ROUGHLY EDITED TRANSCRIPT

NEW COMMUNITY OPPORTUNITIES CENTER AT ILRU

FUNDING AND DELIVERING YOUTH TRANSITION PROGRAMS: ONE CIL'S EXPERIENCE WITH MULTIPLE FUNDING SOURCES

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>> Audio recording for this meeting has begun.

>> JEFF SHEEN: Hello and welcome to "Funding and Delivering Youth Transition Programs: One CIL's Experience with Multiple Funding Sources" webinar presented today by Alie Kriofske. It's being presented by New Community Opportunities center at ILRU. It's the Independent Living Research Utilization program in Houston, Texas. This presentation is being funded by the US Department of Education's Rehabilitation Services Administration, and no official enforcement of the department should be inferred.

We are recording today's presentation as we always do and you will be able to access the presentation within about 48 hours under the on demand trainings tab at the ILRU website. So you can review this later or share with it your colleagues.

On the website, you will have access to the PowerPoint slides, be able to listen to the audio, read the captioning, or whatever works best for you.

We will take several breaks today, to take your questions. If you are on the phone, you can press star pound to ask a question, and if you are on the computer, you can type your question in the chat box and hit enter or click on the thought bubble icon to the right of the text entry box. We will wait until the Q&A break to address the submitted questions in the order in which they are received. If you are using the captioning today, you can ask questions in the stream text, using the link in the left‑hand box.

Our presenter will get to as many questions as we have time for. We need to move through some of the material in a timely manner. Any questions that we're not able to address on the webinar today will be responded to offline in a written format that will be sent out to all participants. And I will remind you of all of these instructions, especially the telephone instructions star pound, when we come to each question and answer section of the presentation.

The materials for the presentation, including the PowerPoint slides and link to the evaluation form were sent to you in the confirmation email you received shortly before the webinar. And, of course, if you are going to join us by computer, the PowerPoint slides will display automatically. You don't have to do anything. But if you are only on the telephone today or if you are reading the full screen CART captioning you may want to have the PowerPoint slides printed out or at least open on your computer. That will make today's presentation a lot easier to follow along with.

So if you didn't realize you needed the slides, you have an opportunity to get them from the confirmation email.

Also, please take a minute to fill out the evaluation form that was included in your materials and which will display again at the conclusion of today's webinar. It's very quick to complete and it's very important for us to get your feedback regarding this presentation and all presentations.

We really want to know what you think of the presentation today, so please do fill that out.

Now, without further delay, I would like to welcome and introduce our presenter, Ms. Alie Kriofske. Alie has been working with people with disabilities for the past ten years as a support person, mentor and educator. She came to IndependenceFirst as a Marquette University graduate school intern, while she obtained her master's degree in public service. Focusing on disability rights and the disability movement. After graduation, she found she did not want to leave the agency and so she proposed a new youth‑focused position to the executive director who accepted it.

Alie now continues her work at IndependenceFirst as the youth leadership specialist. Working with young persons with disabilities in transition, self‑ advocacy and independent living skills training. During the past few years she's been teaching sexuality education and healthy relationship skills to youth with disabilities and is currently working on her certification as a sexuality educator.

Now, without further delay, I would like to present Alie. Alie?

>> ALIE KRIOFSKE: Thank you, Jeff. Hello, everybody. Welcome to the webinar. Today's webinar is "Funding and Delivering Youth Transition Programs, One CIL'S Experience."

The objectives is that I will talk to you about some of the funding sources that we used at our Center for Independent Living, at IndependenceFirst to establish our youth program and maintain it. We'll talk about the independent youth services and the activities that we have at IndependenceFirst that have been what we have funded through our different funding streams, identify the time of the addition of new programs so the program has grown bit by bit and we'll talk a little bit about that.

And then to talk about the youth services, and the activities that one center operates. So having said that, I recognize that those of you who are on the call who work for centers at Independent Living Centers are all different with different budgets and different objectives with, of course, all of our commonalties. And so this is sort of the story of one youth program and I will try to answer all the questions that I can for people who are thinking about starting their own youth program or have questions.

So for those on the call who don't know, IndependenceFirst is the Center for Independent Living that serves Milwaukee, Waukesha, Washington and Ozaukee counties. They are the four more populated counties in Wisconsin, in the southeastern area of Wisconsin. Like all Independent Living Centers, IndependenceFirst is a nonprofit that is directed by and for the benefit of people with disabilities.

Our mission is to effectively facilitate empowerment of individuals with disabilities through education, advocacy, independent living services and coalition building. Our vision is for sole inclusion in our communities for all people, whether they have a disability or not.

So IndependenceFirst operates under a $35 million budget. So I know that among centers, it is big. It's very big. We have about 100 full‑time staff who work for IndependenceFirst. Last year, we served almost 1,000 people in our community. So that's a little background about IndependenceFirst.

We can go to the next slide. So the story, it's because this presentation is sort of the story of one youth program. I said once upon a time in 2004. So in 2004 is when I began work at IndependenceFirst, and I began as a grad school intern. Marquette University has a fellowship program that's called the Trinity Fellows program and it's a program for people who have done a year or more of volunteer service. So people who have done the Americorps or other volunteer service. So IndependenceFirst offered to take on a Trinity Fellow and basically what happens is you get your master's degree and you get placed in a nonprofit that suits your interests and I was interested in disability, working with people with disabilities.

So one of the things I love about IL is the consumer control and the ability for centers to sort of follow the person and their own interests. And so IndependenceFirst allowed me just as a grad intern to decide what I wanted to do with my time. And so I wanted to work with youth with disabilities and that's sort of the way our youth leadership program was born.

So the funding that came to support the youth position at that point was through the Trinity Fellows program and Marquette ‑‑ at Marquette University and IndependenceFirst. IndependenceFirst had to contribute $1,400 per month and that was the stipend that I received and all people in the program received to work 18 hours per week during the school year and 40 hours per week during the summer, while getting a master's degree.

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So that was the first year, it was sort of the spark, the beginning of a youth program. The following summer or that summer was 2005, and I was meeting with another organization called Wisconsin FACETS and they are a statewide family center for families of youth with disabilities. And I began speaking with someone of the people who worked there and we talked about the statewide youth leadership forums, and how those are often unattended by urban youth. So we decided to start our own urban youth leadership program, or youth leadership camp. So it started as a one‑week summer program for high school students with disabilities. It was funded by IndependenceFirst general funding and Wisconsin FACETS funding. We split the cost.

