New Community Opportunities Center at ILRU presents: Building an Effective, Comprehensive CIL Youth Program

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Metropolitan Center for Independent Living (MCIL) Youth Programs and Services Overview and Group Activity, Parts 1 & 2

David Hancox; Judith Holt

>> JUDITH: We're going to get started. We're a couple of minutes early starting, so maybe you'll get out a couple of minutes early.

We want to thank ILRU for the great lunch. That was so nice just to have it right at our table.

We also, when we were talking with the presenters, which order they'd go in, we made a very deliberate decision. Because the worst possible presentation time is when?

>> AUDIENCE MEMBER: After lunch.

>> JUDITH: After lunch, especially if it was a good lunch with a nice dessert and everyone has had time to visit. Now you need a little siesta.

So David said I can do that. I can do after lunch. So we're putting him up to the challenge.

>> DAVID: Don't make me look bad, guys.

>> JUDITH: David will introduce himself and explain a little bit about how his particular CIL has incorporated youth activities and youth programs.

>> DAVID: Thank you, Judith. Thank you very much. My name is David Hancox. It's nice to be here with all of you. It's a nice size audience we have. And I also want to thank ILRU for sponsoring this event for us. I think it's been absolutely wonderful so far. I have a couple of really, really tough acts to follow. So make me look good, guys. All right?

I wanted to take a quick moment before I get started and tell you a little bit about myself. And just acknowledge the interpreters. They've been working hard all morning here keeping up with the presenters and all that. So can we just take a moment to acknowledge them.

(Applause)

>> DAVID: And also the stenographers, yes. Thank you. Because, again, that's not an easy job. That's not an easy job when you have dialects and speed and etc. So great job.

It's so exciting to be here talking about youth transition and how we operationalize those in our different centers. I've got to tell you, I've learned a lot from the presentations that have come before me already today. So I've been back there furiously taking notes to go back to talk with my coworkers of how we can actually improve our transition programs.

But it reminds me of kind of a funny story. Several years ago, about four years ago, I was interviewing an individual to become one of our transition staff people at the Metro Center for Independent Living. And her name is Corbin. And we're sitting across the table, and this was her second interview; and she interviewed really, really well. Great credentials, had worked in another center for independent living in Wisconsin and had an educational background in independent living and disability services as well.

And I said to her, well, Corbin, you've interviewed very well. This is your second interview. You're obviously one of the finalists. I said, tell me, where do you see yourself in three to five years? What would you like to be doing in three to five years? And without missing a beat, she looked across the table at me and said, oh well, I want your job. I said, okay, let me go clean out my office. I'll get out of your way right now.

Again, my name is David Hancox. I'm with the Metro Center for Independent Living in Minneapolis, St. Paul. We serve the seven county metro area of Minneapolis, St. Paul. It's around 3 million people.

I'm very excited to be here because I'm very proud of the various programs we offer, and I'm going to share some of those here with you in a little bit.

A little bit about myself. I've been the executive director at the Metro Center for about 15 years. I'm in my 15th year. Prior to that, I served on the board of directors at the Metro Center for six years. During that six-year time period, I was actually employed by the World Institute on Disability. And I reported directly to Ed Roberts. So I feel like I learned about the independent living movement at the feet of the master.

One of the things that I think has been embodied so much in what we've heard already today is that core element of the independent living movement. Don't make people with disabilities independent on you. So much of what we heard today from the previous presentations really has exemplified that I think. And I'm hoping what I share with you today will provide further evidence of that as well.

So you see here our table of organization. It can be kind of hard to follow because of the size of the screen and all that. As you see, we have our board of directors, the executive committee, the executive director, myself, the business manager who oversees the business operations of the center.

And then our core service functions along the bottom, the PCA manager, the IL manager who actually oversees all the IL programs, the core service programs. So our Independent Living programs both of our advocacy programs, our peer support, our information referral, etc.

We also have the DLL, the Disability Linkage Line, which actually operationalizes our core service responsibility under I&R, information and referral. The Disability Linkage Line is a unique program from Minnesota. It's a one-stop call center. So we cover the entire state with the Disability Linkage Line.

It's a one-stop call center that people can call with any question they might have that's disability or chronic illness related. That program is supported by a database of information that is probably I would say about 20,000 different points of information, context areas.

So when a caller calls in, it's not just a simple process of giving them a phone number and setting them on their way. We stay on the phone with them, and we kind of mine down into their question to make sure we're getting at the heart of the information that they're seeking, and that we can not only provide them with valuable information that they might need and use, but we can also more responsibly and effectively connect them to local resources in their communities around the state of Minnesota.

That call center last year served more than 39,000 people. You'll see when we get to our service chart here in a moment that it's a tremendous, tremendous program. And when we look at the infrastructure, the design of the Disability Linkage Line, and the infrastructure behind it, there's really nothing else like it across the country.

Our friends from Alabama talked about some of the innovative things they have created. And I would like to support that by saying that the Disability Linkage Line is one of those examples for us, and there's nothing else like it in the United States, but supports this kind of an information referral program.

Our nursing home relocation program is also one of our more outstanding programs. Last year, just in that seven county metro area alone, we had successfully relocated 155 individuals. We generally do about 130 to 150 individual relocations per year. So we're very, very proud of that.

We've been operating our nursing home relocation program now for I think it's in our eighth year. And that is supported by contracts, (indiscernible) service contracts, with the two largest counties in the metro area -- Hennepin County and Ramsey County. So very proud of that.

Our IL/VR Management Program, and I'll tell you a little more about that tomorrow. But, in short, it's more of an employment focused program. But basically what the IL/VR collaboration project allows us to do is take IL specialists, and we embed them in the workforce centers, the 12 workforce centers, around the metropolitan area, Minneapolis, St. Paul.

The purpose for that is to really provide that immediate availability of service for people when they show up at a workforce center looking for employment opportunities. If we, in that intake process, if it's noted that that individual may very well benefit from some independent living services as well, they can immediately be matched up with that IL specialist that's embedded with that team.

We have shown a 67 percent success rate for employment outcomes for individuals who participate in that IL/VR collaboration as opposed to a 46 percent success rate for those that don't. Again, I'll tell you more in detail about that program tomorrow when we talk about employment. But we're really very, very excited about that. It's been very, very successful so far.

And then, finally, our ADA program. We have a full-time ADA specialist that serves in our center in response to information referral, education and training requests, technical assistance requests, that is specifically related to the ADA.

You see here this is our operating budget. This is the first page of it. We have -- what I did is just pull our page out of our 704 report. So I'll just jump to the next page.

Our total operating budget is about $4.6 million a year. The majority of those funds are fee for service dollars. They're dollars that we go out and earn. 485,000 of that are dollars that are allocated to us by both state and federal core service allocations. We get about $140,000 a year in federal money that's allocated by congressional actions, just like everybody else in here does. And we get about 365 -- $345,000 in state allocation.

So there are eight centers for Independent Living in the state of Minnesota. We are one. And we divide up a state allocation of about $2.6 million. It's divided between the eight centers, and it's not divided equally. The federal dollars that flow into our state are divided equally.

So about 485,000 of that 4.6 million are dollars that are allocated to us by legislative action. The balance of that is money we go out and earn through fee for service programs, whether it's our PCA program or our nursing home relocation program, the IL/VR collaboration, etc.

By the way, I meant to say when I started. I apologize. I should have done this when I first started. As we move through this, you don't have to wait until the end to ask questions. If you have questions as I'm moving through this, let's make this a dialogue. I like to talk with you. So feel free to raise your hand and grab the microphone to ask questions as I'm going through this. Okay? Thank you.

Actually, if you add up this column of numbers, you'll see that my math skills aren't the greatest, even though I'm responsible for the budget at the center. But we actually have 47 staff, not 37. That's a typo on my part. So we have 4 admin staff. We have 9 core services staff, and includes two individuals for each transition.

Yes, ma'am, please.

>> AUDIENCE MEMBER: Going back to the fee for service, what are some of the examples that you use to generate funds for the fee for service?

>> DAVID: Okay. Great question. Thank you very much. Did you all hear the question she asked about? Okay.

One example would be our nursing home relocation program. As I mentioned, we have a contract with both Hennepin and Ramsey County, the two largest counties in seven county metro area. And the contracts are funded through the targeted case management program from CMS, Centers for Medicaid and Medicare Services, in DC. Some of you I see nodding your heads you know what that is.

The dollars flow into the state of Minnesota. The State Department of Human Services then disperses those dollars out to the counties. The counties then have the choice of whether they choose to contract with a community agent or whether they accept the responsibility of completing those nursing home relocation activities themselves.

In the case of Hennepin and Ramsey County, Ramsey is the second largest county. Hennepin is the largest county in the state of Minnesota. And they choose to contract with community-based vendors to conduct a nursing home relocation coordination. We are one of seven vendors in Hennepin County. We are one of five in Ramsey County.

And those are competitive grants. We have to -- no, they're not grants. They're competitive contracts. We have to earn the dollars. So it's not just an allocation that comes to us. We have to perform and then submit our invoice for reimbursement.

Our personal care attendant program is another example of fee for service. We do that under contract with our State Department of Human Services. We have about, as you see -- well, you'll see on the next chart we have about 250 to 300 personal care attendants that are employed by the Metro Center for Independent Living, or MCIL as we call it.

And, again, that's a reimbursement process. The individuals perform the services, document the hours, submit their time sheets to us on behalf of the consumer they're serving. We act as the payroll agent, and then we bill back to the Department of Human Services for reimbursement. So that's two examples of that.

And the IL/VR collaboration I mentioned where we embed the IL specialist in the workforce centers. That's another example of a competitive contract because it's a contract that we bid on with the Department of Employment and Economic Development, the VR unit. So, again, that particular one we're going to talk a little about in more detail about that one tomorrow when we talk about employment.

I see a hand back here.

Did I answer your question?

>> AUDIENCE MEMBER: Yes, thank you.

>> DAVID: You're welcome.

>> AUDIENCE MEMBER: What percentage of your budget is in pass through?

>> DAVID: Well, let's see. If we can do the math here, about 2.5 million out of the 4.6. So just about 50 percent is pass through, just about 50 percent.

Yes, ma'am.

>> AUDIENCE MEMBER: Are you CARF accredited?

>> DAVID: No, we are not. That's actually a very, very good question. She asked if we were CARF accredited, and we're actually not. And it's been a conscious decision on the part of my board of directors not to seek CARF accreditation because their feeling is it would over-medicalize the operation of our Center for Independent Living. And we don't want to lend ourselves to that medical model, if you will. So good question, though.

Yes, ma'am.

>> AUDIENCE MEMBER: Is your I&R program AIRS certified?

>> DAVID: Yes, it is AIRS certified. In fact, we call them option specialists, the folks that answer the phone. They typically go through about six weeks of pretty intensive training, shadowing phone calls, listening, etc., before they can take their first call. So it's pretty intensive, the AIRS, yeah. It's pretty intensive.

