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Get to the Core of It: Integrating CIL Core Services for a Holistic Consumer Experience

Day 2 Review

May 3, 2018
Tempe, AZ

Post-It Feedback: Day 2

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Get to the Core of It: Integrating CIL Core Services for a Holistic Consumer Experience

Implementing or Strengthening Effective Core Services in Peer Support : Ability 360's Example

Presenters:

Amina Donna Kruck
April Reed

May 3, 2018
Tempe, AZ

Definition of Volunteer Peer Mentor Program

- An organized Volunteer Peer Mentor Program trains and supervises volunteers who act as role models and coaches for others with disabilities.
 - This does not include part-time staff, or paid Independent Living Specialists or Advocates.

National Glimpse 2008* –



Programs vary from Center to Center

- In a 2008 CIL-NET survey, 61.3% of the respondents stated that they offered an organized peer mentor program.
- 53.7 % stated they had a formal training program/curriculum for their peer mentors.
- 38.7% respondents indicated they do NOT have an organized peer support program, and of that group, 53.2% said they once DID have organized program but found it difficult to maintain.

Hopefully this has improved over the last 10 years and several IL-NET Volunteer Peer Mentoring Program trainings! Ability360 has mentored and provided technical assistance to many CILs over the last 10 years.

*Stats from CIL-NET, December 2008, *Peer Support Services in Centers for Independent Living*

Overview of Peer Mentoring

- Peer Support is at the heart of the Independent Living movement.
- It is core to IL philosophy, values, and service model.
- Mentors work with anyone who is adapting to living with a disability or seeking to increase their independence.
- Peer mentors can utilize their own personal experience living with a disability to empower others in reaching their independent living goals.
- We know it works.

Why a Peer Mentor Program at Ability360?

- Began in 1990.
- Justification for the program
 - Ability360 had a large service area with few staff – don't we all?
 - We knew consumers and community members who had untapped knowledge and resources that they could share with others.
 - CIL leadership had utilized a peer mentor and found it a beneficial experience.

Peer Mentor Program Today

- Ability360 Peer Mentor Program today:
 - 50 active mentors who volunteered over 1500 hours during FY 16-17.
 - Some of the mentors, along with other volunteers, provided an additional 8500 hours of technical and clerical support to Ability360 programs.

Volunteer Peer Mentor Program Goals



- Provide qualified peer mentors to teach independent living skills and offer peer support.
- Support Ability360 consumers in reaching their independent living goals.
- Support Ability360 staff and programs.
- Increase leadership within the disability community.

Who Coordinates Ability360's Service?



- **Ability360 designated a full time staff person.**
 - Effective Volunteer Coordinator qualities.
 - Funded by Rehab Act DOA Part C funds.
- **The Volunteer Coordinator coordinates the Peer Mentor Program.**
 - Responsible for the recruitment, orientation, and training of mentors.
 - Makes matches.
 - Conducts program evaluations.
 - Volunteer support and recognition.

Who are Ability360 Mentors?

- Individuals with disabilities who:
 - Are already living independently.
 - Are integrated into the community.
 - Have a desire to help others do the same.
 - Have skills, experience, or expertise to share.
- Peer Mentors are NOT, nor do they try to be, medical professionals, counselors, or therapists.

Ability360 – Paid or Volunteer?

- Ability360 believes that mentors should be volunteers for several reasons:
 - May mean more to the mentee if their mentor is someone who chooses to be with them.
 - Mentors being there voluntarily helps to contradict the disempowering role of “patient” many mentees experience.
 - Mentors can be available to the mentee more than business hours (evenings and weekends).

Who are Ability360 mentees?

- Individuals with disabilities who:
 - Are Ability360 consumers, working one-on-one with an Ability360 staff on their goals, and have a Consumer Service Record (CSR).

Not every Ability360 consumer is referred to participate in the Peer Mentor Program. Consumers must be ready and committed to full participation with a mentor.

What do Ability360 Mentors Do?

- Work with Ability360 consumers who are adapting to a disability, learning new skills that will increase their independence and community involvement.
- Have regular contact with a mentee.
 - Mentors must agree to be in touch with a mentee a minimum of two times a month.

What do Ability360 Mentors Do?, cont'd.



