SEAMLESSLY INTEGRATING SERVICES TO YOUTH IN TRANSITION INTO CORE SERVICES, PART B.

PRESENTERS: KIMBERLY TISSOT AND CHARLIE WALTERS

CHARLIE WALTERS: AS PROMISED, WE ARE GOING TO GO THROUGH A

LITTLE MORE CONTENT AND THEN WE ARE GOING TO OPEN UP TO

SOME GROUP ACTIVITY. THIS IS HOPEFULLY A REALLY FUN AREA

TO CONSIDER AND THINK THROUGH. AND WE HOPE THAT YOU WILL

UNDERSTAND WHY WE TOOK THE APPROACH THAT WE DID

IN TRYING TO LAY ON YOU A REALLY COMPREHENSIVE PICTURE OF

YOUTH PROGRAMMING. ONE OF THOSE PIECES THAT INEXTRICABLE

FROM THE MIX IS OUR WORK INCENTIVE PLANNING AND

ASSISTANCE PROGRAM – WIPA, FOR SHORT. CAN I HEAR SOME HOOTS

OF SEE SOME HAND RAISES FROM FOLKS THAT HAVE WIPA FUNDING

OR BENEFITS COUNSELING FUNDING. OK, AWESOME. YES, I HEARD

IN MINNESOTA, YOU HAVE MONEY FROM VR AND ARE DOING SOME

BENEFITS STUFF THROUGH THEM. THAT’S REALLY COOL.

SO, BENEFITS COUNSELING IS AN ESSENTIAL. WE ARE TALKING

ABOUT COMMUNITY INTEGRATION AND LIFE IN THE COMMUNITY.

AND THAT MEANS EMPLOYMENT. AND FOR A SOCIAL SECURITY

BENEFICIARY, YOU HAVE TO UNDERSTAND MORE THAN WHAT THE

MISINFORMATION THAT'S PASSED ALONG TO YOU FROM PEOPLE WHO

DON'T KNOW WHAT THEY ARE TALKING ABOUT. AND SO, FOR

INDIVIDUALS FROM AGE 14 TO THOSE THAT ARE FULL RETIREMENT

AGE THAT RECEIVE OR WHO ARE ENTITLED TO BENEFITS FROM THE

SOCIAL SECURITY ADMINISTRATION, TYPICALLY SSI AND SSDI, WE

CAN PROVIDES BENEFITS COUNSELING THROUGH THAT WIPA PROGRAM.

SERVICES INCLUDE EVERYTHING FROM AN INTIMATE REVIEW OF THE

INDIVIDUAL'S BENEFITS TO A DISCUSSION OF CURRENT AND

FUTURE IMPACT OF EMPLOYMENT. IT CULMINATES IN A COMPREHENSIVE

WRITTEN OUTLINE OF OPTIONS TO SUPPORT INFORMED CHOICE. IT'S A

REALLY FANCY WAY OF SAYING WE GET THEM TO THINK ABOUT

THEIR POSSIBLE LIVES AND EVERY OPTION THAT IS AT THEIR DISPOSAL

TO NOT TO LET THEIR FEAR OF ECONOMIC INSECURITY HOLD THEM BACK.

THERE IS A YOUTH FOCUS AND WE WORK REALLY CLOSELY WITH YOUTH

IN SCHOOLS AND PROFESSIONALS IN SCHOOLS TO PROVIDE BENEFITS COUNSELING.

KIMBERLY: SO, WITH THIS GRANT, THIS GRANT IS ACTUALLY NOT OURS.

WE -- BUT BECAUSE OF THE NATURE OF THE CILS IN SOUTH CAROLINA,

 WE UNDERSTAND THAT WE NEED EACH OTHER TO BE ABLE

TO PROVIDE STATEWIDE SERVICES A LOT. SO, THIS

ACTUALLY -- THIS GRANT -- THE LEAD IS WALTON OPTIONS FOR INDEPENDENT

LIVING FROM GEORGIA AND THEY DO HAVE SOME SOUTH CAROLINA

COUNTIES. SO, THEY ACTUALLY REACHED OUT TO US AND WE SUBCONTRACT --

OR THEY SUBCONTRACT WITH US. SO, THEY GIVE US $155,000. WE HAVE THREE FULL

TIME STAFF AND TWO PART-TIME STAFF. AND THEN WE HAVE A LOT

OF VOLUNTEERS TO HELP US WITH THE PROJECT, THE ADMINISTRATIVE SIDE OF IT.

THEY DO HAVE TO ALL GET EXTENSIVE SECURITY CLEARANCE. AND WE ALSO USE THIS –

WE TAKE ADVANTAGE OF THIS GRANT TOO, BECAUSE WE ACTUALLY PROVIDE A LOT

OF EDUCATION IN THE SCHOOLS AND EDUCATE EDUCATORS ABOUT WHAT THIS

TRANSITION LOOKS LIKE AS FAR AS SOCIAL SECURITY.

BECAUSE WE HAVE HEARD A LOT OF EDUCATORS SAY, THEY ARE

GOING TO GET SOCIAL SECURITY, SO THEY ARE OKAY. THEY ARE OKAY;

THEY ARE GOING TO BE OKAY. BUT THAT'S ALWAYS NOT THE CASE AND

LET'S DREAM FAR FURTHER AND MAYBE LET'S LOOK AT EMPLOYMENT AND

GET THEM TO UNDERSTAND THE BENEFITS.

CHARLIE: COMMUNITY LEADERSHIP ACADEMY IS AN

IMPORTANT ONE FOR US. WE HAVE A COUPLE OF CENTERS HERE

THAT ARE DOING CLA. RIGHT? SOME HOOTS. SOME HOLLERS. YEAH.

