best ways of   
expanding that input, because you literally have   
the same package I talked to you about with the   
facilitation outline and you send it out to your   
network and say, hey, if you can't make it to, you   
know, one of the hearings -- it's usually there's   
four. Facilitate your own, you know, focus group.   
It's local control. You run it for us. You   
invite your own consumers. Actually, it breaks   
down barriers. So consumers, you know, feel   
comfortable and they go to their center. They   
respond to the same set of questions and they send   
in that information to us. Okay? That works   
well.   
And if all else fails, the same set of questions   
posted online, however you want to give us your   
input, your written input. And centers,   
definitely, that's how you get 500 pages of public   
input on your state plan.   
>> TIM FUCHS: Great tips. Thanks, Brad.   
>> BRAD WILLIAMS: Yep.   
>> TIM FUCHS: Okay. That's the last question. It   
looks like we don't have any questions on the   
phone. And we just have about six slides left and   
we've got final Q&A break. So I will go ahead and   
go the to next slide. And turn it back over to   
you, Brad.   
>> BRAD WILLIAMS: Okay. So we are on slide 25; is   
that correct, Tim?   
>> TIM FUCHS: That's right.   
>> BRAD WILLIAMS: Okay. So outreach subcommittee evaluates progress of state plan objectives.   
So now we're in the evaluation responsibility of a   
council and I have been around, you know, 14 plus   
years and sometimes it takes a while for state   
plans -- for state councils to develop the   
processes, you know, for these duties for these   
responsibilities. You know, how do you monitor?   
How do you evaluate? How do you do these things?   
How can you get your council to do these things?   
It can take time, all right?   
Here we have SPIL objectives are assigned to   
appropriate committees facilitated by an   
evaluator. For us, it's Alan Krieger. Okay? So   
perhaps it's a matter of aligning your objectives   
with committees, or your relevant committees. All   
right? And the SPIL evaluator then discusses the   
upcoming evaluation with committee chairs, and   
attends the start of an appropriate committee   
meeting to remind members of their evaluation   
responsibilities. And then updates the evaluation   
forms for each objective, matching outcome targets   
to the SPIL year. Because depending on the state   
plan year, your outcome targets for an objective   
might change. Okay? That's very likely   
possibility. Okay?   
Slide 26.   
Outreach subcommittee evaluates progress of SPIL   
objectives continued. And as an example of just   
one committee, since we have been kind of tracking   
the outreach subcommittee, the outreach   
subcommittee evaluates the capacity building in   
deaf-blind SSP objectives. Previously, they also   
reviewed the young adult sponsorships and   
statewide youth conference. The committee   
responds to the questions on the evaluation forms   
for each objective and, of course, if you think   
about this, you know, our year mirrors the federal   
fiscal year. It's October to September. So you   
are going to have to wait for the year to be over   
with. So what happens is usually around July,   
this consultant is, you know, talking to the chair   
or chairs and in the cusp of that quarter,   
probably joining on the start of one of their   
committee meetings and reminding them of their   
responsibilities, and then the consultant is   
updating the evaluation form or forms for each   
objective and making sure that the committee or   
committees get these forms so that when you get   
into the October to December quarter. Wherever   
they have their next or most appropriate committee   
meeting, they are going to respond to the   
questions on the evaluation forms for each   
objective that they have.   
A committee might have one. A committee could   
have two or three. It all depends on how many   
objectives you have in your state plan, and what's   
appropriate for now each committee. And then   
the -- you know, they then fill out that   
information, and they send it into your state plan   
committee. The state plan committee makes an   
overall recommendation based on the collective   
information. So they receive it from all the   
other committees, and then they look at the   
information and say, this is what we believe. Let   
me just give you an example. You know, because   
the state plan committee since they are who we are   
looks at the evaluation information. And you know   
what, you might be doing well on all of your   
objectives. You might be making -- you might be   
doing extremely well and hitting all of your   
targets. You might be making progress on your   
targets. But we had one, as an example, in our   
previous, you know -- our current SPIL that's just   
ending, because of the delays of the implementation of an RFP and what we originally   
conceptualized for an objective, it changed for a   
particular -- it was an RFP for -- oh, gosh, I   
can't even think. It was the tradition -- the   
transition diversion waiver which changed in New   
York state. So it wasn't even really relevant   
anymore.   