- Teach specific Independent Living skills.
 - Budgeting, using public transportation, increasing self-esteem.
 - Role model and teach self-advocacy skills.
- Assist in finding and connecting to community resources.
- Provide support and encouragement.
- Advocate with service providers.

Additional Ability360 Peer Mentor Volunteer Opportunities

- Peer Mentor Volunteers participate in a variety of other capacities:
 - Disability Awareness Presentations
 - Group Mentoring Sessions
 - Group Volunteer Activities
 - Community Advocacy

Barriers to Mentor Program

- Inappropriate referrals
- Making effective matches
- Role of the mentor
- Inappropriate behavior of mentors or mentees
- On-going need for new mentors

Additional Barriers to Program

- Many Centers find it difficult to secure funding for needed dedicated staff to coordinate program.
- Service area
 - Rural area
 - Technology
 - Transportation

Taking on Barriers

- These barriers seem to be common among Centers offering peer mentoring services.
- Many of these barriers can be addressed by the core program components you develop.

Effective Volunteer Peer Support Program Components



- Recruitment
- Mentor qualifications
- Mentor training
- Mentor supervision
- Mentor recognition
- Program evaluation

Ability360 Mentor Recruitment

- Ongoing outreach for new mentors is important in maintaining a diverse and active mentor list.
 - Volunteers call us.
 - Agency newsletter articles, local publications, and community outreach presentations
 - Referrals from Center staff
 - Consumers who received mentoring volunteer to give back what they received.
- **Mentor Recruitment Tip** – Tap into those advocacy and transportation leaders in your community.

Ability360 Mentee Recruitment

- Mentees are Ability360 consumers, already working with an Ability360 staff person, and they must:
 - Complete Consumer Request for a Peer Mentor form.
 - Have an identified Independent Living goal to work on with their mentor.
 - Sign a confidentiality release specific to the PM Program.
- **Mentee Recruitment Tip** – an application and screening tool helps ensure that the individual is appropriate for mentoring services and provides the mentor information on the mentee's needs

Ability360 Peer Mentor Qualifications



- Peer mentors must:
 - Be 18 years or older.
 - Complete an application and provide three character references.
 - Complete a phone or in-person interview with the Volunteer Coordinator.

Ability360 Peer Mentor Qualifications, cont'd.



Mentor Rules and Guidelines Form

- Mentor must sign at Peer Mentor Training class agreeing to—
 - Maintain consumer confidentiality.
 - Report any consumer suicidal or homicidal thoughts or suspicion of abuse.
 - Maintain proper mentor/friendship relationship (do not date the mentee).

Ability360 Peer Mentor Qualifications

cont'd.2



- Fingerprint Clearance
 - Mentors must sign a Criminal Self-Disclosure form indicating he/she has no felony convictions.
 - Mentors must successfully complete a finger print clearance.

Peer Mentor Qualification Tip

- Have your application and other forms in place before you start recruiting.
 - What characteristics are important for a mentor to have?
 - Writing your Rules and Guidelines policy first will help you focus on what skills and abilities your mentors should exhibit.

Ability360 Peer Mentor Orientation and Training



- Two day Peer Mentor Training Class
 - Held twice a year.
 - Mandatory for all mentors.
 - Staff assist the Volunteer Coordinator in presenting the curriculum.
 - Individual orientation flexibility to meet need.

Ability360 Peer Mentor Volunteer Orientation and Training Content



- Participants get to meet each other and learn why others are interested in mentoring.
- Peer mentor panel – current mentors share their mentoring experiences and answer questions.
- Participants receive a training manual.

Ability360 Volunteer Orientation and Training – IL Philosophy



- Though most participants have a disability, many are unfamiliar with disabilities other than their own, Independent Living Philosophy, People First Language and etc.
 - This must be provided in the training in addition to the information on mentoring.

Ability360 Orientation and Training – Crisis Intervention



Crisis Intervention or “Pass the Buck” policy describes the Ability360 **Volunteer Duty to Report** Policy

- Peer Mentors are required to notify the Volunteer Coordinator immediately about any expressions of threat to self (suicidal) or threat to others (homicidal). If supervisor cannot be reached immediately, volunteer will seek out another Ability360 supervisor to report the incident.

Ability360 Volunteer Orientation and Training – Duty to Report



- Volunteer Duty to Report Policy Form
 - Outlines requirements for the mentors if their mentee reports feeling suicidal, homicidal, or reports any incidents of abuse.
 - Volunteer must sign the Volunteer Duty to Report form at Peer Mentor Training.