YEAH, A COUPLE OF CENTERS HERE THAT ARE ALSO DOING

COMMUNITY LEADERSHIP ACADEMY. THIS IS A NATIONAL MODEL

THAT’S PRETTY READY MADE FOR REPLICATION. A LOT OF OUR

YOUNG ADULTS THAT COME TO US WITH AN INTEREST IN SERVING ON

BOARDS OR COMMITTEES GO THROUGH COMMUNITY LEADERSHIP

ACADEMY. IT'S LEADERSHIP TRAINING AND PROFESSIONALISM TRAINING

TOWARD SERVING ON BOARDS, COMMITTEES AND OTHER COMMUNITY ROLES.

IT REALLY FOCUSES ON TEACHING FOLKS HOW TO LIFT THEIR OWN VOICE ON

EVERYTHING FROM INCLUSION TO ADA AND DISABILITY AWARENESS AND

DISABILITY PRIDE. SO, WE TALKED A BIT ALREADY ABOUT THE STEPS THAT WE

HAVE TAKEN IN PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE.

THIS IS ALSO A PIECE OF THAT CONVERSATION ABOUT HOW CAN WE DEMAND

THE RESPECT THAT WE DESERVE FOR THE ROLE THAT WE PLAY IN OUR

COMMUNITIES. AND A BIG WAY WE DO THAT IS BY -- AND A BIG WAY THAT

WE SUSTAIN OUR PROGRAMS IS BY ENSURING THAT WE HAVE PATHS

FOR OTHER PROFESSIONALS TO TAKE TO REACH OUT TO US FOR TECHNICAL

ASSISTANCE. WE TALKED ABOUT THE CONFERENCE FOR PROFESSIONALS,

EMPOWERING A FUTURE. AND HOW WE DO TECHNICAL ASSISTANCE

ON EVERYTHING FROM SUPPORTED DECISION MAKING TO

STUDENT-LED IEPS TO DISABILITY SENSITIVITY AND DISABILITY

RIGHTS. WE PROVIDE CONSULTATION REGARDING ACCESSIBILITY.

KIMBERLY TALKED ABOUT THAT YESTERDAY, THAT ABLE ACCESS,

REGARDING ACCESSIBILITY OF SCHOOL BUILDINGS AND COMMUNITY

PLAYGROUNDS. WE SERVE ON LOCAL INTERAGENCY TRANSITION

TEAMS AND A STATEWIDE TRANSITION TEAM.

WE KEEP A SEAT AT EVERY TABLE, IF IT RELATES TO TRANSITION. T

HAT'S BEEN REALLY HARD -- THIS DYNAMIC TENSION.

KIMBERLY HAS HAD ME COME TO HER DOZENS OF TIMES PULLING

MY HAIR OUT BECAUSE I HAVE NO IDEA HOW TO KEEP SO MANY

BALLS IN THE AIR AND SO MANY PIECES IN MOTION. BUT WE KEEP

EVERY SEAT THAT WE HAVE AT EVERY TABLE. IF WE ARE INVITED;

IF WE HAVE TO INVITE OURSELVES. IF IT'S RELATED TO A CONVERSATION

ON YOUTH WITH DISABILITIES IN TRANSITION, WE TAKE THAT SEAT AT THAT

TABLE COME HELL OR HIGH WATER. OH, RIGHT. KIMBERLY WANTS ME TO TELL

YOU THAT I AM THE CHAIR OF OUR STATEWIDE TRANSITION COUNCIL.

THAT'S IMPORTANT BECAUSE THAT WAS A RELATIONSHIP THAT KIMBERLY

HAD TO -- WE HAD TO FIGHT FOR A SEAT AT THE TABLE. THEY DID NOT

RECOGNIZE CENTERS FOR INDEPENDENT LIVING. WE DID NOT GET THERE

WITH GLOWING UNDERSTANDING OF IL COMING FROM THE PROFESSIONALS

AT THAT TABLE. WE HAD TO TEACH THEM. WE HAD TO SHOW THEM WHY

WE WERE OF VALUE AND THAT HAPPENED OVER A SERIES OF YEARS.

SO, FEE FOR SERVICE PROGRAMS, A LOT OF THOSE TECHNICAL ASSISTANCE

THINGS ARE THINGS THAT WE CHARGE FOR. THERE ARE A LOT OF THINGS

THAT WE WILL DO FOR FREE. WE DON'T WANT TO UNDER VALUE OURSELVES.

SO, EVEN IF WE COULD FIGURE OUT HOW TO FUND IT THROUGH

SOMETHING ELSE, WE DO CHARGE. WE JUST GOT WORD TODAY

THAT WE HAD A PROPOSAL ACCEPTED WHERE WE COULD ASK

FOR A FEE OR WAIVE THAT FEE TO PROVIDE A THREE-HOUR SESSION

TO EDUCATORS. WE ASKED FOR THE FEE, NOT BECAUSE THAT

750 IS GOING TO MEAN A LOT, BUT BECAUSE THERE IS A VALUE

TO THE SERVICES THAT IS WE ARE PROVIDING. I HOPE I AM NOT

OVER SELLING THAT POINT. BUT IT'S REALLY IMPORTANT FOR US

THAT FOLKS REALIZE IL IS SOMETHING THAT THEY NEED AND

SOMETHING THAT'S AN INTRINSIC PART OF THE CONVERSATION

THAT'S OCCURRING RELATED TO YOUTH WITH DISABILITIES.

ALL OF OUR STAFF, INCLUDING STAFF SUPPORTING YOUTH HAVE

TO GET AT LEAST 18 HOURS A YEAR OF PROFESSIONAL DEVELOPMENT

TO INCREASE KNOWLEDGE. THIS IS REALLY IMPORTANT. WHO WAS

TALKING ABOUT THAT YESTERDAY? SOMEONE WAS TALKING ABOUT

THEIR PROFESSIONAL DEVELOPMENT INITIATIVE. IT WAS REALLY ROBUST.