What happened was it just got to a point where   
we're going to have to recommend that this be   
discontinued. So it is a true evaluation process.   
We had to recommend the SPIL committee, based on   
the committee that had it, that this SPIL   
objective be discontinued. So that's the process   
that happens.   
Slide 27.   
Outreach subcommittee evaluates progress of SPIL   
objectives continued two. The SPIL evaluator then gets -- compiles the collective information to   
report. They receive it from the SPIL committee   
and they do their report. It's a draft. Okay?   
The SPIL committee then reviews the draft and   
approves the report. The final report is   
submitted to the full council, and then it's   
posted on a the NYSILC home page in the SPIL   
section. So you will see on our home page, we   
have our state plan section, where we talk about   
our state plan and anything that's relevant and   
then oops, right down near the bottom, we talk   
about our SPIL evaluation.   
And this is something that I have learned, you   
know, these type of evaluations have two major   
parts, a summative part. It's actual results to   
targets. It's kind of a numeric analysis with   
trends, and then you have your formative part.   
You know, it's kind of like the big picture. What   
did we learn? How can we improve? Okay?   
So it's good stuff. You know, the links to the   
reports are listed down there, or the most recent   
one. And, again, they are always a year behind,   
bought that's part of this process, and what can   
you learn from it?   
And I just have to say, bottom line is, it is very   
helpful to have an evaluator, a consultant, you   
know, someone who knows outcomes and this process   
and whose objective to everyone for your state   
plan. It is highly recommended.   
Slide 28.   
Okay. Improvements to consumer satisfaction.   
Okay. Why consumer satisfaction? Okay. I had   
mentioned that earlier. Well, sometimes people   
blend opportunities. They might join consumer   
satisfaction with needs assessment. Okay? Maybe   
you ask a question about needs assessment on your   
consumer satisfaction, on how to best conduct   
outreach. Or sometimes consumer satisfaction results could reveal trends or patterns. Okay?   
So, you know, it is -- it is a consideration. So   
for us, in New York, what we do, and what we are   
now engaged in, is the first year, you know, 69 --   
of the new state plan, you know the state plan partners, through our SILC subcommittee. We work   
with 9 center network on a statewide consumer   
satisfaction survey. And what we have come up   
with, you know, is a methodology to -- which has   
improved and we're going to do 15% of the centers'   
consumer service records or actually the centers   
are going to do that for their year. Or a minimum   
sample of at least 100. And it will be sent out   
using a three-Tiered approach to sample by a   
combination of email to Survey Monkey, telephone,   
TTY, and direct mail solicitations. And defaults   
are built into the design.   
Slide 29. Improvements to consumer satisfaction   
continued. Intent is to increase response rate of   
surveys and obtain feedback on consumer   
satisfaction. We want to keep track of   
undeliverables, and update lists and the center   
uses the information to verify and improve service   
and a statewide report will be developed by the   
SILC on collected results.   
You know, in New York, and I will use this as an   
example, for many cycles, we surveyed the   
universe. We literally had the centers do a   
survey to all of their consumers on their consumer   
service record which is -- which is terrible. And   
it's like, you know, one wouldn't do a survey to   
everyone who voted. No, you do a sample of, you   
know, your universe.   
And so, you know, we realized, no, that's wrong.   
We needed to improve Bon that. And then we had   
the centers only do that survey utilizing one   
method, direct mail, which, of course, is not only   
an old method, but it is very costly and very time   
consuming and not necessarily the great -- going   
to solicit the greatest response rate.   