Peer Mentor Training Manual

- Ability360 Programs
- Adaptation to Disability
- Disability Liberation and Awareness
- Self-Advocacy
- Language and Etiquette
- Goal Planning
- Helping vs. Dependency

Ongoing Training and Development

- Follow-up training opportunities include:
 - Self-advocacy, legislative advocacy, and community resource workshops, or Disability Liberation/ Attitudinal Barriers workshop.
- Volunteer Coordinator does one-on-one training with mentors as needed.
 - Mentor learning about a new disability, or community resource.
 - Coaching mentees through challenging situations.

Training & Orientation Tips

- **Use the training as opportunity** to get to know the mentors better and make sure they are good fit for your program.
- **Provide a manual** that mentors can refer to at anytime after the training. The manual helps set the expectations for the mentors.
- **Don't be afraid** to train mentors on the hard topics (i.e., crisis intervention, liability).
- **Volunteers need to know who you are and what you believe.** Devote part of your training to teaching IL philosophy, disability history, and the core programs.

Peer Mentor Supervision

Mentors need to be treated individually.

- Some need little supervision.
- Others are just one step ahead of their mentee.
- Some mentors do not like to work one-on-one but really enjoy community advocacy.
 - Many enjoy participating in Disability Awareness Presentations or Group Mentoring Sessions.
 - We have a monthly mentoring group that mentors help coordinate and pick topics.
 - Helps provide support to mentors, ongoing education and sometimes a place for mentors and mentees to meet each other.

Peer Mentor Supervision, cont'd.

- The Volunteer Coordinator is the primary contact and support for all the mentors.
 - It is critical that mentors feel comfortable contacting the coordinator with any questions or concerns.
 - Mentors stay active longer if they have a trusting, interactive relationship with the coordinator.

Peer Mentor Program Supervision

- **Document** mentor/mentee contact and progress of match and work on mentee's goals.
- **Track volunteer hours** which can be used as in-kind donations for purposes of program funding matches.
- **Meet regularly with referring staff** to maintain open communication and ensure that staff understand the role of the peer mentors, and that staff mentee referrals are appropriate.

Peer Mentor Program Evaluation,



cont'd.

- **Evaluation surveys** are typically conducted at one, three, and six months from the date of the initial meeting.
- **Division of responsibility:** The Volunteer Coordinator manages mentor evaluations and referring staff manage mentee evaluations.
- **Consistency:** Effectiveness of program relies on consistent evaluation of both the mentor and mentees' experiences.

⇒ **Evaluation Tip** - In your evaluation forms include questions about the quality of the match and the overall effectiveness of the program.

Volunteer Peer Mentor Recognition

- **Value celebrating and recognizing accomplishments!**
 - Ability360 holds an annual holiday event in December for mentors and mentees.
 - The “Spirit of Ability360” Awards reception honors peer mentor volunteers.
 - Feature mentor/mentee stories in agency publications.

⇒ **Recognition Tips** - Doesn't need to be expensive or a significant amount of staff time to plan. Mentors really appreciate the thought.

Benefits of Mentoring to Mentors

- Mentors report satisfaction:
 - From being able to “give back.”
 - Benefiting by increasing their own advocacy skills, awareness of community resources, leadership skills, sense of community, knowledge of civil rights and self-esteem.
 - Often set new personal goals like community volunteerism, employment, education, etc..

Benefits of Mentoring to Mentees

- Don't have to start from scratch or re-invent the wheel.
- Offers of hope, support, knowledge, and resources.
- Achievement of Independent Living Goals.
- Increases self-confidence and self-esteem.
- Mentees often become Mentors.