WAS IT AT ATLANTIS? IT WAS AT ATLANTIS, YEAH. SO, JUST HAVING THAT

POLICY IN PLACE AND HAVING THAT LATITUDE FOR

STAFF TO GET EXCITED ABOUT THESE ISSUES, NOT GET SUCKED

INTO SILOS, WHERE THEY ARE JUST SLOGGING AWAY DAY AFTER DAY.

BUT THEN, WE’RE TAKING IT TO A NEXT LEVEL. WE JUST HIRED A YOUNG

 LADY WHOSE – WITH A DISABILITY -- WHO IS PHENOMENAL AND WHO

IS INTERESTED IN DANCE AND MOVEMENT. WE HAVE NOTHING RELATED

TO DANCE AND MOVEMENT, NOTHING THAT RELATES TO HER WORK

DIRECTLY WITH YOUTH. BUT SHE IS BUILDING TIME INTO HER SCHEDULE,

WITH FUNDING FROM THE WORK SHE IS DOING IN SCHOOLS, TO THINK

ABOUT CURRICULUM DESIGN RELATED TO THE MOVEMENT AND SKILL

INSTRUCTION. AND IT'S SO IMPORTANT TO DEVELOP THAT

FOR STAFF. LIKE KIMBERLY SAID, WE DON'T WANT FOLKS STAYING

FOR A YEAR. A YEAR IS OUR BARE MINIMUM FOR ON BOARDING.

IT TAKES US A YEAR TO GET FOLKS FULLY UP TO SPEED WITH IL AND

THE WORK THAT WE ARE DOING SO WE WANT TO KEEP THEM AS LONG

AS POSSIBLE. SO, WE ARE THE STATE AFFILIATE FOR THE

SOUTHEAST ADA CENTER. THERE’S BEEN A LOT OF WORK THAT HAS COME

THROUGH THAT PARTNERSHIP AS THE SOUTH CAROLINA AFFILIATE

FOR THE ADA CENTER THAT’S RELATED TO YOUTH. THE

COALITION THAT DRIVES THE SOUTH CAROLINA EMPLOYMENT FIRST INITIATIVE

IS THAT PROJECT THAT WE TALKED ABOUT EARLIER, THE SOUTH

CAROLINA DISABILITY EMPLOYMENT COALITION. THERE IS A VERY, VERY

PURPOSEFUL YOUTH CONVERSATION GOING ON IN A TRANSITION

COMMITTEE THAT GOES ON THROUGH THAT COALITION.

THAT IS REALLY, REALLY IMPORTANT. SO, EVERYTHING THAT WE

DO THAT’S RELATED WE WANT TO MAKE SURE WE HAVE YOUTH VOICE

AND YOUTH ISSUES IN THE MIX OF WHAT WE'RE TALKING ABOUT.

KIMBERLY: AND A NEAT THING ABOUT THE COALITION IS WE REALLY

WORK ON ONE ISSUE AND WE HAVE A NUMBER OF STAKEHOLDERS

BEHIND US. IF WE JUST CALL IT THE ABLE SOUTH CAROLINA

COME TO OUR MEETINGS, WE ARE GOING TO FOCUS

ON THIS, PEOPLE ARE NOT GOING TO COME. SO, WE ACTUALLY HAVE

A SEPARATE – WE HAVE A SEPARATE BRANDING FOR THE COALITION,

OBVIOUSLY, A SEPARATE NAME. AND ALL OF THESE ORGANIZATIONS,

ALL OF THESE STAKEHOLDERS, ARE SUPPORTING THIS

COALITION AND REALLY PRACTICING IL FROM THE WORK THAT WE ARE

DOING. IT'S KIND OF ITS OWN ENTITY IN OUR ORGANIZATION.

CHARLIE: WE ARE GOING TO RUN THROUGH THIS REALLY QUICK

AND THEN WE ARE GOING TO OPEN IT UP AND I AM GOING TO LET YOU

DECIDE ON HOW YOU WANT THAT TO LOOK. BUT JUST REAL

QUICK, WE HAVE A COUPLE OF THINGS – SOME ENDING POINTS HERE

FOR WHAT WE PULLED TOGETHER AS SOME TIPS FOR COLLABORATION.

KIMBERLY: SO DON'T BE THE BEST KEPT SECRET. GET OUT THERE.

BRING YOUR WORTH -- SELL YOUR WORTH. WE’VE GOT TO SHOW PEOPLE

THAT CILS ARE POWERFUL. THIS IS OUR TERRITORY. THIS IS WHAT CHARLIE

JUST SAID A SECOND AGO TOO. THIS IS OUR TERRITORY.

WE’RE PEOPLE WITH DISABILITIES. WE HAVE GOT TO BE

INVOLVED WITH EVERYTHING THAT IS ABOUT US. SO BE OUT

THERE. COLLABORATE WITH LOCAL DISABILITY ORGANIZATIONS,

SCHOOL DISTRICTS, COLLEGES, ORGANIZATIONS THAT IS YOU MAY

NOT ALWAYS AGREE WITH, BUT YOU CAN START FORMING THAT

RELATIONSHIP. BE ACTIVE IN EDUCATION PROGRAMS. SO, YOU

GUYS, THERE'S AN ADVISORY COUNCIL IN EVERY STATE THAT

ADVISES YOUR DEPARTMENT OF EDUCATION REGARDING THE IDEA.

THE REQUIREMENT TO SIT ON THIS ADVISORY GROUP IS TO BE

PARENTS WITH DISABILITIES AND/OR INDIVIDUALS WITH

DISABILITIES. THESE GROUPS ARE CONSTANTLY LED BY PARENTS

WITH DISABILITIES, BUT THEY ARE REQUIRED TO BE 51 PERCENT

PARENTS WITH DISABILITIES AND INDIVIDUALS WITH DISABILITIES.