>> AUDIENCE MEMBER: so much of your money seems to be involved in fee for service and cost reimbursement. What do you do for survival money? That's a big question in --

>> DAVID: Tell me what you mean by survival money.

>> AUDIENCE MEMBER: Well, what do you have to spend and pay your people while you're waiting for the cost to be reimbursed?

>> DAVID: We actually have a very, very good cash flow, and we have a nice healthy bank account. We don't have an endowment fund, like we were talking about during the lunch break. But we generate, in all of our fee for service contracts, we obviously build in that indirect line as well. So we're drawing admin dollars for that.

And we run a pretty lean operation. We are able to, through some of our fee for service contracts, there is the ability to generate positive net revenue. So for some of the contract work we do, there isn't. It's a zero sum gain. But for a lot of the programs we offer, we are able to generate some net revenue from that.

But it's a narrow -- our admin rate is 7 percent. Our admin rate is 7 percent. So we don't operate with a huge buffer zone. But what we try to keep in the bank is anywhere from 4 to 6 month's worth of general operating as our buffer zone.

And I think for a nonprofit, that's a fairly standard practice. If you can do better than that, it's fantastic. But for the type and nature and size of nonprofit that we are, that seems to work well for us. Did I answer you question, ma'am?

>> AUDIENCE MEMBER: Yes.

>> DAVID: Okay. Others?

>> AUDIENCE MEMBER: Would you explain, please, to those of us who aren't sure CARF accreditation, and AIRS, whatever Judy said.

>> DAVID: Well, AIRS I can explain to you. AIRS is a certification process for information referral programs and systems. It's a national program that certify. You know that, for example, if you're dealing with an AIRS certified agency, that they have met a minimum standard of information and referral standard and quality.

CARF, somebody else is going to have to explain that one, because I'm not -- I don't feel I'm familiar enough with it to explain it. Would you take that one on since you asked the question?

>> AUDIENCE MEMBER: It's something I am exploring with my CIL right now, but I'm not totally sure in depth the meaning of it or what it, what CARF stands for, C-A-R-F, I believe.

>> AUDIENCE MEMBER: It's a Certified Rehabilitation Facility.

>> DAVID: Right.

>> AUDIENCE MEMBER: And basically from what I've been told, if you are CARF accredited, it lets funding streams that you -- like grants that you go up for -- it lets them know you are spending your money the way that you are supposed to spend it and that you are accredited to how you will spend the money on the community.

>> DAVID: And it also establishes that minimum standard for rehab type service delivery. The quality of nature of the rehab services that you're delivering, it establishes that minimum standard, and then it allows opening up of various other funding streams that you wouldn't otherwise be eligible for.

Other questions? Okay. Let's go back to the staffing then, if I may. Four administrative staff; 9 core service staff, which include 2 youth transition staff; 7 disability linkage line staff, and we're getting ready to add two more to the disability linkage line staff; 9 IL/VR program staff; 5 nursing home coordination relocation staff; 12 contract staff; 1 ADA specialist on staff; and 250 personal care attendants. Or actually in our state, we've taken to calling them DSPs or Direct Service Professionals. The idea behind that is to kind of raise that professional profile of those individuals a bit.

>> AUDIENCE MEMBER: (Inaudible).

>> DAVID: Direct Service Professional, DSP.

Some of our programs, you can see here, you've heard from some of the other presentations today. There was core services. But, also, we have IL Skills Education; Peer Mentorship; Systems and Individual Advocacy; Information Referral, and Assistance, our Disability Linkage Line program; the Ramp and Home Modification program, our Youth Transition program; the IL/VR Collaboration; Nursing Home Relocation Coordination; Veteran's Services, which is a newer program that we've been doing for about the past two years; our PCA program; and our ADA Technical Assistance and Education.

Our Veteran's Services program came about at MCIL about two years ago when we joined in a collaboration with the Hennepin County Court System. They were finding that a large number of veterans who were coming back with service related injuries, or at least a percentage of them, were finding themselves involved with law enforcement, and not from the recruitment side, but from the negative side.

And they started a program in Hennepin County as a diversionary program, that if the first offender veteran would lend themselves to a particular education and training program and a peer mentored program specifically designed for veterans with disabilities, then they could see a stay of their fines or potential jail time.

So what happens is we worked with the Hennepin County Court System to develop a peer mentor program specifically for veterans with disabilities helping other veterans with disabilities. And it's now in its second year. It will be two years this July, and it's just been incredibly, incredibly successful.

We've had about 50 peer veterans who provide peer mentorship that are working with other veterans in the community as part of that court diversionary program. It's been so very, very successful that it's created a sub-program under it in that the veterans are assisting other veterans with ramps and home modifications. So we now have, actually, two different ramp and modification programs going on at the center, one for our general population with people with disabilities and one specifically for that veterans community. So it's been very successful.

You can see here our total numbers off of the most recent 704 report. Last year, we served 43,517 individuals in all of our programs at the center.

Now you'll see -- I'll point out a couple of these. You'll see that the Disability Linkage Line or the Information, Referral and Assistance accounts for about 40,000 of those. But it's a huge -- it's not -- again, I have to remind you it's not just someplace where you call and get a phone number and go away.

The service is much more intensive than that. And especially around the time when there's the Medicaid D sign-up at the end of the year every year, our call volume spikes and our average call will last two and a half to three hours because we get calls from people that are just, you know, I went to my pharmacy today, and they won't give me my medication. What's going on? I don't know what's happening. Why won't they give me my meds? Well, we say did you get your app -- well, I don't know what you're talking about. I never got anything in the mail.

So we have to start at square one, create the understanding of what this program is, and then help them identify the different options that are available to them so that they can make an informed choice.

Clearly as a Center for Independent Living and as staff for Center for Independent Living, we would never make that choice for them. But we need to make sure they have adequate information so that they can make as informative choice as possible.

Couple of other outstandings that we see here -- 248 individuals in youth services; 1471 individuals in our IL/VR collaboration project, which, again, we'll talk more about that tomorrow so I won't distract myself now; 155 individuals in the nursing home relocation program; 378 individuals in IL skills and life skills; 649 in legal and advocacy services.

So as you can see, much -- I'm sure as you operate your Centers for Independent Living, there's a wide range and variety of services that we provide and how we break those down on the 704 report.

Yes, question in the back?

>> AUDIENCE MEMBER: Do you have legal staff?

>> DAVID: We do not have legal staff, but we do make legal re-referrals. We have a couple members of our board of directors that are attorneys that provide some advice and counsel. But, no, we don't have legal staff.

>> AUDIENCE MEMBER: Thank you.

>> DAVID: Good question, though. Other questions?

If I'm talking too fast -- I told the interpreters earlier if I'm talking to fast, just yell at me or something.

So, youth transition, why is it important? I think this is really one of those -- the five areas of youth transition that we operate under in our state are employment, home living, recreation and leisure, post-secondary education, and community participation. And those are the five goals of our transition program is to focus individuals on those choices.

We recognize that not every student in a secondary educational program is going to necessarily be looking for a post-secondary educational opportunity. They may choose not to do that. They may choose to go right from that secondary setting into an employment setting. But our point is to focus on these five areas and make sure in their IEP planning, in their IEP process, in their family planning that they're doing with their parents and siblings and so forth, that these five areas are addressed so that they have a well rounded and balanced life when they come out of that secondary setting.

So essentially the purpose of youth transition is to ensure that the youth, the young adult, will gain the skills, the knowledge, and the interagency relationships that they may need to establish their long-range goals for their independence after high school.

One of the things that we've noted in Minnesota, and I'm sure that many of you noticed this as well in your homes, in your communities where you provide services, is historically and even now traditionally we don't really talk a lot with youth about life after high school. We don't really promote that perception with youth with disabilities. And I think that's really unfortunate.

There was a study that was done by the University of Minnesota two, three years ago. I remember seeing the date from it about two years ago. Sixty-three percent of the high school dropouts in the United States today, 63 percent are youth with disabilities -- 63 percent. Is it any wonder then when you look at that stat, is it any wonder then when we look further ahead -- one of the questions that was asked earlier is, why are we here? Depending on whose data you look at right now, 68 to 72 percent of adults with disabilities who are able and want to work -- and that's an incredibly important caveat -- 68 percent of adults with disabilities who are able and want to work are unemployed. Well, if 63 percent of the high school dropouts today are identified as being -- as having some type of disability, is it any wonder that the unemployment rate for adults with disabilities is still that high? And it's been hovering that high for years, and it's inexcusable. So that's why the purpose of the transition programs are so very, very critical.

Our youth transition program at MCIL is driven to assist young adults with disabilities to make a successful transition from high school to post-secondary education, employment and independent community living in the home and community of their choice.

Yes, ma'am.

>> AUDIENCE MEMBER: Have you made any correlation between the people who drop out of high school, people with disabilities, and the homeless population. Do you serve the homeless population?

>> DAVID: Excellent question. Excellent question. It was about three years ago, I was participating -- or the Centers for Independent Living was participating with the University of Minnesota in an outreach project to homeless youth in, specifically, in downtown Minneapolis.

I remember going to the very first occasion that we had. A young person from the University of Minnesota and myself were going to this drop-in center for homeless youth, and I was really nervous. I kept saying to them I'm not going to be authentic. They're not going to buy this. I mean, here I am this middle-aged white guy, bald white guy from the suburbs. They're not going to -- I'm going to fall flat on may face here.

And he looked at me and said, you know what, if you walk into the setting and don't try to be anything but that middle-aged, bald white guy from the suburbs, if you don't try to be anything but that, you'll do fine. If you try to be something other than that, yeah, they'll eat you alive.

But the point of your question, we went in and I think we noted that better than 50 percent of the students that we were working with just in this outreach program that were homeless youth were kids with disabilities.

So I don't know what the exact correlation, what the exact percentage is. And I'm sure that there are studies that would show -- because homeless youth, just like adults who are homeless, they travel in these -- I don't know what they call it. There's a word for it. But they travel in these circles, and they can jump from one circle to the other, you know, these metro areas that they travel around. And then they'll jump to another one.

So it may vary from site to site, but I would image that there are various studies that would point that out. But I would imagine that the percentage is pretty high. That wouldn't surprise me at all. I would guess that it's pretty high.

ILRU, do we have any data on that particular question? Richard?

>> RICHARD: No.

>> DAVID: No? No, data on that. There's an idea for a grant proposal. We'll get another study going.

So, again, the youth transition program at MCIL, it's about putting the pieces together that young adults may need to accomplish their dreams and lifelong happiness.

And like every other program at the Metro Center for Independent Living, at MCIL, we keep the youth in the driver's seat. Much like all of you, when somebody presents themselves or introduces themselves to MCIL, we don't say to them, well, here's this laundry list of services. You choose off of this list, and we'll do the best that we can to meet your needs.