So I share this because we all have to learn and   
we all have to evaluate what we do and we all have   
to make changes. So we have put a lot of time and   
effort into this. We do have centers and center representatives on our subcommittee, our consumer   
satisfaction subcommittee, and we worked very hard   
to develop this new process, which we will be   
launching into, into this new year.   
So that's what we have.   
Slide 30.   
And second year of the next SPIL, the process   
starts all over again! And it's a matter of just   
accepting that's how it works and you start   
building for your next needs assessment, and   
putting out that information and getting that   
information so you have it in time for your SPIL   
formulation, and getting your public information   
and then negotiating your next state plan and, of   
course, we are monitoring and evaluating and   
everything moves forward and then once we get past   
and get an approved state plan, we then do our   
consumer satisfaction survey.   
And it's all a process.   
So slide 31.   
Questions and answers.   
>> TIM FUCHS: Okay. Thanks again, Brad. So,   
again, for the few of you on the phone, if you   
want to press star pound, we will take your   
questions in the order they were received, and   
I've got my eye on the Klatt, if you want to type   
your questions there. -- eye on the chat if you   
want to type on your questions there.   
I'm going to ask for a clarify on slide 28, which   
I will go back to now. You mentioned that the   
defaults were built into the design. Could you   
talk a bit about that and what you mean by   
defaults?   
>> BRAD WILLIAMS: What that means is we talked   
extensively with people would do surveying,   
statisticians, mathematicians, on how best to do   
this process, and I tell you, for -- it is quite   
amazing to get people who know this and do this   
for a living in a room and watch them and listen   
to them debate such a topic. Sometimes you can follow the conversation and sometimes it is so   
over your head, oh, my God!   
But anyways, you know, in the end, we -- we ended   
up receiving the clarity that we needed in terms   
of, okay, how do we get a sample because in the   
end, we wanted the centers to be in control. How   
do we get them to get a random sample, and we got   
a process for how one selects a random sample.   
Okay. Which is literally a process of identifying   
a record and then -- and I have a handout for   
that. Then by dividing the number, you get a   
multiplier which every other -- every X record you   
collect until you get the number for your sample,   
in this case it's 15%. So -- and so there's a   
process for that. And then it's like, how does   
one know through the process, if one starts with   
let's say, email and Survey monkey, and it goes   
out and they get X number back, how do you --   
let's say your sample -- let's say you have 1,000   
consumer service records. And so 15% would be   
150. That would be your sample. Okay?   
Let's say you use the first method of, you know,   
the email online Survey Monkey. Let's say you get   
80 back. Okay? And we also have this little   
method of attaching a Word document, just in case   
someone prefers not to use Survey Monkey, but   
that's added into this process. And only a few   
people do that but we want to provide a reasonable   
accommodation.   
And what ends up happening is that when you have   
80, okay, what does one do when you go to the next   
method and it's like, well, you have 80, and then   
what happens is that, you know, you want to try to   
ballpark it for 150 minus 80 is 70. You know, you   
want to try to keep it as, like, okay, just   
generally, you are working on a number of 150.   
You go to your telephone as the next method. And   
you are not going to get repeats on the Survey   
Monkey. You can control the settings so that an   
IP address can only hit once. So you are not   
going to get repeats and you can put in a message,   
please ignore if you haven't, et cetera. And on   
the telephone script, you can then suggest   
telephone TTY. If you responded online, please   
disregard, thank you, if you have. And then you   
can keep going until you get to a point of, okay,   
when you are done with the process, or your team   
is done, you look to see what you have and then   
you see, have you met 70? Okay?   
And then if you exceeded your sample, that's okay.   
I mean, that's actually gang busters, because you   
have done a great job, and you can actually stop,   
okay? Because you have achieved your sample with   
two methods and that's probably likely or   
possible, let's say. And then if not, then you   
can go to the third method, for which, you know,   
you might have to see what your gap is, and   
then -- and then you can send out to -- you know,   
it's all a matter of how you can randomly select.   