I ENCOURAGE YOU ALL TO GET INVOLVED WITH YOUR ADVISORY COUNCIL

AND REPRESENT PEOPLE WITH DISABILITIES. BECAUSE THAT VOICE IS OFTEN SO LEFT

OUT. AND I THINK THAT'S LEFT OUT THROUGH THE U.S. I AM

THE CHAIR OF THIS ADVISORY COUNCIL AND I HAVE RECRUITED A

FEW YOUTH TO ALSO SERVE. SO, IT'S VERY IMPORTANT TO HAVE

THAT ACTIVE ROLE. AND I’M INSTILLING IL IN EVERYONE AT THAT

TABLE AND THEY JUST DON'T KNOW IT.

CHARLIE: SO WE ARE NICE AND KIND AND RESPECTFUL AND PROFESSIONAL.

KIMBERLY: AND WE WINK A LOT.

CHARLIE: AND WE WINK A LOT. YEAH. BUT WE WANT AGENCIES TO UNDERSTAND,

TOO, AT THE END OF THE DAY, YOU ARE ON OUR TURF. YOU MAY

DEIGN TO BE SERVING YOUTH WITH DISABILITIES, BUT AT THE END OF

THE DAY, YOU ARE ON OUR TURF. RIGHT? WE ARE A COMMUNITY.

WE ARE POWERFUL. WE ARE STRONG. WE ARE NOT GOING TO LAY

DOWN AND JUST ACCEPT WHATEVER YOU THINK IS GOING

TO BE BEST TO GIVE US. WE ARE GOING TO SHAPE THAT EVERY STEP

OF THE WAY, THE WAY THIS MOVEMENT HAS BEEN DOING FOR DECADES.

AND CONVERSATIONS SPECIFIC TO YOUTH WITH DISABILITIES ARE NOT

GOING TO BE ANY DIFFERENT, AT LEAST IN SOUTH CAROLINA. SO, A TON OF

RESOURCES, INCLUDING THREE DAYS I THINK THAT WE SPENT IN

DENVER LAST YEAR. THREE DAYS WORTH OF AN IL-NET TRAINING

THAT WAS NOTHING BUT THIS TOPIC. WE CONDENSED IT INTO AN

HOUR AND 40 MINUTES OR SO. BUT IT'S THERE FOR YOU, IF YOU

WANT SOMEBODY TALKING AT A LITTLE BIT OF A LESS RAPID

PACE. A LOT OF REALLY GREAT RESOURCES FROM ILRU. THEY

ARE ALL LINKED HERE ON SLIDE NUMBER 75.

SO. THESE ARE SOME REALLY GREAT QUESTIONS THAT

WE THREW TOGETHER IN ORDER TO FASHION SOME KIND OF SELF ASSESSMENT.

CHARLIE: OKAY. SO, WHAT QUESTIONS DO YOU HAVE?

THE LAST QUESTION THAT WE PUT ON THE SLIDE IS PROBABLY THE

MOST IMPORTANT. WHAT IS YOUR VISION FOR YOUR CENTER AND

HOW DO YOUTH FIT IN? THAT'S INCREDIBLY IMPORTANT. IT

CAN'T JUST BE A TACK ON. IT CAN'T JUST BE SOMETHING THAT WE DO

BECAUSE IT LOOKS GOOD TO THE FEDS. BE THINKING ABOUT

THAT QUESTION TOO AS YOU ARE ASKING QUESTIONS, PLEASE.

AUDIENCE: I THINK THAT MY QUESTION OR MY CONCERN

AT LEAST FITS OKAY. THERE SEEM TO BE CASES WITH YOUR CIL

IN WHICH YOU HAVE YOUTH LEAD THEIR OWN CONTENT OR THEIR

OWN EVENTS. I GUESS WITHIN CERTAIN PARAMETERS. IT SOUNDS

LIKE. AND THERE SEEM TO BE CASES IN WHICH YOU APPLY OR

HAVE OR WRITE FOR THE YOUTH A CURRICULUM OR CURRICULA.

NOW, AS FAR AS I CAN FIGURE OUT, IT SEEMS THAT YOU CHOOSE

TO HAVE -- TO APPLY THE CURRICULUM IN CASES WHERE FOR SOME

REASON YOU HAVE TO MEASURE AND ACCOUNT FOR OUTCOMES.

RIGHT, WRONG, HELP.

CHARLIE: YEAH. THAT'S A GREAT QUESTION. AND

THIS IS ONE OF THE THINGS THAT WE HAD TO ASK AS A CENTER.

WE BELIEVE IN PEER MENTORING AND ULTIMATELY THOSE GREAT

QUALITATIVE STORIES THAT WE PULL OUT FROM INSTANCES OF PEER MENTORING

WHERE SOMEONE ENGAGED IN YOUTH PEER

MENTORING AND THEY WENT ON TO GRADUATE COLLEGE AND START A

FAMILY AND THOSE LITTLE CASE STUDIES, IF YOU WILL, THAT SUPPORT

OUR PROGRAMS ARE FANTASTIC. BUT THEY ARE KIND OF FEW AND FAR

BETWEEN. IT'S HARD TO LOOK TO PEER MENTORING WHICH WE

DEMAND BE YOUTH LED AND SHOW REALLY CLEAR, OBJECTIVE

OUTCOMES. AND FOR FOLKS LOOKING ON THAT'S HARD TO

UNDERSTAND. WE UNDERSTAND THE VALUE RIGHT? WE ARE NOT

GOING TO NEGOTIATE ON THAT VALUE. BUT FOR OTHER THINGS --

FOR PRE-ETS, FOR PRE-EMPLOYMENT TRANSITION SERVICES, FOR EXAMPLE,

PEER MENTORING IS NOT IN THERE.

WE DELIVER THOSE CURRICULA WITH YOUNG ADULTS WITH DISABILITIES .