When they come in, the first thing we say to them is, what brought you here? What is it that you would like to accomplish? And we make sure their that stay in charge of that and that they drive the decision making, they drive the identification of the resources.

Now, it's our job to be there to point out consequences to those decisions? Absolutely. To make sure they have a well rounded selection of resources to choose from? Without a doubt. But if we really keep the young person, just like we would the adult, in the driver's seat to choose those decisions, to choose their course.

And you know what? They might make a mistake. They might make a bad choice, and that's okay. It's perfectly acceptable. The first time I climbed on a bicycle, I wasn't successful. I fell a few times. It happens. And we learn from that as well. It's a powerful teaching tool as anything else.

So one of the -- a couple of the comments that I've heard, as we've been here throughout the morning already, is the various challenges that we all have in finding funding. And it can be very difficult to know where to look.

In our case in Minnesota, originally back in 1990, the Minnesota CILs -- and I mentioned earlier, there are eight centers for Independent Living across the state of Minnesota, and we all serve multi-county regions.

But in the early 1990s, the Minnesota CILs received a separate individual funding for the Minnesota Department of Education. So we received our core services from VR. That's where our dollars flow for the core services, as well as the federal dollars. But for our transition programs, we received a small grant from the Minnesota Department of Education.

In the early 1990s, they decided to discontinue that because they didn't believe that there was enough documentation. Because of the lack of documentation, the Department of Education cut funding, but they agreed to temporarily fund us until we could get our program switched over to VR, the transition piece of it.

So in 1993, I was on the board of directors at the Metro Center for Independent Living, and I was the lead lobbyist for the state association of Centers for Independent Living in Minnesota. And my first task, when I accepted that contract, my first task was to go to the Chair of the Senate Education Committee and get that money put back.

Now it wasn't a huge amount. It was only $250,000, which I know it's not walking around money. But in the scheme of things, $250,000 is not a huge amount of money, not when you divide it equally among eight sites to do transition programming.

But we were able to go and talk with that senate leader, the chair of the education committee, and he agreed to sustain funding for one year with the caveat that the following year those dollars got rolled into the Department of Employment and Economic Development, the VR program. Because he said you're Centers for Independent Living, this money shouldn't be coming out of the education budget. It should be coming out of their budget.

So I thank him for sustaining the funding and then had to go to DEED to make sure that they would agree to pick it up. And since that time, it has been rolled into our state allocation for our core services.

So in legislative year 1994, the Minnesota Senate Education Finance Committee, as I just mentioned, allocated the 250 with the requirement it be transferred in the VR. And beginning in State Fiscal Year 1995-96, the $250,000 was included in our core allocation, and that continues today.

So what this exemplifies is that we don't look at our -- in our program in Minnesota, we don't look at the transition program as something separate or ancillary. It is wrapped into our overall IL core services. We view that as a consistent part of our core services. So we don't look at it as something separate or, as I said, ancillary. Does that make sense?

I have a question. Yes?

>> CHRISTY: That 250,000, and it's coming from vocational rehabilitation, correct?

>> DAVID: It is now, yes.

>> CHRISTY: Do they have the Part B money in your state, the Title VII Part B fund?

>> DAVID: Yes.

>> CHRISTY: All right. Do they also contract that out to you all?

>> DAVID: Yes.

>> CHRISTY: So is this 250,000 on top of those Part B dollars?

>> DAVID: The 250,000 is part of the state allocation that we receive. So in the state of Minnesota -- I have to tell you, if you ask any of my coworkers, they'll tell you if you ask David the time he'll tell you how to build a watch. So bear with me here.

We received $2.6 million in state allocation that's divided between the eight centers. We receive about $1.8 million in federal money that's divided between the centers and some is kept for the operation of this CIL, etc.

The centers get -- I think of that 1.8 million we get about a 1.2 million share of that. But in that 2.6 million that we receive from the state, the 250,000 is rolled into that. So it's totally state allocated. It's not federal money. Does that answer your -- got it?

>> CHRISTY: Yes.

>> DAVID: Again, beginning in '94, the Minnesota CILs received a separate appropriation of 250,000 specifically for transition. So even though it's rolled into those core service dollars, that allocation, the understanding is that it will be used for transition services for youth.

So, again, it supports that idea that we view our transition program for youth with disabilities as a function of our core services; kind of like our -- actually, our sixth core service because we think of nursing home relocation as one of our core service as well, even though we don't use our core service allocation for that. It's supported completely by those fee for service dollars.

Currently, as I just mentioned, the eight Minnesota CILs receive a total of $2.6 million collectively. That's state allocation.

And we've worked really, really hard over the years -- and I would, as a side bar, I would say to some of you that I notice that, the Toledo Center, you would have a staff person that is located in Columbus. And their purpose is to build and sustain that long-term relationship with your legislator, and that is so critically important.

That's one of the benefits that we've had in Minnesota is that we've been able to establish and maintain that long-term relationship with our elected officials. The chair of our Jobs and Economic Development Committee in the House, the Finance Division -- his name is Bob Gunther, Representative Gunther -- he first became elected in 1994.

And I remember going and visiting with him and just giving him updated information. He was a backbencher. He had no power. He was a first termer. Well, now he's chair. Now, he's chair.

And he's told me on more than one occasion, I remember that. Way back in 1994, '95, you would come and sit in my office and you would give me update. He said you knew I had no power. He said I was one vote, and I was a backbencher. I was a junior member.

But he said you always made it a point to stop by and visit. And he said I will never forget that. And that's the power of building those long-term relationships with your elected officials.

I remember we were at an ILRU conference in Portland. When was that, October September? September. One of the other participants from a southern state was saying that she has a great deal of difficulty because when she goes to her legislature they don't take her seriously. And I said to her you have to keep going back. You have to go back even when you don't want something.

One of the tricks that we developed that has helped sustain this funding is that we go back during the off budget year, like this year. Our even numbered years are not budget years. But we go back and we say thank you. We provide accountability, and we give them a report on their investment.

I walk into their offices and say, you know what, last year you made an investment for the Centers for Independent Living in Minnesota, and I'm here to talk to you about the return on that investment. What did that investment earn for you? Well, in the case of the Metro Center, 43,000 people were served. That's huge. Seventy-six thousand people across the state of Minnesota last year received services from the Center of Independent Living -- 76,000. So we report on that.

And that's one of the reasons it's so very, very important to maintain, foster, build those relationships with your elected officials -- state, local, and federal level. It's so critical. Because when you need something, nobody wants to be on the wrong side of disabilities. Nobody wants to be on the wrong side of disabilities.

Anyway, these dollars are now blended with our federal allocation, and there's no distinct separation of the dollars but with an understanding that youth transition will be a funded program.

Currently, MCIL employs two individuals, specifically on transition programs. Now, of course, like all other Centers for Independent Living, we're very cross disability and we're very cross discipline.

So we find the youth with disabilities may be served by other programs within MCIL outside strictly of the transition program as well. But we have two people that are specifically dedicated to that. And, again, additionally those other staff people.

What we have chosen to do, because we have those limited resources in such a large metropolitan area. We have over 3 million people in our metropolitan area. So what we have decided to do is to try to get the biggest impact for those service, that we take our transition specialists and we embed them in different school settings.

So right now we have one staff person who is embedded in four different schools on a very regular basis. So he's a regular feature in that school. So teachers, students, other staff members are used to seeing Nick ever every Tuesday morning at North High School.

And he'll be there from 8:00 to 1:00 every Tuesday in that high school. He's accessible. He's available for IEP meetings. He's available for one-on-one with students. He's available to come into the classroom to do presentations about different topical areas or information that the students might benefit from. Skill training, etc., etc., etc.

But the important thing is that we don't just hang out our shingle and wait for them to come to us. We go and embed with them. And it's proved to be really, really successful.

And it kind of came to us like one of those V-8 moments, because it was the way we designed our IL/VR collaboration to embed people in those workforce development centers. And it just took off like gang busters. And we went, okay, there's a teachable moment here. We got to learn from this.

We were struggling a little bit with some transition in our transition program. We said if this is working over here, then why wouldn't it work over here? So we decided to try this in our transition program, and, again, it's working beautifully. This school year alone, we're probably going to serve I would say well over 500 students with disabilities just in those embedded programs, not including the walk-ins into the Center for Independent Living.

Now, our second transition staff person then deals with the individuals who come to our center. We have a fully accessible kitchen, for example, at MCIL. We do cooking classes, which I absolutely love because I get to be the toad eater.

If you don't know what a toad eater is, that's the food tester back in medieval times. We always had to test the king's food to make sure he wasn't being poisoned. So I get to be the toad eater anytime they're having a cooking class because my office is right down the hall from the kitchen. I can smell it all. I just kind of get drawn to the kitchen.

So he's on-site at MCIL. So the students that come into classes on-site that come in with technical stance needs, he teaches classes in our computer lab. We have a computer lab in our offices. It's available for consumer use in classes and things like that.

Right now we have two. We're hoping that -- some of the ideas that I've heard here this morning, I was taking notes furiously back there, because I'm thinking, oh my God, this is a way we can actually enlarge our program as well. So this has been a real learning moment for me.

Some of the specific services of the transition program are interpersonal development and self-esteem activities. We teach effective self-advocacy. Every year we sponsor an advocacy day at the Capitol, and our youth program is a huge, huge part of that.

After we have a certain activity or a rally in the rotunda of the Capitol, then we send people out to meet with their individual legislators and do courtesy calls and things like that. And our students are always a huge part of that because they are the next generation.

My grandmother always used to say to me, you know, David, we're all in this alone together. And it's so true. And that's one of the reasons why we really have to involve the youth and keep getting them out on the front line because it's so critically important for them to be visible.

One of our other huge parts of our transition program is working with the students to become more effective members of their IEP team and to learn how to use the IEP as an effective, long-range planning tool. It's a valuable resource for them. So we really try to get them to be active and vocal and a participatory part of that IEP team.

Yes, ma'am, right up here. Would you grab the mike, please? Thank you. Or have some help you there.

>> AUDIENCE MEMBER: Do you do self-led IEP?

>> DAVID: Absolutely. We do. In fact, we encourage that. I've gone to so many IEP teams myself, and it's so fun because the teachers will say, you know, here at our school, we like to see Bobby take a leadership role. And we're going to make sure that he really has a lot of say in this. And we want him to be more self-determined. We want him to be a stronger self-advocate.

And I always look at them and say, you know what, I think that is fantastic. I think that is wonderful. Now, what are you willing to give up? And that's when they kind of look at me and go what? What? And I say, well, you want him to be a strong self-advocate. You want him to practice and demonstrate self-determination. How is he going to do that unless you have got to give up some of the power? You've got to let him or her demonstrate that. It can't just be rhetorical. You have to let them do it.