We had 25 youth attend that summer, and it was a learning curve because we also had two parents, two caregivers who came and stayed all day and ate the food and hung out and then a Spanish language interpreter. We only ran it that year Monday through Thursday. And so that was how it began.

Next slide. So in 2006, what happened was that we had our second youth leadership summit in the summer. The Trinity Fellow Program, in which I was working, finished ‑‑ I finished. So I graduated with my master's degree and the way it's supposed to work is that you finish and you have done your time at the organization. And you are done. So I asked our executive director Lee Schulz if I could stay for the summer and do another youth leadership summit. And so that was approved for me to do that as a limited term employee, and run the youth leadership summit.

And so what we did was we had the very first group of youth mentors. So alumni from the past year's summit came to run group activities at the youth summit. The summit was a great success, once again, and as I had graduated, and started to look around for other work, I decided that I didn't really want to leave IndependenceFirst. So I put a proposal together and asked the board and Lee Schulz to hire me as a youth leadership specialist. And much to my pleasure and surprise, it was approved, and I was hired on in October as a limited term employee.

The official youth leadership specialist position was advertised publicly, and, of course, I applied and many other ‑‑ a few other people applied, interviewed and I was officially hired in December of 2006.

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So in the following year, what happened was we had our youth leadership summit. So it was our third year to have the youth leadership summit, and then as part of my proposal to be hired at IndependenceFirst, there was a program that our employment staff was running, which was called disability mentoring day. For those of you who have heard of that, it's ‑‑ or have not heard of that, excuse me, there's a one‑day event that was sort of modeled after take your daughter to work day which is an event for young youth and job seekers with disabilities to job shadow someone working in the career of their choice.

So as part of my proposal to be hired, I offered to take that program on. So I began that program, and we served 50 youth in that capacity in 2007, and began teaching independent living classes for youth with cognitive disabilities. And, again, as Independent Living Centers do, they followed my interests and in the past, I had worked a lot with people with cognitive disabilities and was very interested in serving more people with cognitive disabilities. So at that point, in 2007, the youth leadership specialist position was incorporated into our budget where we were using our federal and state dollars for that and we had $10,000 of a new grant from the Jane Bradley Petit Foundation to pay for our youth program.

And then that year as well, we hired on a couple of youth mentors who had been in the first youth leadership summit, both ‑‑ both of them seeming to poo‑poo not liking the summit and rolling their eyes and then suddenly they were willing to come back and share their stories. It was just beautiful thing that maybe I didn't know at that point, that that was what I was looking for, but, just seeing that happen, that change in those youth really was an exciting thing to see in our youth program.

Next slide. And so then also in that summer, when the youth came to talk to us about what they thought should be better ‑‑ so this year was first year we had held a youth planning session for the youth with disabilities who had been part of the youth summit, to come and tell us what they thought would be better.

So in 2008, they suggested we hold two youth leadership summits, and that would be ‑‑ it would give us more room for more youth to come and so that's what we did in the following year.

So you can go back to the ‑‑ yeah. So youth programming in 2008 was growing. We grew ‑‑ we had some more programs. So we had the youth leadership summit which was two weeks long now instead of one. One week for one group of youth, one week for another group of youth. Disability mentoring day continued and this year we grew the program from 50 youth to 75. The GirlsFirst program began and I will talk a little later on about all of the programs in more detail so that I was trained on a girls program by another Independent Living Center in Chicago on girls programs. And so that program began in 2008.

And then we had a full‑time staff member who was teaching boundaries and personal space classes as part of our IL curriculum. And he became so busy with her own programming, she ran and created or was part of the team that created the Disability Abuse Response Team, also called DART. Some of you may have heard of it. She was so busy working in that program and helping people with disabilities that were in abusive relationships. So I was asked to take over the boundaries and the personal space classes. So it was a perfect fit for me. I was interested.

So I took on those and continued to do some independent living classes for youth with cognitive disabilities specifically. So that year we received a grant of $40,000 from the Department of Health and Family Services and their program was an anti‑abuse program, healthy relationships for the general population and we applied saying that we would serve an underserved population of people with disabilities and received that funding.

We received the same $10,000 from the Jane Bradley Petit Foundation, and that year, for people who may be familiar or are from the area, or have casinos in their areas, our casino Potawatomi Bingo and Casino has a program in the wintertime called Miracle on Canal Street and so we received ‑‑ we were the lucky winners and received almost $55,000 from the Miracle on Canal Street program. So for the first time since we started the youth program, we were fully funded.

Next slide, please. In 2009, the youth program consisted of two youth leadership summits, GirlsFirst, which was now being held three times per year, once per semester in a school and then once in the summer. Disability mentoring Day and this year we had 100 youth served and then we added person centered planning. For those who are up familiar, person centered training is sort of like an IEP. It's transition series which is another new program that we had, which is an evening workshop for youth and their parents and caregivers on different topics of independent living.

And then, again, continuing the boundaries and the personal space classes. So funding was still the Department of Health, $40,000, $10,000 from Jane Bradley Petit and then Wisconsin FACETS who had been partnering with and continue to partner with, got a new grant called the Youth Information, training and Resource Center grant. So they gave us $20,000 for my time in working with them.

Also in 2009 ‑‑ you can keep the slide here. In 2009, we received funding for Peer Power. That's a program for youth with disabilities and working together in peer support and another one of our independent living coordinators ran that program.

So 2010, we continued to do all the same. So I won't even read through it. We did all the same programs that we had been doing over the last few years. Disability mentoring day rose to 150 youth served, and we capped it there because it was a lot of work to ‑‑ to place 150 young people in job shadow placements. Our funding stayed on with the addition of two smaller grants and another $10,000 from a local foundation, and $3,000 from another local both family foundations.

So it was a stable year, very similar to the year before. Disability mentoring day is an unfunded program and had been and continued to be an unfunded program. We received moral support, you could call it from the American Association of People with Disabilities. Lots of technical support and questions answered but no funding for that program but we continued to run it because it was a good program.

Then in 2011, we had our five‑year anniversary event which was a brewer game. We invited all the youth summit leadership members to come to a Brewer game. The funding continued from Jane Bradley Petit and the Youth Information Training and Resource Center grants but we lost our funding that year for the Department of Health and Family Services. That was the funding that was focused on the girl classes. We received $10,000 from Northwestern Mutual Foundation. So that helped to keep our youth program afloat that year.