THEY ARE THE ONES WHO ARE LEADING THOSE CURRICULA,

SO THERE IS PEER MENTORING IN THERE. BUT WE ARE ALSO TALKING ABOUT

SOMETHING THAT IS A LITTLE MORE OBJECTIVELY RECORDED FOR

OUR FUNDERS TO UNDERSTAND WHAT WE ARE DOING AND TO CONTINUE

TO PURSUE ADDITIONAL FUNDING. DOES THAT MAKE SENSE?

AUDIENCE: CAN I ASK ONE MORE THING?

CHARLIE: SURE.

AUDIENCE: OKAY. IN THE CASES THEN WHERE YOU USE

CURRICULUM, WHO IS WRITING IT?

CHARLIE: THAT'S A GREAT QUESTION. AND SO, IT'S

ALL TEAM LED. AND THAT'S A TEAM OF CHIEFLY YOUNGER PEOPLE

WITH DISABILITIES. SO YEAH. WE TALK ALMOST EXCLUSIVELY

NOW WITH ME AS KIND OF OUR RESIDENT OFFICE PAPER PUSHER

AND MANAGER AND SYSTEMS ADVOCACY PERSON OUR TEAM IS

EXCLUSIVELY COMPRISED IN THE SCHOOLS OF YOUNG ADULTS WITH

DISABILITIES.

KIMBERLY: AND A LOT OF THESE PROGRAMS AND YOU

WILL SEE SEVERAL STAFF MEMBERS WORKING ON THESE PROJECTS.

IT'S REALLY A TEAM EFFORT SO NOBODY IS REALLY DOING ALL

THE WORK. WE HAVE GOT TO INVOLVE OTHER PEOPLE. AND ALSO

WHEN WE ARE OUT AT THE SCHOOLS, WE ARE CONSTANTLY LOOKING

AT OUR NEXT LEADERS. AND SO, WE ALSO RECRUIT PEOPLE FROM

THE SCHOOLS TO BECOME THESE EQUIP YOUNG ADULT LEADERS AND

TO BECOME PART OF PAYROLL. SO, THEY HAVE GOT TO HAVE A

FOUNDATION AND THAT CURRICULUM IS REALLY PROVIDING THEM

THAT FOUNDATION.

CHARLIE: GREAT QUESTION. GREAT QUESTIONS ALL

AFTERNOON LONG. YOU ALL HAVE ME STAMMERING LIKE A

CONGRESSMAN UP HERE. KEEP THEM COMING PLEASE.

DARREL: I HAVE A QUESTION FOR YOU. TALKING

ABOUT PEER MENTORING AND YOUTH. AT LEAST WE HAVE TRIED

UNSUCCESSFULLY TO TAP INTO THE UNIVERSITY AND COLLEGE KIDS JUST

GRADUATING FROM HIGH SCHOOL AND TO COME BACK AND BE PEER MENTORS

FOR THE HIGH SCHOOL KIDS. WE FOUND IT NOT TO BE VERY SUCCESSFUL

BECAUSE IT SEEMED LIKE PEOPLE WERE WRAPPED UP IN THEIR OWN THING WHEN

THEY ARE 18, 19, 20 YEARS OLD IN COLLEGE. WITH THE

UNIVERSITIES THAT YOU HAVE AVAILABLE THERE -- USC, CLEMSON AND SUCH, HAVE YOU

FOUND ANY SUCCESS IN TAPPING INTO THAT POPULATION TO MENTOR

HIGH SCHOOL KIDS?

CHARLIE: IN TERMS OF WHAT IT COULD LOOK LIKE?

NO. WHAT WE HAVE IS A DROP IN THE BUCKET AND TO GET THOSE

16 YOUNG ADULT LEADERS ON STAFF, THAT'S SCOURING STATEWIDE. WE

ARE LOOKING AT EVERY YOUNG ADULT THAT COMES ACROSS OUR

PATH, SO THE BEST THAT WE HAVE RIGHT NOW IS THAT 16. RIGHT? SO,

THAT’S SOMETHING THAT WE ARE ALWAYS…

KIMBERLY: WE HAVE A FEW EQUIP LEADERS IN

COLLEGE, BUT IT'S NOT REALLY WITHIN THAT GROUP. AND WE

HAVE THREE PROFESSORS ON OUR BOARD, TOO, FROM UNIVERSITY OF

SOUTH CAROLINA. AND ONE IS OVER A TRANSITION PROGRAM IN

USC AND WE ARE STILL STRUGGLING WITH THAT. YEAH. AND

THAT'S -- I THINK THEY ARE JUST SO FOCUSED ON COLLEGE AT

THAT POINT. BUT GETTING THEM AFTERWARDS IS USUALLY MORE

SUCCESSFUL AFTER THEY GRADUATE.

AUDIENCE: WE ACTUALLY HAD TO HIRE ONE AND IT STILL

DIDN'T WORK. SO, GOING WITH THE THEME OF THE VISION OF YOUR

CIL, AND HOW DO YOUTH FIT IN, WHAT I AM WONDERING IS HOW ARE

YOU NOT -- OTHER THAN CONSUMER CONTROLLED, PEER BASED, HOW ARE

YOU DIFFERENT FROM OTHER AGENCIES WITH PROGRAMMING?

BECAUSE HOW WE VIEW IT OR HOW I HAVE BEEN TAUGHT TO VIEW

IT AT OUR AGENCY IS FIRST OF ALL INCLUSION. SO, IF SOMEONE

WERE TO COME TO ME AND SAY I DON'T KNOW HOW TO COOK, CAN

YOU GUYS TEACH ME HOW TO COOK? NO. I CANNOT TEACH YOU

HOW TO COOK. BUT WHAT I CAN DO IS I CAN HELP YOU LOCATE

SOME COOKING CLASSES AND LET'S GET SIGNED UP FOR ONE OF

THOSE AND TAKE IT FROM THERE. SO THAT'S HOW WE ARE TAUGHT

TO LEAD PEOPLE NOT ONLY TO THINK FOR THEMSELVES, BUT TO BE IN CHARGE OF THEIR LIFE AND

THEIR DESTINATION. BUT IT ALSO HELPS WITH INTEGRATION

WITH THEM NOT BEING SOLELY TAUGHT AS INDIVIDUALS WITH

DISABILITIES IN A ROOM LEARNING HOW TO COOK. OUR DIRECTOR

SAYS WHY ARE WE REINVENTING THE WHEEL WHEN OTHER

AGENCIES --

KIMBERLY: BECAUSE THEY DO NOT KNOW HOW TO DO

IT. A LOT OF AGENCIES DON'T HAVE OUR APPROACH. WE ARE

COMING FROM THE APPROACH OF INDIVIDUALS WITH DISABILITIES.