So, yes, we do, and we really, really encourage that. Oftentimes in IEP meetings, we are the first person, and consistently we will be turning to the students and say, and who do you think? And what would you like?

I have a very, very dear friend of mine, unfortunately, he was just killed in a horrible accident two weekends ago, a bicycle accident. But his name was Hank Bersani. Some of you may know Hank. I don't know.

But Hank told me one time -- we used to co-present together a lot. And he said, you know, Dave, he said I really believe -- genuinely believe that the first four phrases that a person with a disability should be taught to say -- before they're taught to say mama or dada -- they should be taught to say I like, I don't like, I want, I don't want. Because, typically, throughout their lives nobody asks. Nobody asks.

So one of the things we do, to the point of you question, yes, we really encourage that student to take ownership in that IEP process. It belongs to them. It's their life. And I always say to the student, who do you trust to tell your story? I mean, really, who do you trust to tell your story?

Are you ready for me to stop?

>> JUDITH: No. You have eight more minutes.

>> DAVID: Oh, I have eight more minutes. Great. And I have a couple more questions. Yes.

>> AUDIENCE MEMBER: What about people who cannot talk. Because I see students that can't talk. They just make grunting noises. I try to get them to --

>> DAVID: I think that's an excellent question. And thank you for asking it because it's one we get from educators a lot, which I'm sure you do as well.

>> AUDIENCE MEMBER: Yeah.

>> DAVID: One thing I always tell them, even a young person who may not have the strongest vocal skills, they can communicate. There are ways of finding out, again, those four questions -- I like I don't like, I want, I don't like [sic].

It doesn't -- how many of us -- I mean, I communicate on a regular basis nonverbally. We all know I do it a lot verbally, as well. But I do a lot of communicating nonverbally, and so do these students.

Sometimes we have to train ourselves to watch. But it's that old saying, seek to understand. Seek to understand. And I think if you approach it with that mind-set, that mentality, they'll communicate.

>> AUDIENCE MEMBER: Nonverbal.

>> DAVID: Yeah. I have a niece. She's now 21. She's graduating this year. I'm so excited. She's diagnosed with Down Syndrome. But I remember when she was 2 and 3 years of age, and she didn't have a lot of verbal skills yet, but she was very clear about making her desires known. We knew exactly what she wanted at just about any moment of the day without any doubt. I think 99 percent of the time, it's not the lack of communication or a communication style that we're comfortable with. I think it's the fact that we don't do a good job of listening.

>> AUDIENCE MEMBER: (Inaudible).

>> DAVID: Exactly. Seek to understand. Absolutely.

Yes, ma'am.

>> AUDIENCE MEMBER: Could you go back? You said you had people who are embedded in the schools.

>> DAVID: Yes, ma'am.

>> AUDIENCE MEMBER: How did you get the districts to agree to -- are these IL specialists that you have?

>> DAVID: Yes, they're transition specialists.

>> AUDIENCE MEMBER: How did you get the districts to agree to those specialists?

>> DAVID: Gunpoint. No, I'm kidding.

>> AUDIENCE MEMBER: We can do that in Mississippi. I even have a scope with my rifle.

(Laughter)

>> AUDIENCE MEMBER: We have guns in Mississippi.

>> DAVID: We just show up with a hot dish. Actually, again, it's that long-term relationship building. The gentleman, who is the center of our transition program, his name is Nick. In fact, I said to Darrell I should have brought Nick with me. He should have been with me here today. But he's a bit of a charmer, and he has a way of working with the schools and building those relationships.

And the funny thing is, once you get into one or two schools, they talk. And they think, well, geez, if you got that guy at your school over here, why can't we have him? Because they'll sing his praises and then it creates jealousy. And then the next person wants him, and it's like, okay, what are you willing to pay? Then you start charging for it. Yeah. A little contract for you for service there. Why not? Absolutely.

Did you have a question, ma'am?

>> AUDIENCE MEMBER: How do you go about -- I've lost my train of thought -- becoming an effective part of the IEP team? Our transition program is fairly new at our center, and I'm kind of interested in that piece. How would you go about beginning that part? Our transition program, I've started teaching self-advocacy classes in one of the high schools and at the TPYA program which is the Transition Program f Young Adults in our school. But I was also interested in the IEPs. How would you go about incorporating that if a parent would have that support?

>> DAVID: Great question. I think one of the places that you start is by ensuring that the student and the parent are well aware of public law 94142 or what we now call IDEA. Certainly, they don't have to be able to recite the entire federal law, but if there are sections in that law that are pertinent to them or their particular situation.

Because what happens often is when the student or parent goes into that IEP meeting, they're completely outnumbered, first of all. So there's that intimidation factor. When the schools are presented with a demand from that student or from that family member saying we need this service or that service, and the school district says, well, we don't have to provide that, and you can look at them and say according to IDEA, Subsection 3, Paragraph C, Subsection I, yes, you do. And they'll go, oh, okay, fine.

So what my point is is we have to educate ourselves. I do a lot of work with parents of kids with disabilities, and I try to remind them that this whole process, it's more about an evolution than it is a revolution. We have to educate ourselves. It's really our responsibility to educate ourselves so that when we go in we're not at the disadvantage of them having all the knowledge and power.

There's a myriad of laws and rules and regulations out there that were designed and prepared and developed specifically by people with disabilities for other people with disabilities. Our responsibility is to educate ourselves so that when we walk into those situations we're prepared, so that they can't continue to subordinate us by our lack of knowledge. Is that helpful or am I missing your point?

>> AUDIENCE MEMBER: That was helpful. But, also, how would you go about, if you wanted to do that piece, how would you go about getting the word out that you wanted to do that piece? This might be something in the future kind of thing.

>> DAVID: In most of the states that I heard -- when you called the roll this morning, Judith -- most of the states I heard here, there's a program in existence in your state called partners in policy making.

And that is an excellent, excellent resource for parents of kids with disabilities and young people with disabilities to learn about the role and responsibility of themselves as self-advocates, the laws that are out there available to them, etc.

I coordinated the Minneapolis Partners and Policy Making Program for nine years. So I'm very well aware of it. It's an excellent tool to get some of those educational pieces that you need.

The other is that when you go into those IEP meetings, you have to remember that according to the federal law, it's the family member, it's the parent that can call the IEP meeting, and they're the ones that are in the decision making role.

I've been in so many IEP meetings where the IEP is laid out in front of the folks and say, well, we just went ahead and filled it out for you. So just go ahead and sign it. It's fine. And you look at them and say no, no, no, that's not how it works. I'll take this with me. I'm going to digest it a little bit. I'll let you know if I have any concerns, and then we'll come back together in a month or so and we'll see what's going on.

And then, of course, you always start talking budget. And the first thing I always say is time out. This is an IEP meeting, not a budget meeting. If you want to have a budget meeting, we're going to conclude this meeting, and we'll take a ten minute break, and then we'll reconvene as a budget meeting, but everything is on the table. If we're going to talk budget, everything is on the table.

I think it was 1974. It was Washington DC versus Board of Education or something where they, basically, the federal court ruled saying that we can't afford this or it's not in our budget is not a good enough reason to sustain discriminatory practices. Again, you have to beat them at their own game, but you have to be educated when you walk in. You have to know you have the right to say I don't want that in my IEP, and I'm not going to sign it and not being intimidated into doing that.

Yes, ma'am, you had a question.

>> AUDIENCE MEMBER: I'm Pam from the Progressive Center in New Jersey. And Renee and I are in the schools doing exactly what you said.

>> DAVID: Fantastic.

>> AUDIENCE MEMBER: And our question is we're ready to get funding for this. So is there any way you can talk to us about how you do that?

>> DAVID: Sure. Again, we can talk -- I know we're getting close on time. So we can talk during the break on that as well. I'd be happy to do that.

But real quickly, basically, I would say, again, form those relationships with your legislature. And go talk to the chair of your education committee, especially the finance divisions in the House and the Senate. Go talk to them. Or talk to the individual school districts and say, do you value this? If we go away, will this be missing?

Real quickly, in our IL/VR collaboration where we have our IL specialists embedded in the workforce centers, I talk with our state VR director on a regular basis now. And I say, you know, it's kind of like an orchestra at this point. If you take out the strings, you're going to miss that, right? Well, we know that if we take those IL specialists out of those workforce centers, they're going to be missed. And it's the same with our staff that's embedded in the schools. If they go away right now, they're going to be missed. So what's it worth it to you to keep them? Talk about it in terms of return on your investment. Don't tell them what it's going to cost. Tell them what it's going to earn them.

>> AUDIENCE MEMBER: Thank you.

>> DAVID: Thank you all.

(Applause)

>> JUDITH: Thank you, David. David says that for a small reasonable fee, you may contact his agent, and he's willing to speak at after dinner ceremonies and things. Thanks, David. I appreciate it.

Now we're going to do something a little bit different, and I'm going to start with something that just irritates the heck out of, I'm sorry, probably youth, young adults, and allies. I think I'm an equal opportunity person here.

I'm going to ask you to change positions from where you are a little bit. I know it's hard. We walk into a room, we get our seat, and it is ours for as long as we're attending that particular congregation, right? We have the same seats. So I'm going to ask you to change seats a little bit.

We have a group activity. Before I go into it, because I know how attention spans are, I'd like us to rearrange ourselves first, and then we'll talk about the activity.

So I'm going to walk over here. We're going to have to have tables kind of combined. So could these two tables right here combine around one or the other? Okay. This table is full. Okay. Could this table here come over here? Okay. Which leaves you three over here, four of you. That table is full. Is there going to be room at that table for four people? You think so? Okay. If you could move over there. You're full. Okay. This table gets to move over there. Okay. All right. Here we go.

>> JUDITH: Here are the instructions. I think we've got everyone sort of situated now. What we want you to do, and I'm going to ask to change the directions a little bit because of the size of the group. I'm going to assign each of you one of these seven topics.

And I want you to generate some questions that we're going to then report back and put up here so that we can then make into kind of a survey that you can take back to your CIL and say here are things that need to be considered as we start our youth programs or expand our youth programs or as we improve what they're doing.

So we want you to be able to generate questions. We gave a couple of examples, but you'll have more. For instance, when I say from, what am I talking about? The board's policy groups, work groups, staff, how you evaluate things. What are things you need to be thinking about at your CIL.

Think of good questions that would help your group at your CIL begin to plan. Remember what Stacey and Cindy talked about this morning about strategic planning, that you don't just jump into youth programs. You have to plan.

So I'm now going to assign a number to each group. The presenters this morning will be helping facilitate the groups. So if you run into problems, one of them will have the answer. Hopefully, they're standing at your table at the right time.

Table No. 1, infrastructure. Table 2, core services. Table 3, community partners. Group 4, target participants. And I'd like you to think about recruiting. I'd like you to think about how we connect with youth, and I'd like this table to do target participants also. Because one of the biggest issues is, how do we get there? How do we recruit? How do we connect?