Then in 2012, we lost that funding and the funding that we had was at our lowest point for these programs since it had begun. We continued on with all of our programs 160 youth were served in the disability Mentoring Day and we continued with the boundary and personal space classes. And we began some sexuality education classes, just based in the need in the community, but we were only receiving about $24,000 at that point.

And for me, the wonderful thing is I began to fear for the program, and, of course, for my job at this point, but was assured that IndependenceFirst valued the youth program and what it brought to the agency and our grant writer was scouring the Internet and other places for requests for proposal for different grants and things like that. So some of the state and the federal funding was moved to be brought into the program that I was running.

And then we come to last year, 2013. 2013 was a big change of a year, because we received a brand new grant from United Way, the healthy girls initiative. And that's how we began doing the sexuality classes on a full‑time basis. The youth summits continue, and the girls groups continue and the safe relationship classes continue, but most of my time was made, Making Proud Choices "and" parents Matter which is a parent education class on how to talk to your child about sexuality. Our funding was mostly comprised of the United Way and the Luedke Smith Fund and Morgan Stanley and a small amount of money from the Miracle on Canal Street and then a charitable trust.

We dropped disability mentoring day and it was a disappointment that we had no drop it, but it was the first time I found myself saying, I don't have time to run this program. We lost that funding and stopped that program, basically because it was unfunded and it was taking up a lot of my time. But the youth programming still is doing really well.

So now we have come to the questions portion, the first.

>> JEFF SHEEN: Thanks, Alie. Let's go ahead and start our first question and answer segment. We will address any questions that appear in the chat box. While we are waiting for those to come in, I will just remind all of you on the phone if you have a question, you can press star pound and it will put you in the queue. We will turn to the operator here in a few minutes and see if there's any questions from the phone. So the first question that's coming in on the chat box, Alie, how many year round staff do you have working all of these programs with you?

>> ALIE KRIOFSKE: So the answer to that is none. Just me. We have independent living coordinators who teach just the general IL curriculum in high schools. We have lots of people working with youth, but the programs that I outlined were just run by me, myself.

>> JEFF SHEEN: Okay. Next question for you, how did you recruit the youth for all of these different programs?

>> ALIE KRIOFSKE: The youth, I did a lot of recruiting by going into high schools and I can go into this more later on, I will talk about recruiting. But going into high schools, just asking teachers if I could come in and tell their students what we have to offer and that was a big ‑‑ that was the biggest way that I got youth in. And then the other way was to go into schools and ‑‑ and a lot of times social workers have a monthly meeting, all the social workers in the school system or all the school special ed teachers in the school system. And then I would go into those meetings or request to and give them flyers and information about all of our programs.

>> JEFF SHEEN: Great. Thank you. A question about curriculum and is the ‑‑ I know you have different programs. So this will be different for each of the programs. Is the curriculum you teach created by IndependenceFirst? Or is it from somewhere else? And is it available to these other centers?

>> ALIE KRIOFSKE: Our general independent living curriculum, we can share and for those who have ‑‑ who are on the call, the last webinar, we shared it and we can share that again, because that's a curriculum that kind of covers lots of different topics.

I just finished writing the girls group curriculum. As soon as that has been approved by our directors, we'll be happy to share that as well.

And then I'm working on writing the safe relationships curriculum. That one ‑‑ so the girls groups and the safe relationships are both that I have written, sort of taking from lots of different places and curricula.

And then the sex ed education is called "Making Proud Choices." It's a purchasable curriculum.

>> JEFF SHEEN: I know for those of you who were on the webinar a few weeks ago, there were a lot of curriculum questions and ILRU will do everything we can to make those available to you, once this call is over. They will work closely with Alie. We will make sure it is shared with everyone on the webinar today.

You have a lot of grants that have come and gone. How many development staff do you have?

>> ALIE KRIOFSKE: That's a good question. We have one full‑time grant writer. We have one full‑time public relations staff. We have two full‑time marketing staff, and then we often have a marketing and PR intern working with us. So four to five.

>> JEFF SHEEN: I think that's helpful for people to have a perspective on the Grant writing piece. Thank you. Can you share approximate percentage of youth with physical disables versus intellectual disabilities and mental health, a little bit of a breakdown?

>> ALIE KRIOFSKE: Sure. I'm just looking ahead. I think I have something like that later on.

>> JEFF SHEEN: Okay.

>> ALIE KRIOFSKE: But I would say, if you look at our ‑‑ just taking our youth leadership summit in the summer, we generally have about ‑‑ really roughly kind of off‑the‑top of my head, I would say 10% youth with physical disabilities and 10% youth who are claiming mental health disabilities and 20% who have cognitive and then the rest would be learning disabilities or ADHD.

So that's for the summer program. I think I teach a lot of classes in schools to kids with cognitive disabilities because I get ‑‑ I get a lot of requests for that population and they often fall through the cracks because a lot of time students with learning disabilities are already in the regular education classes. I can look into those numbers for you too, if you want to know. I can share that with ILRU later, with more specific numbers.

>> JEFF SHEEN: Thanks. Let's do a couple more questions before we get back to the presentation and it looks like there's no calls on the phone at the moment.

Have you offered any of your programming, Alie to youth in an online environment?

>> ALIE KRIOFSKE: Never actually. This and the last webinar are the first time I have done anything educational online. I think it's something to think about in the future, but no, I haven't yet.

>> JEFF SHEEN: And then the final question I have here, do you contract with the local schools to do transition services for youth?

>> ALIE KRIOFSKE: So, yes. The schools use our services but because of our funding, we haven't had to charge for anything. So everything has been offered free. But, yes, the schools do call and ask us as an agency, we have done IEP ‑‑ IEP meetings for youth, sort as the local specialist in the disabilities world. We provide the independent living skills curricula and training for youth in schools and then all of my classes are generally done in schools, the bulk of the classes and the workshops I teach are done in the local schools.

>> JEFF SHEEN: Can you repeat one more time the name of the online sex ed program that you mentioned.

>> ALIE KRIOFSKE: Yes, it's "Making Proud Choices" and it's quite expensive, but it's still worth looking online to see what it is and it has the components and all of the pieces that are involved in it.

>> JEFF SHEEN: Great. Well, Alie, let's get back to your presentation and we'll take another break in 10 or 15 slides for another question and answer.