It's up to each center to decide but you might   
want to put it out to the group and then it has   
the message of, please do not reply. But some   
people, we are going to estimate that -- and this   
is what we know from some of the stuff we do with   
needs assessment, that in this day and age, a lot   
of people are responding and will respond and   
satisfy the sample, through the email online or   
the telephone. Then it's a matter of what you   
need to satisfy.   
And you can -- when people go through this   
process, there will be three things that will end   
up happening. There might be some centers that go   
through the entire process and they fall short of,   
let's say the 150. Oh, well. They went through   
the process. They followed the methodology, and   
what they ended up with for total surveys is what   
they ended up with, and they will have a response   
rate. There will be some that maybe hit on the   
mark, you know, I don't know. Stranger things   
have happened and then this might be some that   
exceed it are or even exceed it my only using a   
method or two, okay?   
And that's the defaults that were built into the   
design, and we're going to go through the process   
and utilize what they identified and we have ways   
that we are tracking it. So we want to have --   
start to develop a history on just -- on the   
efficiency of what methods work best.   
>> TIM FUCHS: Great. Thanks, Brad. Really   
helpful detail. Thanks for going back over that.   
>> BRAD WILLIAMS: Mm-hmm.   
>> TIM FUCHS: Okay. So we've got plenty of time   
left, about 15 minutes. And so I hope those of   
you, if there are any other pieces of this that   
you want Brad to revisit, you will let us know.   
You can press star pound on the telephone or you   
can type your questions in the chat.   
And while we are waiting to see if anybody has a   
question, I will just ask everyone to indulge me   
in a short commercial for part two. All of you   
that are participating today are also signed up   
for part two, and we hope to see you back here on   
October 16th, and I will just mention, we are   
going to keep registration open. So if there are   
colleagues of yours within your state, or   
elsewhere, that you would like to hear the CIL   
presentation, not only would I ask you to   
encourage them to sign up for part 2, which will   
be at a reduced cost for just the one   
presentation, but I hope you know that both you   
and they will be able to go back and listen to   
this archived copy of part one that Brad is   
presenting on ILRU's website. You can get to that   
from ILRU.org and Sharon just posted in the chat   
instructions for getting to that.   
And that's something we do with all of our   
webinars. So a ton of resources up on that page.   
So do check it out, and if you are enjoying   
today's presentation, mention it to your   
colleagues.   
Okay.   
I'm not seeing any questions. I'm going to begin   
to wrap up the call. And if I see any come in,   
we'll pause and take them in light of the time   
that we have left. I'm going ahead now to slide   
32, where Brad has been generous enough to offer   
his contact information. So if you have the   
questions about New York's process, especially the   
statewide needs assessment process and that SPIL   
committee, you can contact Brad. Bradw@nySILC.org   
and also, I will offer my own contact information.   
Whether you don't have the PowerPoint handy, or if   
it's a question about our training program, you   
can contact me and my email is very simple. It's   
Tim@NCIL.org. So whether you have a question   
later today or in six months, please don't   
hesitate to reach out. We are here to give you a   
hand.   
And then here, as I mentioned at the beginning of   
the call, is the live link to the evaluation form.   
I know most of you are on the webinar today. So   
with this being the last slide, you can click on   
that. It's a live link. Please take a moment, it   
only takes a couple of minutes, at most to fill   
out the form and let us know what you thought of   
the program.   
And if you are on the telephone today, you can   
find a live link to that evaluation form in the confirmation email that was sent to you.   
Connection instructions for part two, we will send   
them to you within 48 hours of the call, so you   
can expect them no later than October 14th.   
And with no further questions, Brad, I want to   
thank you so much. This has been a really helpful   
presentation. I have enjoyed it.   
I'm sure the audience has too.   
>> BRAD WILLIAMS: Well, thank you for this   
opportunity to share.   
>> TIM FUCHS: Great. And to all of you in the   
audience too, thank you as well for taking the   
time to be with us today. Have a wonderful and   
we'll talk to you all on October 16th. Bye-bye.   
>> BRAD WILLIAMS: Bye.