Benefits of Mentoring to Community

- Mentors and mentees often go on to contribute to the community at large by:
 - Volunteering
 - Continuing education
 - Finding employment
 - Increasing their disability advocacy

Peer Support Resources

- Building an Effective Peer Support Program: A Proven Volunteer Model (recorded video modules) - <http://www.ilru.org/training/building-effective-peer-support-program-proven-volunteer-model>
- Developing an Effective Peer Support Program in CILs (RapidCourse tutorial) - www.ilru.org/training/core-services-for-centers-for-independent-living-series
- Get to the Core of It: Peer Support – A Proven Volunteer Model (recorded webinar) - <http://www.ilru.org/topics/peer-counseling-peer-support>
- ABIL (Ability360) Peer Mentor Training Manual - <http://www.ilru.org/resources-cil-core-services>

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Get to the Core of It: Integrating CIL Core Services for a Holistic Consumer Experience

Implementing or Strengthening Effective Core Services in IL Skills Training

Presenters:

**Darrel Christenson
Amina Donna Kruck**

**May 3, 2018
Tempe, AZ**

Adult Learning and Instructional Design

Amina Kruck

Did You Know?

- Adults retain approximately...
 - 10% of what they see
 - 30%-40% of what they see *and* hear
 - **90% of what they see, hear, *and* do.**

Adult Learning Styles

- Adults have the capability to learn via all styles, but are usually dominant in one
 - Visual Learners
 - Auditory Learners
 - Tactile or Kinesthetic Learners
- Know your own learning style so you can more purposefully vary your learning lessons.

Visual Learners - “Show me!”

- Learn by looking, seeing, viewing, and watching.
- They love graphs, diagrams, and illustrations.
- Often sit in the front to avoid visual obstructions and to watch you, the instructor.
- Tend to take detailed notes to absorb information.
- Provide, write on the white board, and use phrases like, “Do you see how this works?”

Auditory Learners - “Tell me!”

- Learn by listening, hearing, and speaking.
- They pay close attention to the sound of your voice and all of its subtle messages.
- Tend to actively participate in discussions.
- Learn best through lectures, discussions, and brainstorming.
- Speak clearly, ask questions to engage them, and use phrases like, “How does that sound to you?”

Tactile/Kinesthetic Learners

“Let me do it!”

- Need to physically do something to understand it.
- They trust their feelings and emotions about what they’re learning and how you’re teaching it.
- They want to actually touch what they’re learning.
- They need activity and exploration. Difficulty sitting for long periods.
- Will get up and volunteer to help you. Like role playing.
- Involve them, allow them to practice what they’re learning, and use phrases like, “How do you feel about that?”

Adult Learning Principles

- Malcolm Knowles (1913-1997), developed a set of core adult learning principles.
- Create a cooperative learning environment with a climate of mutual trust and mutual expectations.
- **Training for adults needs to be**
 - **Relevant**
 - **Motivational**
 - **Interactive**

Relevance – “What’s in it for me?”

- Adults must see a reason for learning something and the learning must be applicable to their lives, work, or other responsibilities in order for it to have value.
- Adults want to apply what they are learning immediately.
- Help them see the benefits and the costs of not learning.

Relevance

- Demonstrate through
 - Practical application
 - Problem-solving activities
 - Action plans

Self-Direction

- Your role is more as a facilitator, guiding consumers to their own knowledge rather than supplying them with all of the facts.
- Make it interactive.
- Give them responsibility and choices.
- Opportunities to assess their own learning.
- Allow them to discover things on their own.

Respect and Value their Experience

- Connect learning with their own experiences.
- Allow opportunities to practice new skills.
- Students are a resource for each other.
 - Incorporate peer-mentoring by pairing up those with more experience with less those knowledgeable.
- Show them role models - bring in community speakers with disabilities.

Incorporate Self Awareness

- Experience also serves as a source of an adult's self-identity.
- The consumer may come into a learning situation with biases from past experiences that go unrecognized.
 - Take the time to address any erroneous or preconceived ideas that come up.

Remember – They are here by choice!

- They must be actively involved in their learning, not just passively listening.
 - Give them time to process what they are learning and how it fits with their experience and feelings.
 - Break up and do periodic “Think and Listen” dyads so they can process what they are learning (thinking and feeling).
- Note: learning is not just a mental process. Information is often taken in with emotional connections.

Time

- Get to know your audience.
- Adults are busy with many responsibilities.
- Respect their time.
- Make learning convenient.
- Don't place unmanageable burdens on them, i.e., too much "homework."
- Provide info in manageable chunks.

Task Centered Learning

- Task Centered measurable learning goals.
- Have clear expectations and learning outcomes.
- Break it down into steps – does one thing need to come before the other?
- Identify skills needed to perform the task.