Table 5, funding options. Since funding is such a wonderful topic, I'd like y'all to do funding too. Think about the things you need to be funding options. Think about the things you need to be asking or thinking of or talking about.

Now table 6 is staffing. And table 7, you're other -- if there is something I didn't mention or you're sure the other tables will never think of. So yours is other. For instance, we haven't talked about volunteers. We haven't talked about really reaching diverse populations. There's a lot of other stuff. Think of the questions that you would like to have your CIL respond to to help get ready to expand your programs.

(Group activity)

>> JUDITH: If I could have your attention for a moment. I need to say something. We have about ten minutes left in this activity. And then there's some really luscious, really nice dessert out there, because I know you're already hungry.

So ten minutes, we'll take a break. And then we'll come back, and we'll start. What I would like to see is a survey that we can refine and send back to you with your CIL. So ten minutes to the break.

(Group activity)

>> JUDITH: Attention. If everyone would like to wrap up their work now, go ahead and take a break. We'll start again at 3:15. And the tables should be ready to report back in. Thanks.

(Break)

>> JUDITH: Okay. Let's go ahead and get started. Okay. Now I have to ask the major question first. You don't want the attention again. Is anyone still hungry? If so, we have help for you. Okay. We have been well fed today.

I need to apologize to David because -- yes, David I'm apologizing. We had several questions. We were trying to stay on, time and David has two slides that he didn't get to show you. And I think in respect to David, we need to see those two slides, and then we'll start our reporting.

>> DAVID: Is that preferential treatment or what? And I love it. It's not actually any kind of really new information for any of you. It just completes my slide show. It's what you saw from the previous presenters.

By the way, just as a brief moment -- I'm stealing another ten seconds here, but here we go. The ILRU staff, I mean, Carol, everybody, please, let's thank them.

(Applause)

>> DAVID: Okay. So within our youth transition services, just two final slides. And one of these will actually address one of the questions that was at the very end of my presentation about the IEPs.

Within the IL skills classes, obviously, we do cooking classes, meal planning, healthy relationships. Living well with a disability is a curriculum that we purchased and use in our core services, not just in the transition program but in the general IL program as well.

And it's really nice. It's a very comprehensive curriculum. For those of you who may not be familiar -- I see some heads nodding. So some of you are already familiar with it. If you aren't, I would suggest you might want to go online and check it out because it's an incredible resource.

We use it to really enhance the other things that we're already doing. So you might want to check it out. We do money management skills. And then all of those other things that you typically do in a wide ranging Independent Living program.

And then the last slide I had was just to talk a little bit about our youth transition services and how we participate regularly -- boy say that five times fast. It makes my teeth slip.

(Laughter)

>> DAVID: What?

We participate in student IEP meetings and other general IEP assistance. We have a Web based discussion board that we promote with students with disabilities. So there's a lot of really good discussion, question, answer, social context, social networking kind of communication and conversations going on back and forth.

And that's been in operation now, I think it's in its third year. And it's just been a tremendous success for us in terms of the number of hits we have and the number of participants. I think within the first year, we had 450 participants on that discussion board.

We transition with technology. I think I mentioned that earlier that we have a technology lab right at our center where we do classes and provide services using the technology center as well.

And then our general information, referral and assistance, or the IR/A program. A certain percentage of the calls that we get through the Disability Linkage Line are certainly transition age related calls or looking for transition related information in that.

So those are the last two slides that I didn't quite get to cover, and then my contact information. So please feel free if you have follow-up questions or comments after we leave here in a couple of days, a week from now you go, gosh, I wish I would have asked him that question.

Please call. Please write. Darrell will tell you I absolutely do respond to e-mails, I think, pretty quickly. So feel free if you have follow-up questions or whatever.

And, Judith, thank you so much for the additional time.

(Applause)

>> JUDITH: Now we want to start our report back on your questions. And David mentioned how flexible the ILRU staff are and how much they're willing to adapt. We realize that, again, we were going to write your questions up here, which would guarantee that no one could see them. Is that right? Pretty much. Okay.

So then we thought, ah, well we have CART here, and we'll just read the questions from there. How many of you can actually not see the CART screen too well given your angle?

So what we're going to do, we've now adapted the third accommodation. It's called Carol. And carol is going to -- as you give us your questions, Carol is going to type them in so you can see them on both of the screens. Now how's that? No pressure on Carol. Okay? No pressure.

All right. So let's start with the infrastructure group. What kinds of questions do you think a center should be able to answer in order to look at their transition programs? Remember, you hold the mikes close. Okay?

>> AUDIENCE MEMBER: Our first question was, what organizations can we collaborate with to recruit and train you?

>> JUDITH: That's going to vary depending on where you're located, right?

>> AUDIENCE MEMBER: Yes.

>> JUDITH: In a metropolitan area, there may be a lot of different possibilities. In more rural or remote frontier areas, let's try Grand Junction, for instance. There might be fewer that you could look at.

>> AUDIENCE MEMBER: The second one is, how do we make serving and being active in the CIL exciting to youth?

>> JUDITH: Can I take a little detour on that one for just a minute? For some of you who are running youth programs now, how do you make serving and being active in the CIL exciting to a young adult?

>> CHRISTY: Give them what they want.

(Laughter)

>> AUDIENCE MEMBER: That's right.

>> JUDITH: Give them the things they're interest in. Do you want to talk about that for a minute?

>> CHRISTY: Yeah, give them what they want. Cindy alluded to it this morning that having established peer support meetings or skills training meetings or whatever, when you try to get them to come into the office and do that, it doesn't really work very often.

So, instead, what she has done, and it works statewide for us, is do something fun. You find your wheelchair basketball team in your state. Find your recreational programs in your state that might be run through your rehab centers or something; inclusive tennis and things like that. Find those programs in your state, and collaborate with them and do things like that.

Cindy, tell them about that inclusive tennis clinic you've got going on.

>> CINDY: Okay. Something we started doing is we have it where we get together with a couple of other organizations, collaborate, and we host about a four-hour clinic, and it's not anything strenuous.

We have somebody teaching tennis. We have wheelchairs available. So if you have a disability, you can transfer to that. If you don't have a disability, you just hop into it. Everybody is on the same level.

And then we have lunch. Lunch is provided. So people are talking. People are hanging out. It's a good time. Parents are talking, but they're also seeing their youth be recreational and independent.

>> JUDITH: Good. Super. I hear you saying hanging out and talking. Basically as -- what are we, senior peers -- older allies. There we go. We tend to be -- I watch my clock. I watch my iPhone. I have to be on schedule. Meetings have to be a purpose. And the hanging out and having fun and talking I think is critical. Which means we sometimes kind of need to slow down what we want to happen and just take it at a different pace.

Okay. Other questions?

>> AUDIENCE MEMBER: Okay. For our third one we have, what sort of workplace do we provide to a youth in order for them to contribute to CIL activities?

>> JUDITH: Can you talk about what you meant by that one a little bit?

>> AUDIENCE MEMBER: I think we're thinking more on the scale of office space, like depending on, I guess, what the youth will actually be working on at the CIL as far as activities and stuff. What type of work space?

I think someone came around and kind of touch basis on maybe we can collaborate with certain organizations for them to help office spaces there, maybe, at the schools or wherever it may be for them to actually do their job.

>> JUDITH: So what kind of work space do you have, Cindy?

>> CHRISTY: That was me that came around. And a lot of the centers for Independent Living are small, and there's not a lot of extra space in the center.

So what I suggested was that another means of collaboration would be we want to be included in our communities. And the whole point of working with our youth is so that it's full integration.

So go to your community centers. Go to the local library, where the kids hang out, whatever, and talk to them about giving you some space a couple of days a week, for a few hours, or whatever, as a place for the young people that are working with the center to be able to do some work and have some meetings.

>> JUDITH: And space is often a real issue. Do you have any others?

>> AUDIENCE MEMBER: Yes. We had seven all together.

>> JUDITH: Okay. How about giving me two of your best ones left. I think we can only do five per table.

>> AUDIENCE MEMBER: I'll just go with the next one. What do we set on a age limit? For example, what age limit for a youth do we want to be on the board or something like that?

>> JUDITH: For those of you who have youth on your boards, what age limits do you set?

>> CHRISTY: Our Youth Advisory Council, the age limit is --

>> AUGUSTA: On our Youth Advisory Board, usually the person is coming on when they age of the youth retreat for the advisory board, and that's age 21. They age off of the advisory council on their 31\_st\_ birthday.

Now that's just for the advisory council. So they come on once they age out of participating with the youth retreat, which is between the ages of 14 and 21. That's not to say we don't have anyone younger, but they age off at 30. Our main limitation is that they're not too old, not too young. You can never be too young, but you can be too old.

>> JUDITH: Okay. David, I think you had a comment.

>> DAVID: I was going to say we don't have a separate youth advisory board, but in the state of Minnesota, the age of emancipation is 18. So they have to be at least 18 in order to participate in those legal decision making of a board of directors.

>> JUDITH: If it's a legal decision making board, I would think 18 would be the minimum. And you're right, you need some experience, but you don't want so many years of experience that they're no longer a young adult. I don't know -- do any of you have comments you want to add to that? You do? Okay.

>> AUDIENCE MEMBER: I was just going to mention real quick, April, I know that we welcome 12-year-olds to be on the youth steering committee, I think is what we call it, where you talk about advocacy issues, mentoring issues, all those kinds of things. As young as they want to come, they can come. And it goes up to 30. You do age out.

>> JUDITH: I think the difference is if it's an advisory or work group or steering group versus a legally constituted board, that you might want to look at differences there.

Good question. What's another one?

>> AUDIENCE MEMBER: Our next one will be, how do we help the youth adults manage their schedules in order to fit CIL activities into their busy lives?

>> JUDITH: My guess is you have to find how to make CIL activities fit their schedules. I mean, I think that we talked today earlier about how adaptable things have to be in terms of some during the summer, some after school, some during school, depending on the age they are and what's available.

So those are good questions. I think, do all of you -- I just want to ask a general infrastructure question. Do all of your boards feel comfortable going in the direction of serving more youth? Do they feel good about that?

>> AUDIENCE MEMBER: Yes.

>> JUDITH: Are they willing to commit dollars to that or do they just feel good about it? So I think it's important not just that your upper management but also that you're board kind of buys into this and sees the importance of developing the youth programs.

Thank you very much for your additions. Did we get most of those, Carol?

Core services, group 2. And I'll ask you to pick your best five because we're a little time challenged.

>> AUDIENCE MEMBER: The first question is, do we provide core services through a whole new youth department or do we use existing core services staff that we have now?

>> JUDITH: Excellent. Good question to ask. Next one.

>> AUDIENCE MEMBER: How can core services be user friendly for the youth?

>> JUDITH: Cindy, you want to talk to that?