SO IMPLEMENTED IL SKILLS. --

PRESENTER: FOR AT.

KIMBERLY: FOR AT, THE WAY THAT YOU LEARN HOW TO COOK

IS VERY DIFFERENT. USUALLY MOST COOKING CLASSES ARE NOT

FULLY ACCESSIBLE. SO, IF SOMEBODY HAS TO COOK DIFFERENTLY

THEY ARE NOT GOING TO BE ABLE TO BE ACCOMMODATED. THE

DIFFERENCE ABOUT CILS AND OUR EXPERTISE IS WE ARE ABLE TO

ADAPT THE CURRICULUM AND WE ARE ABLE TO SEE THE NEEDS.

WHEN I COOK, I SIT ON A STOOL AND I TRANSFER POTS OF WATER DIFFERENTLY. AND

SO, HAVING THAT EXPERIENCE CAN REALLY HELP GUIDE MY

TEACHING SOMEBODY ELSE HOW TO ADAPT. AND THAT'S THE MAGIC

IN CILS. WE DO NOT DUPLICATE SERVICES. CILS DO NOT

BECAUSE OF OUR APPROACH, BECAUSE WE ARE CONSUMER LED.

AUDIENCE: SO REGARDLESS IF SOMEONE ELSE OFFERS

THE SAME SERVICE IT'S DIFFERENT BECAUSE WE TAKE

THE DISABILITY APPROACH.

KIMBERLY: EXACTLY. YOU GOT IT.

CHARLIE: YOU MIGHT SAY IN THIS COOKING CLASS

WE ARE LEARNING HOW TO COOK ITALIAN FOOD. MAYBE THEY

DON'T WANT TO LEARN TO COOK ITALIAN FOOD. AS A CENTER,

WE ARE GOING TO HELP YOU LEARN HOW TO COOK THE FOOD THAT

YOU WANT TO COOK. EVERY FACET IS BASED ON YOU DRIVING THAT PROCESS.

KIMBERLY: AND THEY ARE REALLY INDIVIDUALIZING

THOSE SKILLS. THERE ARE CHECKLISTS. THERE ARE SO MANY TOOLS OUT

THERE THAT YOU CAN FIGURE OUT HOW TO DO ANYTHING. NOTHING

IS IMPOSSIBLE.

AUDIENCE: THANK YOU. SO, GIVEN THAT ALL CILS ARE

DIFFERENT AND THEY DESIGN THEIR PROGRAMS TO MEET THEIR IMMEDIATE

COMMUNITY NEEDS. GIVEN THAT YOUR CIL IS LIKE THE PROFESSOR IN GRAD

SCHOOL AND MY CIL IS IN KINDERGARTEN. SO, I KNOW YOU DON'T

KNOW WHAT MY COMMUNITY NEEDS, BUT WHAT WOULD BE THE MOST DOABLE

PROJECT FOR US TO START YOUTH TRANSITIONS WITH A

RELATIVELY SMALL STAFF? I WOULD HAVE SAID WE WERE SUPER

SMALL, BUT I JUST MET SOMEBODY WHO ONLY HAS TWO STAFF, SO

THAT KIND OF MAKES US MEDIUM SIZE WITH ELEVEN PEOPLE.

KIMBERLY: AND YEAH. ALL CILS ARE DIFFERENT.

BUT REMEMBER WE ALL HAVE THE SAME PHILOSOPHY, SO WE SHOULD

ALL BE DRIVING OUR SERVICES WITH THAT PHILOSOPHY IN MIND.

AND THE WAY THAT WE STARTED OFF WITH JUST YOUTH

PROGRAMMING IS THAT YOUTH TO YOUTH. THE EQUIP PROGRAM WAS

REALLY OUR FIRST TRUE YOUTH PROGRAM.

CHARLIE: SO, IN OUTREACH, MAKING SURE THAT WHEN

SOMEONE GETS TO -- IF YOU HAVE A PEER SUPPORT GROUP THAT'S

MEETING, MAKING SURE THAT ONCE YOUTH GET THERE, IT'S NOT

GOING TO BE A COMPLETELY HOSTILE PLACE WHERE THEY ARE NOT

GETTING ANYTHING THEY NEED. SO, LOOKING AT STUFF THAT'S

ALREADY IN MOTION AND MAKING SURE THAT IT'S GOING TO BE

ACCESSIBLE IN TERMS OF WHAT YOUTH NEED AND WHAT THEY ARE

LOOKING FOR. THE STUFF THAT'S BEING DONE WITH OR WITHOUT

FUNDING DIRECTLY IN SCHOOLS, THAT COULDN'T BE SIMPLER AND

I AM HAPPY TO CHAT WITH ANYONE ONE-ON-ONE ON CREATING

SOME OF THOSE PROGRAMS EVEN BEFORE YOU HAVE FUNDING FOR IT.

KIMBERLY: AND THAT RICHNESS AND PEER TO PEER

THAT IS WHEN THINGS POP. AND WHEN PEOPLE WITH

DISABILITIES HAVE THOSE AHA MOMENTS AND WHEN YOU ARE

SHARING THAT OUT IN THE COMMUNITY AND TEACHING PEOPLE FROM

THE PERSPECTIVE OF PEOPLE WITH DISABILITIES, YOU GET PEOPLE

THINKING. AND WE SEE -- I MEAN I CALL THAT MAGIC JUST

BECAUSE YOU SEE THE LIGHT BULB TURN ON WHEN YOU ARE

PREACHING IL.

