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.