>> ALIE KRIOFSKE: Okay. So now I'm going to talk a little bit about the current youth leadership program. What's happening now? So currently, what we run in the youth programs are two youth leadership summits. GirlsFirst, which I'm now doing closer to four times per year. The reason I'm able to do four rather than three is because in general, I do the GirlsFirst every other week for a semester and we have a waiting list that goes out to 2016. So I felt bad and decided to push some of those classes together and do them every week for eight weeks instead of over the whole semester. And so I'm able to do two in the spring semester.

There's the GirlsFirst and then Making Proud Choices which is the sexuality education. I have currently six open classes going of that class as well as one girl's support group. And then Parents matter, I don't have any of them going now but will probably begin one in the winter. And then the safe relationships, safe places class. And I offer that to schools who are unable or unwilling to have sex ed taught in their schools. Often it's the suburban schools who have trouble getting that passed to have sex ed in their school and so I will teach the safe relationships class instead.

Right now ‑‑ I haven't had a chance to update this slide. We found out last week, we now have secured funding to hire an additional staff. So I love that somebody asked who is doing all of these programs because it's been just me and it's been my dream to have a big youth program up and running where we have several staff. So it's wonderful that I get to share with all of you today that we had been given $25,000 this year from the Greater Milwaukee Foundation and we received $20,000 from the Luedke Smith foundation and they said they would give us the money if we could find a match. So we were able to match the Greater Milwaukee money with $5,000 from another small foundation called Sunsean and $5,000 from the Doerr Charitable Trust. I have written 25 on the slide but actually, they gave us 5,000 this year. So that was our match, which means we now have $70,000 to hire a new youth leadership person.

We are going to be advertising soon in hopes of a male staff who can work as my counterpart in the youth leadership program. It will be a full‑time position and will include running disability mentoring day, that project, which I know longer run.

And also the youth summits, teaching independent living skills and also running boys support group. I'm running girls support group and we have had so many requests for boys support group. So I am just thrilled to tell you all that, that we will be hiring a second person as part of the youth program.

In addition, if anyone has heart of the Public Allies program, this is a program for young professionals who are looking to start a career, and in this program, public allies will be placed at a nonprofit. The nonprofit's responsibility is to put in roughly $15,000 over the 10 months that a public ally will work with the organization and I've got a public ally who started last week, who is now working with me in the youth program.

So, now I can answer that this year, we will have hopefully three people working to provide all of these programs and services and the youth leadership program.

So I tend to be kind of a touchy feely, smooshy kind of person. So a lot of times when people ask me about the youth program, I talk a lot about faith and consumer control and how wonderful it is that the IndependenceFirst had faith in me to run this program and hire me on. But if you are a numbers person, you can look at the numbers and see that there has been substantial growth at independence first due to the youth leadership program.

So in the nine years that we have been in existence, the number of consumers we serve under 19 years old grew from 5% to now to a quarter of our population, under 19 years old.

Also in the nine years that the youth program has been in existence, we have raised the number of people with cognitive disabilities that we have served from less than 5% to 20% of our consumer population. Over the past few years, the numbers that I have been serving over the past few have been about 500 consumers during one year in all of those different programs. And programs such as the GirlsFirst program and the classes, especially the classes around sexuality or relationship education had waiting lists as long as two years.

Even though I like to talk about empirical evidence, this is good scientific evidence that the youth program is ‑‑ is growing and has grown our organization and is needed in our community, in all of our communities.

So I will go on then and share a little bit about the programs bit by bit, all the different programs that we run. So you can go to the next slide.

So this is the list of all of the different parts of the youth leadership program at IndependenceFirst. The youth summit, disability mentoring day, girls support group, person centered planning, transition series and then all the different relationships and sexuality classes.

So we'll go to the next slide and we'll talk about more of those programs so you know what they are. So the youth leadership summit was how the youth program started in the first place. The first year we ran it, there were 60 applicants and I had to turn away 40 youth. Now having been doing it work for so many years, I would now would never, ever turn away those youth but I was new and I didn't know. And I turned them away. After the two years, we added the second youth summit as I said, so that all applicants could be accepted into the program and we didn't have to turn anyone away.

Then in 2009, we were approached by a hip hop group called the Figure Heads, they were a hip hop music band who turned nonprofit and began running workshops for young people and they heard about the youth leadership program and called me up and met with me and said, we'd like to be part of your youth summit.

So I said okay. And they started coming to our youth leadership program. They come to the first day and they give a concert to the kids. Then they come the third day and they do an hour and a half workshop where the youth get to write a song, a rap, a poem, whatever suits, you know, their own interests and tell their story about who they are. And then generally the youth together create a beat and a melody and a chorus. And then on the final day of the youth leadership summit, the kids perform what they have written for an audience with the Figure Heads, now that we have been doing that since 2009, I can't even imagine the youth program without them. It's added a wonderful positive element to our youth summit. It's added cohesion among the youth because of the way they connect with each other through the music and something that they can really bring with them when they leave, having written a song. So it's pretty amazing.

The youth leadership summit is part of a 10‑year collaboration that we've had with Wisconsin FACETS and I will talk later, but having a collaboration and a positive collaboration relationship, I think is one of the biggest keys to getting funding.

Every year, we have two to four volunteers, 20 to 25 youth participants, and two to four youth alumni staff in each of our youth leadership summits.

What's included in the budget for these programs are bus tickets for youth to get here and back every day. They get $100 stipend and that's always been sort of a back and forth issue, which we should be paying them to come to this or not. And then all of these different classes, disability awareness, healthy relationships, college, employment, panels usually, conflict resolution, money management and self‑advocacy, there's a whole day that's dedicated to the healthy relationships piece. So all of that is included in the youth leadership summit and that's sort of what that program is all about.

Then we have GirlsFirst, which is the next slide. And so like I said, I had applied and been accepted to come to a training in Chicago. Access Living which is Chicago's independent living center or one of them, has a girls group called The Empowered FeFes. They have the youth program that I would like to have some day. Lots of staff. Lots of different programs. And then there's another training put on by the Girls Circle Association and, again, I encourage people to Google the Girls Circle Association because they have trainings all over the country on how to run a girls group.

So I attended both of these two trainings, which really helped me be ready to facilitate a girls support group. Of course, making sure that it's a group for girls specifically with disabilities, and, again, two to three groups are held throughout the year in either ‑‑ I have them in elementary schools and middle schools and high schools and every summer I hold a summer program, a girls group at IndependenceFirst at our agency for girls who are ages 8 to 18, and I know it's a big spread. It has worked out beautifully, just in terms of the older girls supporting the younger girls and the relationships that incur ‑‑ or occur during that group.