AUDIENCE: MY QUESTION IS MORE ON RECRUITING THE

YOUTH. OUR STATE ALSO HAS PRE-ETS OBVIOUSLY IN ADDITION

TO YOUTH TRANSITION. BUT WHEN MY STAFF GO OUT TO KIND OF

DO OUTREACH AND COMMUNITY EDUCATION ON WHO WE ARE AS A CIL IN THE

COUNTIES WE SERVE, THE SCHOOLS HAVEN'T -- MOST OF THE

SCHOOLS HAVEN'T HEARD OF US SO WE GIVE THEM THAT EDUCATION

PIECE. BUT THEN, IT'S THE BUY-IN FROM THE SCHOOL STAFF.

BECAUSE OUR PRE-ETS REFERRALS HAVE TO COME FROM SCHOOL STAFF. WE

HAVE SCHOOL STAFF THAT ARE NOPE, NO THANK YOU. I AM THE

INTERVENTION SPECIALIST HERE. I DO NOT NEED YOU TAKING MY

JOB. WE HAVE THE DIRECTOR OF SPECIAL ED OR DIFFERENT

FACULTY STAFF GOING NO, NO THANKS. YOU ARE NOT SCHOOL

DISTRICT STAFF. SO, WE DON'T NEED YOU COMING IN. SO, I

GUESS MY QUESTION IS HOW DO YOU CONVINCE THEM OR IS IT

JUST CONSTANT REACH OUT. THIS IS WHAT WE DO. I AM NOT

HERE TO TAKE YOUR JOB. WE ARE COMING HERE TO WORK WITH

YOU ON YOUR CURRICULUM. DOES THAT QUESTION MAKE SENSE?

CHARLIE: YEAH. GREAT QUESTION. I THINK

THERE'S A NUMBER OF DIFFERENT ANSWERS. NONE OF THEM ARE

PRESCRIPTIVE NECESSARILY. RELATIONSHIPS. THIS IS OVER

THE COURSE OF FIVE YEARS, SIX YEARS.

KIMBERLY: SO YEAH AND IT ALL STARTED WITH THE

THE TOP. I BECAME FRIENDS WITH THE DIRECTOR OF SPECIAL

EDUCATION SERVICES AT THE DEPARTMENT OF ED AND I WAS

THERE. I WAS ON THESE ADVISORY COUNCILS AND I WAS

CONSTANTLY IN THE PICTURE AND PUSHING MY WAY ON THIS

TRANSITION ALLIANCE OF SOUTH CAROLINA. WHO REALLY DID NOT

WANT US THERE, BECAUSE WE WERE ESSENTIALLY TELLING THEM ALL

THE THINGS THAT THEY HAVE BEEN BELIEVING IN FOR YEARS AND

YEARS, THAT THEY ARE DOING IT WRONG. AND SO, WE WERE NOT

REALLY THAT WELCOME GUEST. BUT WE KEPT BEING THERE AND

KEPT PUSHING OUR WAY.

THE MESSAGING WITHIN YOUR CIL IS IMPORTANT. YOU

HAVE GOT TO SELL WHAT WE CAN BRING TO THE TABLE IN THESE

SCHOOLS. AND I HAVE USED MY PERSONAL EXPERIENCE. I WAS

IN SCHOOL. I DID NOT HAVE ANY OF THIS. I DID NOT KNOW I

HAD RIGHTS UNTIL I GOT INTO COLLEGE. THAT'S AN ISSUE.

AND SCHOOLS REALLY PRACTICE, JUST LIKE WHAT CHARLIE SAID,

IDEA. THEY HAVE NO IDEA THAT PEOPLE WITH

DISABILITIES HAVE RIGHTS. SO, TEACHING THEM THAT THIS IS

WHAT I CAN OFFER YOUR SCHOOL THAT IS CURRENTLY NOT BEING

THOUGHT ABOUT AND EXPLAIN IT THAT WAY.

CHARLIE: WE COLLECT A LOT OF DATA TOO. WHEN WE WERE INVOLVED

IN THE YOUTH LEADERSHIP FORUM, WE COLLECTED DATA ON A SIMPLE

QUESTION FOR THE YOUNG ADULTS ATTENDING.

HAVE YOU MET ANOTHER ADULT THAT'S BEEN SUCCESSFUL WITH A

DISABILITY? WE SAW STAGGERING NUMBERS. ALMOST NONE OF

THEM HAVE EVER MET ANOTHER ADULT THAT’S SUCCESSFUL WITH A DISABILITY AND SO

YOU BETTER BELIEVE WE THROW THAT IN THE FACE OF OTHER

PROFESSIONALS. HAVE YOUR STUDENTS MET ANOTHER YOUNG ADULT THAT’S

SUCCESSFUL WITH A DISABILITY – ANOTHER ADULT THAT’S SUCCESSFUL WITH A

DISABILITY? WE WERE TALKING YESTERDAY

ABOUT INDICATOR 14 DATA. BECOMING INTIMATELY AWARE OF WHAT OUTCOMES

LOOK LIKE IN YOUR STATE. WE HAVE IN OUR CAPITOL CITY, WHEN YOU LOOK AT

INDICATOR 14 DATA, WHICH IS THE DATA THAT SCHOOL DISTRICTS

ARE MANDATED TO COLLECT A YEAR OUT ON OUTCOMES FOR STUDENTS WITH IEPS,

WE SAW A FIVE PERCENT EMPLOYMENT RATE IN OUR CAPITOL CITY FOR YOUNG

ADULTS WITH DISABILITIES A YEAR OUT OF

HIGH SCHOOL. FIVE PERCENT OF THEM HAD BECOME EMPLOYED. RIGHT?