>> CINDY: I would say apply to the youth needs. Youth need to know information. Youth need advocacy. They need skills training and peer support. So what is that youth needing to be independent? What I always tell my parents is to help them become an independent adult. So focus on that.

>> JUDITH: But odds are you can't just do your core services the way you've been doing them and appeal to youth; is that correct?

>> CINDY: No. You've got to look at the youth needs, and you've got to be able to break it down. You're not going to be talking to an adult. You're going to be talking to youth and parents. So it's going to be totally different.

>> JUDITH: So core services are core services, but the way you get the message across may change.

>> CINDY: Yes.

>> JUDITH: Okay. Go ahead.

>> AUDIENCE MEMBER: Where do we obtain I&Rs specifically for the youth?

>> JUDITH: Is most of your I&R services geared toward adults generally? Quite a bit of it, I would guess. So if you're dealing with someone who's 17, 18 or 19, it may be quite different in terms of what you're looking at for I&R.

>> CHRISTY: Can I suggest -- well, I&R for youth, you're primarily going to be looking at transition services in the school system, if there are any, transition services in vocational services through your department of vocational rehabilitation, which there should be some. It's what they do.

>> AUDIENCE MEMBER: Amen.

>> CHRISTY: There's definitely -- and then Desmeon and I will talk more about this tomorrow. But we also work in our clinics, in some of our health department clinics.

And the information coming regarding -- there's a lot more information there regarding children services under the division of Medicaid, what types of supplies they can get monthly, and all that kind of stuff.

It is a whole different group of questions and information, like you said. We have learned it just because we're working with youth. And it will come -- the questions and answers, the questions will present themselves, and you'll just have to go out and search for the answers.

But I would start with your State Department of Health, number one, through your Title V program and find out what's available for early intervention and maternal and child health.

And then I would go into your schools and determine what's available for transition and talk to your Department of Rehabilitation Services and determine what they're doing for young people in terms of employment and transitioning out of hospital.

>> JUDITH: Good. So you're saying that there are different pieces of information that you're going to look for.

>> CHRISTY: Absolutely.

>> JUDITH: What about Kim and Annie. What have you found?

>> KIM: Is it for our I&R services? Was the question --

>> JUDITH: For transition I&R services.

>> KIM: We partner a lot with different community agencies that specialize in the transition age youth. A lot of the questions that youth with disabilities have are similar to the questions that typical peers have. So we tend to partner --

>> JUDITH: So you look at some of those agencies that are serving typical peers in that age range.

>> KIM: Uh-huh.

>> JUDITH: Richard, I think you had a comment.

>> RICHARD: Oh, just a quick -- I don't want to draw anybody out if they don't want to. But if there are any representatives from VR agencies here, you might have some thoughts about this.

>> AUDIENCE MEMBER: I am a representative. But currently I'm a representative of VR. My name is Joseph Nolan, the Transition Counselor DARS Division for Blind Services in Dallas.

I would suggest partnering with the schools, their transitioning specialists as well, your United Way, your 2-1-1 numbers, certainly your VR staff, depending on what areas they cover, would have different amounts of information. And that's all the information I can think of at the moment.

>> JUDITH: Okay. Thank you. And VR definitely is a partner in this process.

Other questions?

>> AUDIENCE MEMBER: Yes. How do we establish friendship and professional boundaries when working with youth?

>> JUDITH: Is this Augusta signaling yes, she wants to speak?

>> AUGUSTA: We do have issues with the professional boundaries and the friendship boundaries. One of the things you have to make sure is whoever you hire on at your center that they have a true maturity level and they understand how not to cross those boundaries.

A lot of times -- Desmeon is not in the room, but -- oh, he's over there. He gets a lot of crushes. And we are very fortunate that Des is a very respectable young man, and he knows how to stop those boundaries.

Des also knows how -- there's a situation that becomes a little stalker-ish that he knows how to ask for help. And he will come to me and say I need help with this, as I would do with him.

So you're going to have to make sure that you're specialists know how to recognize when those boundaries are being crossed and be able to trust their own instincts and say this is going a little bit too far. This is going beyond peer support or beyond a friendship.

>> JUDITH: And I think those are excellent points because we are looking at having staff that can relate to the youth and understand some of the issues with the youth, but we also need those boundaries. So I guess you're nominated as our expert in residents on setting boundaries and working with girls who have too many crushes on you.

>> AUDIENCE MEMBER: I was going to say that the biggest thing with the youth is when you're young yourself you know Facebook, My Space, all that, is to keep work work and your home life your home life.

Because once you -- even with one person cross over, it becomes that sticky line. I never, ever let anyone on my Facebook that I work with as a consumer because I don't want to put myself into a bad position; whether that's they Facebook me and tell me something is wrong on the weekend, and I feel like I need to react. So I keep myself protected.

>> JUDITH: And we're into a lot of those social media issues which make it even more complicated, especially with this age group.

>> AUDIENCE MEMBER: We've taken this next step where we've consulted with the attorney general in regard to some training that they specifically have designed for security as it relates to minors. So we've done some training with them and with the various staff that we have to ensure that security issues are covered.

>> JUDITH: Where?

>> AUDIENCE MEMBER: I'm from Montana.

>> JUDITH: Okay. Any last questions over at our core services table.

>> AUDIENCE MEMBER: Yes, one more. We had actually ten, but we're only going to do five. So how do we provide core services to youth when the parents aren't supportive?

>> JUDITH: Okay. I don't think we're going to answer that one today. I think we're going to get into a lot of this tomorrow about working effectively with parents. But that is huge issue, and that's something you'll need to address as your CIL goes forward.

Okay. Table 3.

Thank you very much core services. You did great.

(Applause)

>> JUDITH: We've got infrastructure and core services. What else?

>> AUDIENCE MEMBER: When we started talking about community partnerships, we started talking about the solutions, not the questions.

>> JUDITH: Isn't that where we usually go?

>> AUDIENCE MEMBER: So working backwards now like a jeopardy question, it kind of came down to like four areas. And the first one was, where do we find the youth? And that was where we look at the school systems. And we looked at homeschool, organizations, and associations.

And we talked about the (indiscernible) partnerships of Facebook and Twitter and the youth pages and videos, and You Tube, and the things that are now just part of a youth's life that we adult allies are kind of not in the forefront.

The other part was the public policies that promote youth inclusion. And that's where we looked at the SPIL, with the State Planning for Independent Living, and the DVR state plan needing to be inclusive of youth transitioning and youth services, and that we need to keep that focus at that arching level of the state and make sure that's put in there.

>> JUDITH: And I think those are both excellent pieces with both plans to make sure youth are included.

>> AUDIENCE MEMBER: The local legislators and our local government officials need to be aware that youth services are part of the community. The fourth area that we looked at was to increase the accessibility to already established groups rather than make new groups that are disability specific.

So teen centers and youth organizations and boys' clubs and girls' clubs and girls' scouts and boys' scouts and the foster care system and such, how do we get youth involved that come out of those systems but still be integrated?

Lastly, the new partnerships and agreements is to look at community action agencies and to look at the corporate world and disability mentoring day and to look at those places where we need to create new associations with the groups that have kind of side load service, like the homeless coalitions, or in Pennsylvania they have the intermediate unit one special education programs. So how do the community partnerships reach out to these organizations that have traditionally served an eligibility population?

>> JUDITH: I wouldn't have conceptualized it that way. And when you started, I was kind of like, oh, okay. And then that really makes sense how you laid it out to look at it from those different aspects and to include what I call the nonspecialized or the generic service system where you find youth and you find young adults and to reach out across some boundaries where they're serving just distinct populations too. So also looking at your strategic planning. I thought this was great.

You had a comment?

>> AUDIENCE MEMBER: Yeah. There are two other places that I would look. The first would be if you are in an area, usually a metropolitan area that has a children's hospital, and university teaching schools where there may be programs for outreach to autistic or other populations.

>> JUDITH: And we can stop right here and spend a lot of time talking about the emerging population of individuals with autism that are going to be coming to the CILs or looking for services and some of the impacts of that. But we probably need to move on.

Thank you very much. That was great.

(Applause)

>> JUDITH: Okay. Next group.

>> AUDIENCE MEMBER: We were target participants. And our questions are, what is our current capacity to serve the youth program?

>> JUDITH: That is a good question. What is our capacity? You're looking at funding, staff, facilities, innovation, creativity. I mean you're looking at a lot of factors, plus kind of the willingness of your center and your board to jump in and back it.

Go ahead.

>> AUDIENCE MEMBER: The next one is, how do we build the income to support the youth program?

>> JUDITH: Okay. How do you build the income?

>> AUDIENCE MEMBER: Uh-huh.

>> JUDITH: The funding?

>> AUDIENCE MEMBER: The funding to support the youth program.

>> JUDITH: Okay. You borrow money from Dave.

>> AUDIENCE MEMBER: Do you target participants according to their disability based on the needs of your community? Like, for example, if you have a community that has a larger deaf population, like do you target that or not?

>> JUDITH: Or do you just keep it kind of general.

>> AUDIENCE MEMBER: Right.

>> JUDITH: Are most of your youth disability programs kind of across the board disabilities or are they disability specific?

>> CHRISTY: Across the board.

>> JUDITH: Across the board generally.

>> AUDIENCE MEMBER: Can you look to other agencies in the community to find a target audience that are not being served to recruit your youth for your youth program.

>> JUDITH: Uh-huh. Can you link to other agencies. Other agencies may be looking for something to involve these youth in and don't know about you. So they're already there or recruited.

>> AUDIENCE MEMBER: Who in the community is generally underserved to figure out your target audience.

>> JUDITH: Okay. Who is generally underserved. In Utah, I can say, that almost everybody. It's pretty open, yeah, because we have just almost no -- unless you're on a waiver, which is limited, almost no state supported services for adults other than VR and a big waiver, relatively big. So, you know, underserved I think in this population is almost who is the most underserved because almost the whole population is underserved to a degree.

>> AUDIENCE MEMBER: This will probably go with that. What are the populations demographics?

>> JUDITH: And we do know from experience that if youth and young adults are ethnically or racially diverse or linguistically diverse, they are less likely to be served; and have a disabilities, they're less likely to be served.

Great. Those were great. Thank you. Very good.

(Applause)

>> JUDITH: Next group.

>> AUDIENCE MEMBER: We had some similar questions, but we had a lot of different ones. What we came up with is, should we expand our current age range? And talking in our tables, there's different age ranges that people already serve. So that should be a question. Are we too young? Are we too old? Do we need to just change this up a little bit?

The next thing we had is, do teachers need assistance with developing good transition services? You know, those are lacking in some of the schools in the transition activities that they're providing. So we talked about targeting them to do in-service days and things like that.

And another thing that we came up with is, are there services already being used in some areas that can be served in other populations that are underutilized? So, in other words, are some people already getting funding for, like, VR service? So do we use our funds to help those that aren't receiving those VR services or are not eligible for that sort of thing?