And then we decided to start a boys support group in 2013. We called it Boyz2Men and our staff who did the peer power program did facilitate this group, but he's also got a lot of stuff going on.

So this year, like I said our public ally will be running this program. The girls at the girls program meet weekly, or biweekly, depending on schedule. They choose the topics for discussion. And then every session they create something. It could be a craft or a piece of art work. Sometimes it's bracelets and sometimes it's a collage or a poem or something that they write. It could be something musical while they discuss the topic of the week and then another support group was added called the heart of the matter which is a mother/daughter support group and it's another eight week long support group for girls with disabilities and their mothers of any age.

We have even had, I think one of the groups we had a couple of girls with disabilities with their mothers and then a couple of mothers with disabilities with their daughters. So those are the support groups and that's kind of how those work.

Then we have disability mentoring day. So it's an international event. It's held on the third Wednesday of October and it's supported and sponsored by the AAPD, which is the American Association of People with Disabilities so they provide the technical support and the training opportunities and they put our name out there and so the way that program works, youth apply to be mentees, to be mentored and they choose their top three job area choices. And then, we recruit employers to serve as a mentor to those youth. And so most of the time, the top job choices have been music, animals, child care, retail, cooking. So those are very popular areas, but youth have chosen all kinds of things. One youth asked to and was able to job shadow with the Milwaukee Brewers announcer during a game. Another youth got to job shadow with a local deejay in the morning on a radio show.

We had a youth ask to go on a ride along with a tow truck company. So there's just a variety of different things that the youth can apply or ask to do. Then we reach out to employers in the community. We call it a twofold program. So one, youth get to learn about careers and jobs that they want or maybe even that they don't want as they might find out. And then employers get to learn what the opportunity is to hire a person with a disability and it can break down a lot of stereotypes and barriers on what it might be like to hire a person with a disability.

The youth spend an hour to a full day of job shadowing someone in their field of interest. I'm so excited to know we are going to get to start this back up again.

And then the person centered planning and the transition series, I spoke earlier about the youth information training and resource center grant. These two programs came out of that grant. So person centered planning is a half day event. It's based on the IEP experience, but the youth does the inviting. The youth get to decide who they want at this meeting and every time a question is asked in the meeting, the youth is asked first.

It's a really amazing process because you ask a young person with a disability to say what their absolute dream is, without thinking about their disability or money or any other boundaries. We start there and we call it the North Star and then you work backwards to that to imagine a powerful, positive future. You give lunch or dinner, depending on the time of the day to the participants the meeting, and the youth ‑‑ everything that the youth and the family says is written up on a huge piece of butcher paper that is spread out over the whole wall and they get to take it home and bring it their IEP meeting or their counselor or whatever.

The transition series is an event we held in the evenings. We did it three nights in the fall and three nights in the spring just to cover specific transition topics. We usually held it over a period of two hours for ‑‑ we invited youth and their families and their teachers and service providers giving like a snack and a treat of some kind, and talking about things like job skills or soft skills like social skills in the workplace or college, all different kinds of things.

So those are those two programs.

And then finally, what we really do a lot of now, which is teaching healthy relationships and sexuality. So again, I think I said this earlier, we were teaching this one‑time boundaries and personal space class as part of our larger independent living curriculum, and the teachers kept saying they needed more, more of this information.

So I started pulling from all different resources to create safe relationships safe places. I'm working hard now to write this out as a followable, readable curriculum and as soon as that's done and edited, I will be more than happy to share it.

And the sexually content of the space relationships classes, basically showed us that youth never even had the background information on sex ed, like puberty or dating or sex at all. So that's how the sexuality education classes start, just talking to youth about safe relationships and saying, you know, you don't have to have sex if you don't want to and having kids be like not even really knowing what that meant.

So we started to do sex ed and, of course, that led to the funding for the "Making Proud Choices Class" and the Parents Matter class.

Now we have come to another area of questions. If people have questions.

>> JEFF SHEEN: Thanks, Alie. I want to remind folks that if you were not able to catch the webinar on September 10th where Alie spoke in detail about the sex ed program, that's archived on the ILRU website. It's worth a listen for sure.

Alie, you talked about the number of youth being served by the center has increased quite a bit. We have a question of whether or not the youth all have independent living programs or ILPs.

>> ALIE KRIOFSKE: Yes. Yes. So every single youth, if I teach a class. If I do a workshop that's two weeks or more ‑‑ so if it's not just a one‑time class but a two time or beyond, I open each youth in the class as a consumer. They all have ILPs. They all are opened on our data entry system. I don't know what other centers call it. I think my CIL, it's the popular name. So yeah, every single youth who comes through our program is opened as a consumer and receives an ILP.

>> JEFF SHEEN: Great. That's helpful. This came up on the last webinar about the sex ed. What services do you provide for LGBT youth?

>> ALIE KRIOFSKE: That's a great question. So what we do is we try to make our ‑‑ every program and every group an inclusive one. So before every class, and every group we do group agreements. So the youth make these group agreements themselves, though I always add in my own ‑‑ my own stuff to make sure that things are covered. And that's a mace where we talk about LGBTQ youth so we know that if they are in the room, it's a safe space for them. The girls group when we talk about relationships, we make ‑‑ I make sure that we talk about all different kinds of relationships.

When we do the relationships classes, one the big parts or components of that is to talk about appropriate touching and boundaries and I use pictures to show different interactions between people, and make sure that there are same‑sex couples engaged in sort of romantic touch so that that's included. In our youth leadership summit during the day that we cover all the healthy relationships stuff, we have a nonprofit organization called Diverse and Resilience come and they do an hour and a half long coming out activity.

So ‑‑ and what I have noticed ‑‑ because we used to not ‑‑ we talk about LGBT, but we didn't have a session dedicated to it. As soon as we started having a session dedicated to, it youth in our youth summit started coming out publicly to the whole room. And so at least there I know we are doing ‑‑ we are doing something that's making people feel included.

And then the sex ed curriculum that I teach is really not very inclusive at all. But I just try to use language that includes all couples, so that when we do role plays, for example, make sure that there's a same‑sex couple in there or just person one and person two, the people understand that it's not just boys and girls in relationships.

>> JEFF SHEEN: Great. Thanks, Alie. And this is a reminder to those of you only the phone, if you have a question, you can hit star pound and that will you in the queue and we will be able to pick up your questions here in a minute. You are welcome to continue to throw questions in the chat box like we are getting. And Sharon, Finney from ILRU has posted in the chat box the link to the webinar from September 10th that dealt specifically with the sexuality program.