Example: Goal is to join a board or government commission



- Steps:
 - Identify what you have to offer (1.e., interest, experience, connections, etc.)
 - Identify the organization
 - Get to know the organization
- Skills:
 - Understand Robert's Rules of Order
 - Networking
 - Self advocacy/ communication
 - Background in disability history, culture and civil rights

- Introduce interactivity wherever possible into your instruction including.
 - case studies
 - brainstorming exercises
 - facilitated discussions
 - role plays
 - problem-solving
- Check in to see if they are understanding

Cognitive Accessibility

Cognitive accessibility is the practice of ensuring that content is accessible to everyone, including people with cognitive or intellectual disabilities.

- Plain language, or “easy English,” is the practice of saying things clearly and directly.
 - Does not involve simplifying concepts or content.
 - Does convey that information as directly as possible.
 - Reading level — Aim for a 5th-8th grade.
 - Avoid acronyms and jargon. At minimum provide a living glossary of common terms throughout your presentation.

Structuring Information

- **Big-to-small structure or “whole-to-parts”**
 - Begin with a broad concept and then slowly break that concept down into its component details.
 - After all the details have been examined, you re-integrate them into the unifying concept.
- This helps consumers see how individual pieces of a skill or policy fit together.

Structuring Information

- **Build on what is known**
 - Tie new information to previously learned topics as you follow a logical progression.
 - Build your presentation of information incrementally.
 - Refer back frequently to previous stages and underlying concepts.

Structuring Information, cont'd.

- **Visual supports**
 - Illustrating key concepts is helpful.
 - Use pictures, symbols, photos, or other images to supplement text, when appropriate.

Cartoon called "Progress" has a person sitting in front of a hangman on a guillotine and that has a ramp. By SH Chambers, July 1997



MOUTH July/August 1997 p. 6

Cartoon called "The Victim Channel." A TV screen with a weather woman pointing to clouds with rain and a number 35 and the caption reads" The weather today will be really unfair." By SH Chambers



Goal Development

- The purpose of setting goals is for consumers to identify what outcomes they want.
- Empowering: creating accountability, ownership, and investment on the part of the consumer.
- With skill instruction, best practices include setting and writing goals that are clear to all parties if or when goals have been met.
- Easy to measure

Transportation Goal Example

- “Consumer will master taking the bus to and from desired destinations.”
- Better: “Consumer will master taking the bus from the corner of Market and 1st to the corner of Market and 24th.”

Housing Goal Example

- Good examples – easy to measure:
 - “Consumer will get her name on the Park City Section 8 waitlist.”
 - “Consumer will secure housing within 200 feet of a subway station.”
- “Consumer will secure safe, affordable, accessible housing” – harder to measure.
 - Sometimes this is as specific as the consumer is able to be. Then they will have to define when the goal is achieved or update the goal when they can be more specific.

IL Skills Training

Darrel Christenson

IL Skills Instruction

- One-on-one and / or group instruction.
- I&Rs and other services can be good sources for IL Skills instruction.
- Additional ILS consumers = more Consumer Service Records (CSRs) = more \$\$\$\$.
- Referrals can come from person, family, agencies etc.
- Meetings can be in their home, at the office, in the community – depends on person, needs, capacity.
- Be safe and in appropriate place for meetings.

IL Skills Instruction, cont'd.

- 1:1 work reaches the person “where they are at.”
- Group instruction can save staff time / travel, etc.
- Both can complement one another.

Some Useful IL Skills

- Goal setting
- Self-advocacy
- Financial Management
- Home safety
- Assertiveness vs. aggressiveness
- Socialization / Relationships / interpersonal skills
- Stress management
- Sexuality
- Nutrition / cooking skills etc.
- Attendant management
- Using public transportation

Group Instruction and Peer Mentoring



- Group classes allow for Peer Mentoring to happen organically.

Learning Skills in the Community

- Plan an outing. The trip will utilize multiple skills such as planning the trip, travel skills, money management, communication skills, establishing a comfort level of being out and about.
- Gives the IL Specialist a chance to support the individual and assess what skills need to be taught.

Teaching IL Skills

Utilize situations that arise organically as much as possible.

- Prioritize with the individual which skills she or he would like to learn first. Utilize open-ended questions and formalized checklists.
- Acknowledge that the skills you want to teach may not match up to what the person wants to learn.
- Teach in the moment when you don't have the luxury to prioritize.
 - As the needed skills become obvious, take the time to teach or re-teach the skills.