How do we target youth that are not in schools? How do we reach that population?

And then one of the other final questions we had was, do parents need assistance?

>> JUDITH: The answer is yes on do the parents, but it's how you provide that assistance and how you assist with the young adults too.

And I think, I often see in schools across the U.S. where as the young adult -- as the adolescents become young adults, that they may technically be still eligible for school but they're kind of gently pushed out. Sometimes not so gently.

And I think there's a lot of reasons for that. But the point is there is a large population out there that once they leave the school, or you know they are, then it's much more difficult to reach them, much more challenging. Very good questions. Thank you.

(Applause)

>> JUDITH: This was the group that had funding; is that right? So they've solved all of our funding problems.

>> AUDIENCE MEMBER: Yes, we did. No, we didn't do solutions.

>> JUDITH: You just asked the questions. No solutions. Okay.

>> AUDIENCE MEMBER: The first thing was similar to this other group. We talked about whether or not there's a need for the services in the community or whether it's a duplication of services.

Next, our Question No. 3, who is running this program for youth services? Our Question No. 4, who will sustain this program? And what are the projected expenses for this program? And how are we funding staff for this program? We also wanted to know what our projected time frames were to launch this program.

And then our question No. 8, do we have funding in place? If not, when will we have funding in place?

>> JUDITH: Good questions. That kind of gets to the bottom line.

One of the things I think that you brought up, which I think is really important, is kind of thinking through this. The question, for instance, do we have staff? Yes, we have staff, but can we take them away from something and have them do something else?

And, in fact, is that a good fit? Because we keep talking about the fact that staff that work with youth have to be able to work with youth, have to have the patience, have to have kind of the skill set to work effectively with youth.

And it doesn't mean a person is a bad staff if they can't do that. It just means you can't kind of force someone to work with youth and young adults and then assume it's going to work if it's not a good fit.

Or are we going to look for money to hire new staff? Typically, we don't fire existing staff, but we just look for money to find new staff. So those kind of basic questions.

The issue about sustainability, I really want to underline. Too often I see a great idea, a little pot of money, and CILs are just incredibly good at taking a little pot of money and, whoa, going with it. But then when that money goes away, what are we going to do to sustain this? And I think it's critical that we talk about youth services being integrated into the service issue provided.

David suggested a sixth core service. So I think we have to think about it as an ongoing process. And maybe we can't do the big, big, piece we like, but we can start with something and do it well and sustain it and then move on.

So great. Thank you very much. And I'm so glad that you didn't say 'and we just want more money.'.

(Applause)

>> JUDITH: Money is part of it, but it's not all of it.

Okay. This group.

>> AUDIENCE MEMBER: We just focused on how to get the money. So one of our questions was, who was getting the Title V funding? With that, though, whoever is getting it, can we work with them? Can we collaborate with them?

And then going with that, if we do collaborate with somebody that's getting a funding that we're looking for, are we working with the same philosophy and making sure we're on the same agenda?

>> JUDITH: Now, can I say something about the Title V money? And I suppose that comes from what Christy said about the children with special health care needs funding.

They, the Title V people, have six big performance majors. One of the performance majors is that children or youth with special health care needs, disabilities, et cetera, they're able to get the supports and services they want in transition when they're transitioning into adulthood.

And of the six performance majors, they get majored about every four our five years nationally. Guess the one that hasn't budged at all in ten years? Transition. Transition is still a huge need.

So when you're talking to your folks from children with special health care needs, your Title V people, know that they're under the gun to figure out how to make transition more effective. And Christy is acknowledging that too.

So it's one of their things they're pushing for, but they're really geared more for younger children, and they kind of struggle sometimes with transition. So you got some good things going in.

Christy.

>> CHRISTY: I think what I would add to that is -- and we talked about that. You have, and I think Centers for Independent Living historically we sometimes maybe sell ourselves short.

We have a very valuable service to offer. And the people who are getting the Title V money in your state, whoever they are, they have that performance measure that they've got to meet.

You guys have the ability to do that. And you have to go to them and prove that to them. You have a very valuable service to offer to help them get their job done in the state of Mississippi, and they should be paying you to do it.

>> JUDITH: Okay. Just tell them Christy said.

Next question.

>> AUDIENCE MEMBER: Do you have anyone in staff that could research or write grants?

>> STUDENT: Good point.

>> AUDIENCE MEMBER: And could we use fee for service?

>> JUDITH: Now that's one that some centers are edging into and some centers have jumped into. But in transition, there's not a lot going on around fee for service, and certainly, theoretically, it could occur.

>> AUDIENCE MEMBER: and then how to grow and develop unrestricted fundraising goals and programs. An example is like an advisory council, inclusion fest, silent auction, those kinds of things.

>> JUDITH: So how to grow those unrestricted funds that allow you the degrees of freedom you need to do things, and I think that's a huge piece. We love grant funds, but we're limited by the rules of the grant funds.

So thank you very much.

(Applause)

>> JUDITH: Okay. Group there, yes.

>> AUDIENCE MEMBER: Actually, I have a question real quick. When it comes to fee for service for youth transition, what avenues can we go down at that aspect?

>> JUDITH: Well, I don't know that we would call them fee for service per se. But I assume there may be -- and I've heard some states that have contracts with rehab. Other states have contracts with work for services. Other states have contracts with schools. Those are some possibilities.

In some places, the parents have the funds, and they want to provide for their son or daughter, but they don't know where to go. But they can actually pay for some of that. So you begin to see a number of variety of things. Some people are considering using sliding scales for some of the services. Again, you've got to be careful with what all your rules are. Don't want to get anybody mad at you.

But on the other hand, there is something -- I will say this. If somebody comes to my door and knocks and says I have a bag of old clothes and I thought of you -- it says a lot, but it's possible -- and here's bag of old clothes. Odds are I would say, oh, thank you so much for thinking about me. I was in the south a long time. I can be nice.

So I would then, take the bag, walk through the house, and put it in the garbage. So if I go to a yard sale and I'm going to have to spend 50 cents. You know, I'll look at every single thing to see if it's worth 50 cents. There's something about having to invest in something that gives it a different value than just being offered at no cost.

And I'm off my soapbox now. But do I think that fee for service, if we think about it thoughtfully and not punitively -- like we're punishing people, you have to pay --that there's something to be said. Because when I feel like I'm putting something in, I'm more likely to hang in there and want to do it.

David is either going to agree with me or disagree with me. I can't tell.

>> DAVID: Actually, I agree, and it underscores one of the points I was making when I was talking. When we go and visit with our legislators and we underscore that ongoing relationship that we have, when I walk into the office to talk with the legislators about continued funding for the Centers for Independent Living, I don't talk about them just I'm here to save you all kinds of money because of the services we provide are going to prevent out-of-home placements, blah, blah, blah. I walk in and I say to them you're good enough to make an investment for Centers for Independent Living. Let me tell you what that investment earned.

Because several years ago, a legislator in Minnesota, who was a business owner as well, and said to me -- he told me that himself. He said, Dave, don't come in here and tell me what you're going to save me. He said everybody who walks through my door and tells me what kind of money they can save me.

He said I own a business. He said when my employees come to me and they say we want to buy a new truck, we want to buy new equipment, I don't ask them what it's going to cost me. I ask them what it's going to earn me. So I said, oh, all right. I hear you. I hear what you're saying. I got it.

So, subsequently, as we developed our future agendas and our current ones now, we go in with the idea of saying let me tell you what that investment earned you in the state of Minnesota. And I can show them that the $2.6 million that they invest in the Centers for Independent Living every year, in Fiscal Year 2011, it provided a return of $12.9 million.

Now, I said to them if you could invest $2.6 million today and you know that a year from now that investment is going to give you a return of $12.9 million, would you make that investment? I would. Of course, I don't have $2.6 million to invest.

When we talk with legislators or other funders, it can be the people you have grants, the people you have contracts with, whatever, you have to frame the conversation differently so that they see that they really are buying something. They really are investing in something. As you said, Judith, there's value. There's value.

>> JUDITH: So there's return on the investment.

>> DAVID: Absolutely.

>> JUDITH: Okay. We had some more questions here.

>> AUDIENCE MEMBER: Regarding staff. The first question, what knowledge, skills, experience, interests, and the level of commitment do our current staff bring to developing youth program?

>> JUDITH: Oh, say that one again slowly so carol can get everything. Excellent one.

>> AUDIENCE MEMBER: What knowledge, skills, experience, interests, and level of commitment do our current staff bring to developing a youth program?

>> JUDITH: Because it's a commitment. It's a commitment to do things differently. It's a commitment to work with a different group. It's a commitment that you have to learn new skills yourself. So that's excellent.

Okay. What's another one?

>> AUDIENCE MEMBER: No. 2, how will the staff reach the youth population to identify leaders for ideas, input, and ongoing development of the program?

>> JUDITH: Okay. It's not just reaching, then, the youth -- read that again, and then I will talk about it.

>> AUDIENCE MEMBER: How will the staff reach the youth population to identify leaders for ideas, input, and ongoing development of the program.

>> JUDITH: So it's reaching the youth, but beyond that it's how do you reach, how do you identify, how do you figure out who the leaders are that will really move up to the next step.

>> AUDIENCE MEMBER: So maybe you'll say how will the staff involve the youth population. Would that be better -- involve, maybe?

>> JUDITH: Could be. I'm just more saying that I think the emphasize -- we've been talking today about reaching youth, getting youth engaged, recruiting youth. But you're taking it one more level up.

It's not just recruiting youth but them looking for the leadership potential, then helping them move up to those work groups or those advisory groups or steering committees or letting them take the lead in more things or helping them organize their own activities and giving them a budget.

Did you want to --

>> CHRISTY: I was just going to say the same thing, that when you hire youth to work within the center, then give them every opportunity to serve on boards and committees and the community and with other agencies and organizations.

Let those agencies and organizations know that your committed enough to ensuring that our youth are served, that you're offering a young staff person to serve on that board or committee in the community, and your leaders will rise to the top pretty quickly.

>> JUDITH: Another thing that I've seen very successful is shadowing. And for some people, for some young adults who shadow, say they shadow Christy for a week. She does a lot. We're tired.

But some of them kind of start thinking through some of the decisions leaders have to make. They start seeing things from a different point of view, and then you're able to then help them move to the next step.

So another very good question. Do you have another one?

AUDIENCE MEMBER: What kind of workshops or trainings are needed for staff to prepare them for working with youth driven leadership programs?

>> JUDITH: Youth driven leadership programs. I love that. So there has to be some training that goes on. What kind of training do you do with your youth, Kim or Annie? I'm sorry, with your staff that work with you.

>> KIM: A lot of staff that work with youth were our youth members. So they've kind of went through the process.

>> JUDITH: So back in the beginning.

>> KIM: Back in the beginning.