Do you run into duplication of services with other agencies?

>> ALIE KRIOFSKE: The places where there is duplication is in the person centered training. I saw someone in the chat say it's a graphic thing. I received training from a person centered planning person to do this. These are done all over the place, and there's some people who charge for them and some people who don't. So I'm part of a network of people would do these and so that there's not too much overlap so people can cover the areas in which they work.

The sex ed classes, I received the funding, like I said from United Way and so all of us who are in the community receiving funding from United Way to teach sex ed, we get together once every six weeks, actually to have a round table. We have to make sure that none of us are doubling up in schools, or that we're not ‑‑ we're not serving where someone has already been served. So we do a lot of work to make sure that people are not duplicating services.

The rest of the programs, like the girls groups, and the independent living curricula, I'm not seeing that anywhere else, except other Independent Living Centers who cover obviously different geographical areas.

>> JEFF SHEEN: Great. That's helpful. Alie, how long do the youth stay active in your youth programs or, you know, how often do you see new youth coming in? What's the turnover look like?

>> ALIE KRIOFSKE: Sure. The girls groups, for example, there are some girls who came this summer who have come to every single summer program since it started, and then usually there's a couple girls that are new that will come one summer but not again after that.

The same thing with the youth leadership summit. We see youth that come in and then they come back over and over, like they come to the first year and then they come back as youth mentors maybe two years in a row and then the year after that, they want to be on the college panel. This year was our 10th summer 69 youth leadership summit and there was a panel and I invited two of the youth, and they remained active with IndependenceFirst as volunteers. One is a social worker and so they ‑‑ I would say maybe 5 to 10% of the youth that I work with just come back all the time.

Otherwise, it's a lot of new youth. I reserve a lot of youth but in different capacities. So, like, for example, right now, I opened cases on 20 youth that I'm teaching sex ed to, 15 of whom I've already served in the safe relationships class and prior to that in a girls class and so it's a mix of youth that are brand new every year and a mix of youth who repeat.

>> JEFF SHEEN: Let's do a couple more questions. A question about whether you offer your programs adjusted for cultures such as deaf or latina and a follow‑up to that or a similar one, does your sexuality class talk about issues for youth with below the waist paralysis.

>> ALIE KRIOFSKE: I have one specifically for deaf children and youth and it's a really good curriculum, and I use pieces of it in everything that I do.

We have a couple of deaf staff here who do some targeted classes for deaf teenagers. But most of the time it's very mixed and so we might have a couple of youth who are deaf in the program who have a sign language interpreter there, but I do make sure ‑‑ like, especially when you talk about boundaries, for example, boundaries between two hearing people and two deaf people are very different. And so I will talk about that or ask people to share their experiences.

And then in terms of Latina and Latino youth, our center is situated in a very highly concentrated of Latino and Latina people in our city, and so right now, I'm teaching a class to all Latina girls, it's a sex ed class. Most of them, maybe half of them, Spanish is their first language. We have an interpreter there and when we do surveys or written materials, it will be in Spanish.

So I would say we're not the best at it, but we do, when it comes up do it, absolutely.

And then in terms of youth with below the waist paralysis, the classes don't have anything at all in there, but what I do is try to open it to questions and I've had a few ‑‑ in a few groups, I've had youth who either have had paralysis or a couple who dated someone who has paralysis and has very specific questions about sexuality.

I also have a number of different ‑‑ this is another workshop I do that isn't for ‑‑ I don't generally give it in schools but it's about sexual pleasure for people with disabilities of all different kinds. And so in that workshop, it's a one‑type of work shop and I will talk about different sex toys that can be made accessible or are accessible for people with varying disables. But in the classes, it's a case by case, people have questions or we'll talk about it.

>> JEFF SHEEN: Thanks, Alie. Let's get back to the presentation. I think you addressed this Earl Leer, but if you want to give a quick recap of how you recruit your consumers.

>> ALIE KRIOFSKE: Absolutely. I will go to schools. For me, the best route seems to be to go to a school website and find either the special education director, or the transition teachers. And I will call them and say, hey, can I come in and talk to your youth about my program? Otherwise, I have attended meetings with social workers, meeting with special educators. I'm on the ‑‑ our county's transition advisory council. So going to those meetings really helps because the word gets spread really far and wide. Those are the basic ways that we do outreach.

>> JEFF SHEEN: Let's go ahead and finish the presentation. We'll come back to any questions we missed during the last question and answer period in about ten slides from now.

>> ALIE KRIOFSKE: There are a few other programs at IndependenceFirst that serve youth and these are not programs that I run but we have ‑‑ somebody asked who is running these programs. So we have some other staff would run programs that do serve youth. Some of them almost exclusively. We have a sports and recreation program. That includes adaptive skiing. We have adaptive downhill skiing in the snow in the winter, and adaptive water skiing in the summer. We have a plethora of wheelchair sports, wheelchair soccer, which is ‑‑ we play it with power chairs. Wheelchair hockey, street hockey, wheelchair basketball and wheelchair Rugby.

In addition, we also have adaptive hunting and the biking buddies. This is a program for anyone who has a mobility impairment that keeps them from riding a bike. It's a special bike that you can sit in and then someone else has to pedal it. Those are some of the our sports and rec program and I will talk a little bit later about the funding.

We also as we said have the peer support program. It's called Peer Power. That was funded, I any, it was from 2009 through 2011. We lost funding for our Peer Power program but still run it. One of our independent living coordinators runs the Peer Power program once a month on Friday nights, and it's all young adults, with disabilities. They all started ‑‑ you asked about how long we serve people. The youth in the peer power programs started in 2009, when they were in high school and now all of them are out of high school, but still coming to the Peer Power program.

And then our independent living skills training, we have a curriculum called "Everything You Wanted to Know About Being an Adult But Were Afraid to Ask" and that's taught in high schools and our independent living coordinators teach them in high schools. I often step in as a guest when the boundaries class comes up.

We also have a benefits and employment program. One of our benefits programs is specifically targeted to youth and then people who work ‑‑ who work with our employment consultants many of them are young people. It's not a youth targeted program, but youth certainly get served by it.

And then finally, we have an accessibility consultation. So our AT specialist, assistive technology specialist, does demos, loans and one‑on‑one consultations and often youth participate in those activities.