IL Skills and Self-Advocacy

- IL Skills Training and learning to be a self advocate fit hand-in-glove.
- Provide the consumer with support in making their own phone calls, writing emails, etc. for resolving personal situations. Use application processes and snafus with benefits, housing applications, etc. as teachable moments.
- Support them in arranging their own transportation.
- Encourage and guide the person in registering to vote.
- Connect the dots to becoming a peer advocate and getting involved in systems advocacy.

Natural Connection to Transition and Diversion



- IL skills are usually not taught and are often lost in an institution.
- Some people are fast tracked to an institution because they are perceived to not have the skills to live independently.
- Not only do we assist the person getting out of the institution, partly through developing IL skills to live in the community, but by building IL skills, we can help individuals avoid re-institutionalization or going into an institution in the first place.

IL Skills Program Evaluations

- 1:1 and group program evaluations
- How do you measure your success?
- Not simply # of classes or # of attendees or # of consumers.
- Simplify survey questionnaire so consumer understands.
- What is being asked: How has the service increased your level of independence?

IL Skills Training Resources

- Independent Living Skills Training for Transition to the Community (recorded webinar) - <http://www.ilru.org/training/independent-living-skills-training-for-transition-community>
- Independent Living Skills Training for CILs (RapidCourse tutorial) - <http://www.ilru.org/training/core-services-for-centers-for-independent-living-series>

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Get to the Core of It: Integrating CIL Core Services for a Holistic Consumer Experience

Lunch Presentation

**Presenter:
TBD**

**May 3, 2018
Tempe, AZ**

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Get to the Core of It: Integrating CIL Core Services for a Holistic Consumer Experience

*Seamlessly Integrating Serving Youth in Transition
into Core Services*

Presenters:
Kimberly Tissot
Charlie Walters

May 3, 2018
Tempe, AZ

Services to Youth in Transition Defined

- Facilitate the transition of youth who are individuals with significant disabilities, who were eligible for individualized education programs under section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)), and who have completed their secondary education or otherwise left school, to postsecondary life.
- WIOA age range is "...not younger than 14 years of age; and is not older than 24 years of age."

Services to Youth in Transition Defined



- Youth who meet these definitions are a population (category), not a service. Any of the CIL's services may be provided to someone who meets these definitions. It's about how you categorize the person and report it, not about the services you provide.
- When serving individuals who are pre-school, currently attending secondary education, or have passed the age of 24, these individuals are not categorized as being youth in transition in the program performance report (704 Report). They are reported as receiving the other core services. It's a reporting issue, not a service issue!

Able South Carolina

- A South Carolina Center for Independent Living with a 23-county serving area
- Most of our youth programs allow us to work statewide
- Our focus is to provide one-on-one services & changing the culture around disability via advocacy and collaboration
- 47 staff members
- Over 30 funding sources



Youth Served

Youth-driven IL now accounts for the majority of the services provided

- 2017: 867 between the ages of 5-24 (62%)
 - 2016: 696 between the ages of 5-24 (56%)
 - 2015: 713 between the ages of 5-24 (59%)
 - 2014: 157 between the ages 5-24 (26%)
 - 2013: 135 between the ages 5-24 (21%)
-
- Transition (IDEA) vs. Youth Transition (CILs)
 - Serving youth while in school is the foundation for providing programming for Youth in Transition.

Our Foundation for Youth Transition

- The value of original core services to youth in transition runs deep.
- What is needed to ensure those services are offered, expanded, and tailored to all youth in transition?
 - Leadership buy-in
 - Staff expertise on the context of youth transition (WIOA, IDEA, HCBS Final Rule, best practice, etc.)
 - Youth with disabilities driving programs.
 - Purposeful synergy between programs as expansion occurs.
 - Relationship building and involvement in transition at every turn.

EQUIP

A leadership program for youth (age 13-28).