>> JUDITH: How did you choose folks to work with the people that are now your --

>> AUDIENCE MEMBER: It was me, and I was a youth back then. I actually started the program 12 years ago. And pretty much, I was a sole member for the first couple of years.

>> JUDITH: And sometimes at some of yours centers it will be a single person that kind of takes it on and grows it.

>> AUDIENCE MEMBER: I was talking to someone earlier. I actually have my original curriculum when it was just me. So if anybody wants to start from the very bare minimums, I have access to that.

>> JUDITH: We do acknowledge now that you're an older ally and having to work through it.

>> AUDIENCE MEMBER: Thanks.

>> JUDITH: And Americorps is the way you got into it.

Okay. Any other questions back there?

>> AUDIENCE MEMBER: Yes, we have two more. The next one is, are the staff prepared to utilize Web-based technology to reach the youth population?

>> JUDITH: Are the staff prepared. Let me make a generalization. The varying degrees of technology competence across CILs varies a whole lot. And some folks are still I can get on the Internet if I'm forced to. Some people check their e-mail twice a week, whether they have to or not.

Other people are really pretty conversant and really in there in terms of technology and all the accommodations and adaptations. If you're going to work with the youth population, you can't ignore technology.

>> CHRISTY: Cindy rose to the top when she called me about two years ago and said, Christy, we really need to be on Facebook. And I said I don't know anything about that. And if you want us to be on Facebook, then you take care of it. And two days later, we had a Facebook page, and she's maintained it ever since.

So, yeah, you're young people that you want to work with, they're a lot more technologically savvy than you are. If you want to reach them, you find a couple of youth that are on Facebook or Twitter or whatever, and ask them to set up your account for you.

>> JUDITH: Okay. Next question.

>> AUDIENCE MEMBER: Final one. Do we have staff who have the ability to develop a volunteer base and contacts within the community beneficial to their program?

>> JUDITH: Okay. A volunteer base and contacts within the community. Remember we said with youth, you're moving into new areas. You're finding new partners. You're finding new alliances. So you can't just be business as usual plus we're adding youth. You're going to have to rethink and redo some things.

Great questions. Have I done all the rest of the groups except this one? Did you notice on your list of things, when you went down, there were six topics. I had a couple of groups do the same topic? Then there's No. 7, and it is called other. So this is our other group. So we're excited to hear what they have to say.

AUDIENCE MEMBER: Well, we feel slightly disappointed in ourselves, actually. So we have the challenging task of other. And Judith walked by and said volunteering and gave a couple of other examples, and we just went with volunteering.

So it kind of continues from the last slide. Our first question was, what type of volunteer opportunities can we provide within our CIL kind of to start that off?

>> JUDITH: Good. That's an inventory. Have you done a recent inventory of where volunteer opportunities are and thought about it very creatively? Because your CIL needs change all the time. And I've often seen people say, well, we have enough volunteers, and then I'll hear the next person over say, yeah, but I can really use some help here. So going back and doing a volunteer inventory would be great.

>> AUDIENCE MEMBER: So the second one is, what specific characteristics are we looking for in a volunteer? So what kind of age level do we want? Skill level? What's their level of commitment? How can we maintain them, the excitement and change throughout the opportunity?

>> JUDITH: And do you have rules in your state about background checks and things like that?

>> AUDIENCE MEMBER: Right. So all those kinds of things. And then, how do we recruit these people and market them and make it worth their while so that they want to fulfill this commitment with us?

>> JUDITH: Volunteering sounds really noble. Getting people to do it may be a different challenge.

>> AUDIENCE MEMBER: Right. And holding on to them.

>> JUDITH: Yeah.

>> AUDIENCE MEMBER: And we can't just let people loose to volunteer. So how will we train them?

>> JUDITH: So training volunteers. So all of these, if you're all working with limited funding, and you want expand or improve your youth programs, the use of volunteers can be very, very critical and very beneficial. But how you do that? That's something you can go back and kind of assess your CIL and look at your possibilities.

So thank all of your for your great suggestions.

(Applause)

>> JUDITH: Now what we're going to do is we're going to take these -- and thank you, Carol, for your skill and talent here. And we're going the take all the questions. We're going to kind of organize them by categories, put them in a little grid, edit them a little, maybe we'll have another idea or two, I don't know.

And then you'll all have a copy of this to take home with you, and it will be available electronically on the wiki. So it will give you good things to discuss. So when your boss says what did you learn at this, you can hold it up.

Okay. End of the day. Everybody survived that activity. I'm going to start over here now. And I want to know on this side of the room -- see I'm not singling out tables. I'm standing in the middle.

So this side of the room, what's your take-home message? What's the one thing you learned today that you think will make a difference. And I'm going to start with, oh, Richard Petty. That was not anticipated, okay?

>> RICHARD: Oh, it definitely wasn't. And I don't really have even just one. But first --

>> JUDITH: We're time limited Richard. So ...

>> RICHARD: Well, I'm sort of like Dave when it comes to that. You'll get the instructions to build a watch and a clock. But from Dave, learning about their collaborations and their contract arrangements.

I have to tell you, as you might have already guessed, that funding is always an interest for me as far as centers are concerned. So what Dave offered as the way that he not only made contacts within the agencies and the schools but how he also made the contacts at the legislative level. So that what Dave was able to do was at multiple levels.

You can say it's a multi-pronged approach to securing funding. And you can see how Christy has done that, and you can see how the Toledo Center has done that also. None of those centers took one approach to funding their program. They have multiple streams, multiple avenues of doing what they do. And none of them neglected the legislative option because that's always going to be an important option for funding. So that's what I learned.

>> JUDITH: And I just want to echo when Dave said keep going back even if they don't give you anything. Keep going back. Be friends. Even if they're sitting on the back, you hope they get reelected. That's the one little caveat. I made lots of friends, and then they lost the election. But keep going back is great.

Darrell, what's your take home for today?

>> DARRELL: I'm not sure I can really summarize that Judith. Having been the person who worked with presenters to put together the presentations, I pretty much knew most of everything they were going to say before I got here. So I think I will decline at this point.

>> JUDITH: Okay. So you've got to a report back to your boss on Monday or Tuesday or sometime. What are you going to tell them? What's your take-away from today on this side of the room? What was something that you're going to remember that you learned that was useful? Okay, microphone. It's hard to do spontaneity and microphones at the same time, I know.

>> AUDIENCE MEMBER: My view regarding the parents is a barrier, I think, has changed a lot and how I will approach them from now on. I really have tried to devise ways to work around them, putting our consumer in the center focus, because I really thought that was ultimately empowering them in doing that. But realizing and hearing about the retreat, which I just -- the retreat really, really stuck with me. I think that idea is just groundbreaking, and it can create a change that will just go on and on and on. So my to approach to parents is much different, going through them in a different way.

>> JUDITH: Great. They're not adversaries. They're allies. And we have to understand they are a permanent part of that individual's life, and we're glad they're there.

Other take-aways? Yes.

>> AUDIENCE MEMBER: We just -- we're monopolizing the whole conversation. We just would like to ask that be reconsidered the older allies verbiage. We're really experienced youth.

(Laughter)

>> JUDITH: Okay. So I think, technically, Cindy and Stacey actually use the term allies. I think we started adding the older allies. She used adult allies. So we now want more experienced youth. Okay.

AUDIENCE MEMBER: No. Experienced allies.

>> JUDITH: Experienced allies. Is that okay? Maybe. We're still not sure.

Other take-aways on this side of the room?

>> STACEY: So this is basic. I've been just really reflective about what youth work actually looks like. So I think about the conversation we were having about boundaries and the I like, I don't like, I want, I don't like piece. And just the reality is that people with disabilities haven't been encouraged or taught to set boundaries.

And so as you hire young people, as you bring youth into leadership, what are all those kinds of things that are going to be popping up for everybody and figuring out how to figure that out in a way that's really community-based. So not just relying on kind of services, models, and things like that.

>> JUDITH: Really good point. The youth don't come already prepared with all the skill sets that we think they should have. In fact, most of the folks you hire don't come with all the skill sets, at least in my recent experience. So I think that's a really good point. Thank you, Stacey.

Other take-aways from today? We'll go to this side of the room if this side is going to be quiet. I want my infrastructure table over here to come up with something. One of you has got to have a take away, I know.

>> AUDIENCE MEMBER: I think it was the youth led advisory councils that I really took away. We have youth services that we deal with, but we don't have it led by the youth. So I think that's one thing I will take back and start implementing ASAP.

>> JUDITH: That youth led advisory council. And, again, it's really involving the youth, not just doing something for them. It's the same thing we argued decades ago about people with disabilities needing to be at the table to lay out what they want, to decide where they wanted to go.

It's the same with youth. Sometimes they'll need a little more support, but it's that same concept. They need to be moving into that leadership, moving into responsibility, owning this, not just being the recipient.

Other take-aways today? Three more take-aways, and you can go. How bad do you want to get out?

>> AUDIENCE MEMBER: I have two. One of them was implementing the Americorps program to support your youth. And then the other one was the presentation that involved the skits. I don't know exactly what the term was, but they had skits that were based around People First Language and things like that in a way to advocate and to, you know, make awareness in the community.

>> JUDITH: What they were doing in schools. Okay. Great.

>> AUDIENCE MEMBER: Yeah. I thought that was really cool.

>> JUDITH: Okay. Other take-aways? I'm a teacher. I can stare you down.

>> AUDIENCE MEMBER: There are 75 take-aways. People to network with, ask questions, and problem solve.

>> JUDITH: Okay. So you have your participant list, and you will have already a network of experience, a network of people who have tried it, a network of people with ideas.

Now, remember, if you didn't correct your e-mail on here or your phone number, I'll have it out at the registration desk. I would like everyone to be able to have it corrected so we can post that, have all that available for you. But you do have a great resource.

I have really enjoyed -- whoops. Richard decided to say something again.

>> RICHARD: Just one more take-away, and that is that I think some very different ways of looking at roles to support youth and the IEP process, how to support the youth themselves, ways of working directly with the school system in what sounds like a positive way, but in very much a way that doesn't neglect the rights of the youth, or really keeps that in the forefront is a better way to say that. And I think there is probably some work that we'd like to do in ILRU and to help unpack that more at some point in the future.

>> JUDITH: And I certainly think the IEP issue came up a lot today and is a critical issue.

So your next point on the agenda is a reception. So free food Richard; is that right? Free drinks or free food?

>> RICHARD: We have free food, and we should have -- I hope I'm right about this, but we have free nonalcoholic drinks. If you're going to have booze, you have to buy it. We have a cash bar. So...

>> JUDITH: We have one more comment here.

>> AUDIENCE MEMBER: I was just going to say that the hospitality was lovely, and most of us are walking away with lots of extra calories. Thank you.

>> JUDITH: Well, and it's beautiful to walk.

Well, we'll see you then at 5:30 back in this room for the reception. Thank you.

(Applause)