So the funding that we receive for the sports and recreation program, we receive a lot of funding from the Christopher Reeve Foundation and that generally pays for all the equipment, the wheelchair, sports wheelchairs, sports equipment. The greater Milwaukee foundation and the Luedke Smith Fund, both of whom now are funding the general youth program have also traditionally funded our biking buddies program and some of our other independent living programs that are targeted towards youth.

And then Milwaukee Public Schools is a partner with us in our basketball team. We have a competitive wheelchair basketball team, as well as a prep team for younger kids who would like to be on the competitive team some day. And then the sports and rec program receives funding from the CRV Pharmacy.

And then the peer support program, like I said, which is no longer funded, but we still run it was funded by the Independent Living Council of Wisconsin and the Wisconsin people with disables.

So thinking about funding and growing a program. So the places that traditionally seem to be the most place to look for funding would be different, like, city and county block grants. A lot of times cities and counties will put out block grants specific to either population or to youth or to other programs. State accidents, like I said, we received funding from children and family services in the past, all of our sexuality and relationship programs were initially funded by health and services and we have had funding from the Department of Education from the independent skills living.

If you have local organizations that have giving campaigns, there are United Ways in many places all across the country. And other giving campaigns. Those are good places to target for funding and then, of course, there's local corporations and foundations as well as individual giving.

In terms of looking for local foundations and corporations, things like that, one of the things that is very useful is to look at language in an RFP, or a request for proposal that is looking at underserved populations. So what we found is that you don't have to just look for disability‑specific funding. But funding that would fund a youth program and wants to you serve underserved populations because youth with disabilities are underserved. So that's helpful.

And then with individual giving, a lot of our individual giving has been from local philanthropists who know the youth program or who have been touched by it in some way, who have a family member with a disability who participated, things like that.

So the next slide, it talks a little bit about how to make yourself fundable. I said this but finding opportunities for specific programs or specific populations. So if you want to fine ‑‑ you have a youth program looking for funding for youth programs, there has to be a willingness to make your own investments and so I said this before, but I feel that the youth leadership program at IndependenceFirst owes much of its success to the belief that the board of directors and the president put in its inception, and saying, let's give this a try and we believe it can work.

So it's just making your own investment. We started out, you know, taking funding from your own federal and state money. We had to do it again when we lost money and I think it's paid off so far.

Having a good program, obviously, so if you have a center and you have a youth or ‑‑ excuse me, if you have staff at your center who feels passionately about working with youth, you are likelier to have a good program, because that person is going to want to do it, you know? So if you find people ‑‑ if you have ‑‑ if you are in an Independent Living Center and you have people who really want to do it, having a reputable ‑‑ oh, excuse me. I'm talking about reputable, but having a replicable program is also good. So having a program that can repeat, which is why I'm writing these curricula so that they can be shared so people don't have to just start from scratch. You can take a program and teach other people to run it.

They all want a demonstration that your work will continue after the grant period is over. If it's a one‑year cycle, three‑year cycle, whatever it is, funders want to know that you will be able to continue this work, that you won't just drop the program as soon as the funding runs out.

And then, of course, working in coalitions. Working with other collaborators is a wonderful way to get funded. Funders always like collaboration. It shows that you can work with other organizations. It shows that you are not duplicating services and it shows that you are working together.

And then the next slide is outreach. So a lot of people have asked and some of this I said, one is attending meetings of disability‑specific organizations. So there's like the United Cerebral Palsy, different autism groups, groups like PeopleFirst that's been a statewide movement. People First Wisconsin and there's People First in a lot of other states which for cognitive or developmental disables ARCs this' ARCs all over the place that you can go to that you can have disability‑specific program. So those are meetings that you can go to, to talk about what you do and start to collaborate or recruit consumers.

Like I said earlier, attending meetings of school system social workers and special ed staff always have monthly meetings. You can go to those and offer to speak at them. Calling the special ed supervisor or coordinator on the. Some special ed supervisors or coordinators, they are not interested or they feel leery about letting someone in and they say no. There are the ones who really, really want other stuff, not just what they are offering but other stuff from the community and they are. To having you come in.

And once you do, you can start to form relationships and a lot of people I work with have been through school systems that work together, you know? So I work in Milwaukee and there's several school systems in the south side of Milwaukee that are outside of the public schools, but in different suburban populations and they often have networks where they work together. You work with one of those people, and they like what you do, they tell their friends and that helps a lot.

Going into classrooms, I think you can offer to give a sample workshop. A lot of times especially in special education, schools have to go on community outings or field trips to learn about what's out there and you can invite them to come to your Independent Living Center or your organization and give a sample half an hour workshop and maybe they will like it and want to come back. Those kind of things, I think are helpful to get people to your program.

And then, of course, when funding is available, offer incentives always works. Like I said earlier, there have been debates about whether to offer stipends for our youth leadership summits. I can tell you when we survey the youth and we ask why they came at the outset, most ‑‑ well, half to more of them will say they came because of the stipends. But they usually report after ‑‑ at the end or having ‑‑ being ready to leave that they would come back without the stipend or that they learned something and they are they came regardless of the stipend, but the stipend brought them there. If you don't have that kind of funding, food, always, always works, as well as raffle prizes.

If you buy three gift cards and you say, I will have a raffle and everyone would comes gets a ticket that is another way that can help a lot. And then keeping people at your program. It's one thing to get them there, but keeping them.

There being consumer driven I think is helpful. When we involve youth and ask them what will then them, we give surveys after their program but I think we give out surveys and read them, and then say, yeah, okay they didn't like that, but we can't do anything about it. Say, you didn't like that, but change it, offering leadership roles to people who want to come back. A lot of times we have youth. Help kids would need help writing, anything like a leadership role really helps allows a youth program. Making it fun, of course. All of our programs include games or ice breakers interactive activities where we are not just standing there talking and listening, but everyone involved, taking breaks, having snacks and prizes.

And then the other thing that really helps is involving families. So I try to be really, really available to parents for questions, concerns, follow‑up, so that parents feel involved and bought into the program as well. And then, again, if you have a youth who wants to come back you could ask them to lead a panel of experts. Therm kids who have disabilities and were afraid to talk about it, but now are not afraid. Or kids who tried college, that's a good way to keep people at your program.

We use a lot of social media to connect. Obviously that's a major way that youth are connecting these days. IndependenceFirst has a Facebook page. We have a Twitter being. We have an Instagram account. We have a YouTube channel, a Pinterest page, and LinkedIn. We also run a blog, I'm one of the contributing writers to blog. That's another thing that you can have a youth do, to write a blog.