- Run by young adults.
 - Funding to bring standout leaders on staff.
- Peer to peer skill development in self-advocacy, communication, and related skills.
- Reached 8,000+ youth and other community members last year.
- Stakeholders
- Foundational component of other youth programs.
 - Developing youth expertise in IL



Multiple Components

- Regional and online monthly “hangouts” (6 regional, 1 online)
- Summer Series
- Professional development and mentorship for leaders
- Service on boards and committees
- Training for families, professionals, and other youth



EQUIP, cont'd. 2

\$113,500/Annually - SC DD Council, PTI, and SPIL

- Run by young adults for young adults
- EQUIP Stakeholders Group with 15 partners
- 1 Full-Time Coordinator, 6 part-time staff, 15 paid youth leaders
- FCSC pays \$26,000; SPIL provides \$14,500



Youth Leadership Forum

- The SC YLF is open to young adults with any type of disability who are juniors, seniors, or recent high school graduates.
 - 4 day, 3 night leadership experience.
 - Collaborates with multiple agencies to assist with recruitment, staffing, etc.
 - 25 youth with disabilities attend the Forum.
 - SC YLF Alumni Association
 - Forum run and led by a majority of youth with disabilities.



Youth Leadership Forum, cont'd.

- Connects with legislators and experiences public transportation.
- Speakers within the disability community.
- Self-Advocacy, leadership, employment, mentoring, confidence building.
- History of SC YLF with parent organization; transitioned to Able SC 3 years ago.



Youth Leadership Forum, cont'd. 2

\$50,000/Annually — SC DD Council

- Planning committee made up of professionals & peers.
- 1 part-time Coordinator, 11 part-time staff, EQUIP Leaders.
- Partners with the SC CIL Network for YLF event staffing.



Mapping Your Future and Empowering a Future

- Statewide transition conferences
 - One day for educators, VR staff and transition professionals; the second day for family and youth.
 - Focuses on empowerment, disability rights, community resources that promote independence, successful transition stories, and raising expectations.
 - Collaborate with P&A, FCSC, DOE, TASC, I'm Determined.
 - Mapping Your Future was SC's first transition conference in 2013.



Mapping Your Future and Empowering a Future, cont'd.

\$30,000/Annually - SC DOE + Sponsor Support

- 5 part-time staff
- Statewide



Pre-Employment Transition Services



- Equips students with the tools and confidence to be successful as they get ready for life after high school
- Work-Readiness Training
- Self Advocacy
- Career Exploration
- Post-Secondary/High Education Exploration
- Funding by SC Commission for the Blind, not our state's VR



Pre-Employment Transition Services, cont'd.



\$325,000/Annually - SC Commission for the Blind

- 2 part-time Coordinators (midlands/upstate), 10 PT Program Staff
- Funding by SC Commission for the Blind (not our state's VR)
- Other CILs participate



SC Employment First Initiative



- 1. Equip high school students, and those who recently exited, to enter competitive employment**
 - Establish procedures for collecting student employment data.
 - Implement an employment model and peer mentoring program based on current successful practices.
 - Initiate a social media campaign to engage youth discussion regarding disability in employment.
- 2. Accomplish cross-system implementation of Employment First principles**
 - Instill Employment First training across service systems.
 - Launch a statewide campaign to improve community perception of disability in employment.



3. Conduct benefits trainings to dispel myths regarding working and benefits

- Provide supports for employers to promote hiring and retention of persons with disabilities.
- Offer employer trainings about best practices in inclusive employment.
- Implement a targeted campaign to improve employer perceptions of disability.
- Publish a listing of supports for employers.
- Host an employer summit to promote inclusive workforce development.



SC Employment First Initiative, cont'd. 2



\$250,000/annually - Administration on Community Living

- 1 full-time Director of Employment, 10 part-time staff
- Subcontracts with SC CILs
- Partners with SCVRD, DOE, USC UCEDD, P&A, DDC, SCCB, DEW, FCSC, WOIL, AA, & DDSN

SC Parent Training and Information (PTI) Center—Family Connection of SC

PTIs are parent-led organizations

- Able SC implements the youth component of the PTI grant.
 - Provide self-advocacy training.
 - Provide IL skills to youth.
 - Provide training to parents re: disability rights/self advocacy.
 - Co-facilitate parent/youth advisory council.
 - Free to Be Me.
- Provide TA for parents WITH disabilities.

SC Parent Training and Information Center (PTI)



\$26,000/Annually - Family Connection of SC (SC's PTI)

- Assists with funding EQUIP
- 7 part-time program staff
- Assisted in the process of writing this grant
- New PTI

Able SC is actively involved with several school districts in South Carolina.