Using volunteers. I feel like over the past years I have really begun to understand how incredible it is to use volunteers because volunteers really love to help out with specific stuff where they really feel like they are making a difference. You know? So you can have volunteers like make copies of intake packets all day long, but when they come to the leadership assume it and they get to help someone write who can't write or they get to help someone with food, it's really meaningful. And even with a really small base of volunteers, you can really get a lot of help to make a program work. And then, of course, we try to do recognition events, inviting volunteers to our agency etches and just verbally thanking them because I think that keeps volunteers there and interested. So they can do all kinds of stuff. They can do reading and writing and facilitate a game. They can assist with all kinds of accommodation needs and even present or be a chaperon when you have an outing or an event.

And then collaboration. And collaboration, obviously is a really attractive thing to funders and it also helps to make your program more accessible. So when we collaborate with LGBTQ organizations, we make our program more accessible to the kids in that population. When we collaborate with a family organization, then we make it more accessible to families.

So collaborations are really helpful and, plus, you can take what you know to another organization. So in our collaboration with Wisconsin FACETS, we are strong in consumer control and understanding, you know, following the person and we bring that to them, and they are really strong working with families and they bring that to us.

So you can bring our expertise to another portion and they can bring theirs. And also, it's a wonderful thing because it really helps to run a program. There's more adults in the room with youth. You can divide the work duties and you also can provide the funding and the funding opportunities.

Collaborations are really great.

So finally, youth programming and opportunities for youth leadership and events for young people are attractive to everybody. Funders love them. Funders love youth programs. Consumers love youth programs. Even if you have a small center and you don't have a grant writer and a PR team like we do, I think you can grow a program and look for funding and write reports. You might be a smaller program but it still can be a program.

Independent living is all about people doing what they want to do and what they value with their lives. I think when you hold that philosophy close and you believe in the IL philosophy, even with your staff that you can have a really successful program.

And then, finally, have faith. If you want to start a youth program, I think part of the equation is to have faith that it's going to work.

Some of the final questions section.

>> JEFF SHEEN: Alie, thank you for a fantastic presentation. This is the last question and answer session folks. If you are on the phone, star pound to get in the queue. If you have questions you want to ask Alie in the last nine minutes or so we have together, but those in the chat box. While we are waiting for new questions to come in, Alie, I know that there's a couple of folks that are asking something that came up the last webinar as well, how do you handle the sexuality education material in classes and with more conservative groups? Your ideas and suggestions about that.

>> ALIE KRIOFSKE: So that's a good question. I think one of the ways you can handle it is to not jump right into the sexual education piece because that can scare people off but to offer relationship education.

So that's one of the things that I try to do that is just about relationships. It's about friendship. It's about your relationship with your self and self‑esteem. It's about your relationship between you and caregivers, you and friends, all the different kinds of relationships that people are faced with and boundaries. Even people who are very conservative really want their young people with disabilities to learn about boundaries and relationships. So that's one of the things you can do.

I also think that if you offer ‑‑ you start out by offering something for parents. So you offer a workshop for parents on fostering self‑esteem in your young person with a disability, or how to talk to your young person with a disability about relationships and you get parents to come to an evening workshop or a weekend workshop, that they meet you and they trust you and then you might start getting questions from them about things like dating and sex and then you can go from there. And that way, it's their idea. You have met their need through their request.

>> JEFF SHEEN: Alie, building on the parent component, we know that it's a mixed bag and you mentioned, you know, parents that will stay and eat food and stay all day. How have you dealt with the opposite, with difficult parents that you would like to be less engaged so you can work more with the youth?

>> ALIE KRIOFSKE: That is interesting. I was afraid to tell them to leave and in subsequent years we just have a rule and it's that parents aren't allowed. And when I say ‑‑ if they want to stay in the building all day, they can. I can book a conference room for them to bring their computer and work in. Usually I offer like a list of things to do in the neighborhood all day, so like, you know, where are the museums and stuff. Obviously that would be more difficult in a less urban area, but I just offer opportunities for things to do so that parents are getting the message loud and clear that they are not allowed to stay.

And what I do, before each youth leadership summit, I call every parent on the phone. I don't get to talk to everyone, but everyone I do talk to, I tell them what I'm doing, why it works ‑‑ you know, if they have concerns, why it works best if parents aren't there and that's been really helpful. That's another thing volunteers can do if you don't have time to do that. You give them a script. You ask them to talk to the parents and then if the parents really want to talk more, they can call you. I send a letter home before every class and every workshop so that people know what is going to happen and they have my information to talk to me.

I had an angry parent write an angry letter to me and my president and our board about the sex ed class. It wasn't really about sex ed, it was sexual assault prevention and she was irate that I even said the word "sex" in front of her child. And you will I could do was write an apology letter back that I didn't realize she didn't realize we were going to talk about that.

>> JEFF SHEEN: How difficult has it been to get buy‑in from high schools or school districts on all of this?

>> ALIE KRIOFSKE: For the most part, schools want this really badly and are really happy to have it. There have been schools, a couple of schools who said you need to show me the curriculum and everything you are going to say. So I will bring the curriculum and have a meeting, and show them what we are going to talk about but I tell them like, you know, I don't know what they are going to ask. I can't tell you that or they will say, you can come in and do the sex ed but you can't mention condoms. When that happens, I just say I have a waiting list and I have to serve the schools that are allowing me to teach this with fidelity. But I have an alternate opportunity for me to do a relationships class instead.

Excuse me. But for the most part, you know, like I said, I have waiting lists for most programs and people who are really interested.

>> JEFF SHEEN: Thanks, Alie. It doesn't look like we have any questions from the phone or in the chat box at this point. I will take the chance to wrap this webinar up with a big thanks to Alie for what I think has been another fantastic webinar. Again, this will be archived. Within about 48 hours, you can find it on the on demand training tab on the ILRU website to follow up with this, to share with other people, to revisit some of these things and then the curriculum and the things that were mentioned will also be posts as they are available for you all to use and help the youth that you work with. Again, thank you, Alie for a great presentation.

Just a reminder to the audience members, please take a few minutes to complete the evaluation form that was provided in the information packet or that you see now on your screen. You can click on that link and we would sure appreciate your feedback. It's very meaningful to us. It helps us to develop our programming for the future. So, again, thanks to everyone for joining today. Thank you, Alie and that will be conclusion of the webinar.

>> ALIE KRIOFSKE: Thanks, everybody.

(End of session)