- We provide disability pride, self-advocacy, employment and independent living skill-building opportunities through engaging, interactive activities and discussion with peer mentors in the classroom.

* Promote independent living, disability awareness, inclusion in general education classes, self advocacy, peer mentoring, and collaboration among agencies (I&R)

*** Success after high school for youth is directly linked to the above services. CIL services help bridge the research to practice gap!**

One-to-One Youth Skill Building

- Our Independent Living Specialists work one on one with young adults throughout the Midlands and Upstate on consumer-directed independent living goals, such as directing their own IEP, employment preparation, cooking, budgeting, securing transportation and affordable housing, and much more.
- We have youth-focused independent living specialists.

School Visits, cont'd.



\$70,000/Annually - SC DOE

- 4 part-time staff members
- Changes the culture in schools
- Works closely with the SC Department of Education

SC Supported Decision Making Project

- Inform individuals and families about their options, including using a combination of supports (like representative payee, Power of Attorney, Able Savings accounts, etc.), and assist individuals and their families with creating and implementing a Supported Decision Making agreement.
- Goal is to prevent unnecessary guardianships which strips individuals of their rights and independence.



SC Supported Decision Making Project, cont'd.

\$23,000/Annually - SC DD Council

- Provides outreach/statewide resources
- 4 part-time staff
- Subcontracts with Protection & Advocacy, Parent Training & Information, and Arc of SC



Work Incentive Planning and Assistance (WIPA)



- Benefits Counseling—a transition essential!
- For individuals ages 14 - full retirement age, who receive or are entitled to SSA benefits, typically Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI).
- The services include: A review of the individual's benefits; Discussion of current and future impact of employment; Comprehensive written outline of options available to support informed choice.
- Youth focus and collaboration with schools and transition professionals.

Work Incentives Planning and Assistance, cont'd.

\$155,000/Annually - WIPA Grant

- Provide work-incentive trainings/ youth focused
- 3 full-time staff, 2 part-time staff
- Subcontractor with the state's WIPA lead, Walton Options (CIL)
- Provides outreach to educators

Community Leadership Academy (CLA)



- Training in leadership and professionalism towards serving on boards, committees, and other community roles.
- Teaches individuals how to use their voice on boards, committees, and councils (i.e. ADA, inclusion, disability awareness).

Professional Development/Technical Assistance



- Empowering a Future.
- Technical assistance for professionals in Supported Decision Making, Student-Led IEPs, Disability Sensitivity, and Disability Rights.
- Providing consultation regarding the accessibility of school buildings, including playgrounds.
- Serve on transition teams via TASC.
- Fee for service.
- All Able SC staff are required to get 18 hours of professional development to increase knowledge.

ALL other Able SC services are inclusive to youth!

Other Able SC Transition Programming



Southeast ADA Center – State Affiliate

- Develops disability rights training for school system

SC Disability Employment Coalition – Project RISE

- Transition to Careers

Tips for Collaboration

- Don't be the “best kept secret.”
- Collaborate with local disability-related organizations, school districts, colleges, etc.
- BE ACTIVE with education programs for youth with disabilities such as IDEA Advisory Councils, Parent Training and Information Centers, statewide transition efforts, VR, etc.
- Practice what you preach!

Resources for Serving Youth In Transition



- Links for recorded webinars and video modules – <http://www.ilru.org/topics/youth-transition>
- Youth Transition: The Growing Role of Centers for Independent Living (recorded video modules) - <http://www.ilru.org/training/youth-transition-growing-role-centers-for-independent-living>
- Expanding CIL Capacity Through Youth-Driven Transition Services (training manual) - <http://www.ilru.org/expanding-cil-capacity-through-youth-driven-transition-services>
- ACL Letter Announcing FAQs on IL Services for Children and Youth with Disabilities - <http://www.ilru.org/federal-guidance-il-program>

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Group Discussion & Activity

- What have you done towards creating strong youth programming at your CIL?
- What have you learned?
- Where do you need to build community relationships?
 - Is the current nature of relationships harming you?
 - Solution-oriented vs. problem oriented
- How are you building the next generation of leaders in IL?
- What is your vision for your CIL and how do youth fit in?

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Get to the Core of It: Integrating CIL Core Services for a Holistic Consumer Experience

Wrap Up and Review of Day 3

May 3, 2018
Tempe, AZ

CIL-NET Attribution

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