AND SO, BEING INTIMATELY INVOLVED WITH -- BEING

ABLE TO CALL THEM ON THEIR STUFF. YOU MAY SAY THAT YOU ARE

DOING A FINE JOB BUT THIS IS WHAT REALITY IS. AND DOING SO

IN A WAY THAT YOU CAN'T -- THE DATA DOESN'T LIE. AND THEN

THEY RESPOND TO THAT TOO IF IT'S DONE LOVINGLY SOMEWHAT.

MOST OF THE TIME.

KIMBERLY: YOU HAVE TO NURTURE THESE

RELATIONSHIPS AND IT'S HARD AND I BITE MY TONGUE

CONSTANTLY. AND MY BLOOD PRESSURE, I FEEL IT RISING IN ALL

THESE MEETINGS, BUT YOU HAVE TO STAY COOL AND COLLECTED AND

KEEP PUSHING BECAUSE YOU END UP REALLY CONVINCING THEM.

I FEEL LIKE WE BRAINWASH PEOPLE SOMETIMES. WE DO. AND

THEY DON'T EVEN KNOW IT.

CHARLIE: THANKS. GREAT QUESTIONS.

AUDIENCE: I’M VIOLET FROM MONTGOMERY ALABAMA. I FOUND THE

RELATIONSHIP THAT WE HAVE

WITH THE UNIVERSITY -- WE HAVE ALABAMA STATE UNIVERSITY

AND TROY UNIVERSITY IN MONTGOMERY AND

THE RELATIONSHIP THAT WE HAVE WITH THE DEPARTMENT OF

REHABILITATION IN THE INTERNSHIP THAT WE HAVE. THE COUPLE

OF YOUTH THAT WE HAVE WORKED WITH HAVE MIGRATED TO THOSE

STUDENTS. BECAUSE THE TWO YOUNG LADIES THAT WE HAD, THE

INTERNS, COULD RELATE TO THEM BETTER THAN US TRYING TO GO IN

THERE. MR. CRINSHAW, HE IS IN COMMUNITY WITH THE UNIVERSITY, AND HE CAN RELATE

TO THEM. BUT THEY SEEM TO GET MORE FROM THOSE STUDENTS THAN

WE CAN GIVE TO THEM IN A MENTOR/MENTEE RELATIONSHIP. AND I HAVE

ONLY BEEN WORKING THERE TWO YEARS. BUT THERE IS A YOUNG

MAN THAT I SAW ON THE POSTER ON THE FLIERS THAT WE HAVE.

AND HE STARTED IN HIGH SCHOOL AND WHEN I GOT THERE, HE WAS IN

COLLEGE. HE IS GETTING READY TO GET MARRIED. SO EVEN

THOUGH WE ARE SMALL, I CAN SEE THE TRANSITION WITH OUR YOUTH WITH JUST

THE TWO OF US THERE. SO, IT WORKS. IF YOU HAVE A RELATIONSHIP.

CHARLIE: YEAH. AND SELLING THAT UNABASHEDLY OR THAT

CONNECTION IN TANDEM WITH THE FOLKS THAT WE HAVE

INFLUENCED. BUT WE SHOW THE COMMUNITY THAT IMPACT.

HOWEVER WE DO IT. IT MIGHT NOT BE IN TERMS OF NUMBERS, BUT

THOSE STORIES CARRY WEIGHT AND THEY ARE IMPORTANT.

KIMBERLY: AND SOMETHING THAT YOU COULD PROBABLY

SHARE TOO IS SOME OF THAT RESEARCH BEHIND WHAT CREATES

POST SECONDARY SUCCESS BECAUSE WE OFFER THOSE SERVICES.

AND CILS OFFER THOSE SERVICES SO YOU COULD SHOW THAT WE

CAN COMPLETELY INFLUENCE POST SECONDARY SUCCESS FOR THESE

STUDENTS WHEN WE ARE THERE.

CHARLIE: CENTERS ARE THE BEST KEPT SECRET IN

TRANSITION. I BELIEVE IT FIRMLY. AND IF YOU DON'T FEEL COMFORTABLE SAYING

THAT TO YOUR COLLEAGUES, I WILL BE HAPPY TO HELP YOU ASSERT

THAT. IT'S ABSOLUTELY TRUE.

KIMBERLY: IT TOOK A LITTLE WHILE FOR US TO GET

INTO SCHOOLS TOO. AND NOW WE HAVE A WAITING LIST FOR

SCHOOLS. WE DON'T LIKE TO HAVE WAITING LISTS PERIOD, BUT

WE JUST DON'T HAVE THE CAPACITY TO SERVE ALL THE SCHOOLS

THAT ARE NEEDING US RIGHT NOW.

AUDIENCE: I WOULD RATHER HAVE THAT PROBLEM.

KIMBERLY: YOU WILL. JUST GIVE IT SOME TIME. KEEP PUSHING.

PRESENTER: OVER HERE.

AUDIENCE: ONE OF THE THINGS THAT JUST KIND OF

GETS MY GOAT, BECAUSE I DO HAVE A LOT OF CERTIFICATIONS IN

A LOT OF DIFFERENT THINGS, BUT THEY’RE NOT WHAT I’M BEING ASKED

FOR. DO YOU HAVE A CERTIFICATION IN? CAN YOU TRANSLATE?

CAN YOU INTERPRET? CAN YOU TEACH JAWS? CAN YOU DO THIS?

CAN YOU DO THAT? AND THAT WAS ONE OF THE

THINGS WHEN I TOOK THE JOB – WELL, YOU DON'T REALLY HAVE TO

HAVE CERTIFICATION. NOW I HAVE A BACHELOR'S DEGREE.

I DO HAVE AN ASSOCIATE’S DEGREE IN COMPUTER PROGRAMMING.

I AM NOT GOING TO SPIT THAT OUT EVERY TIME. I GO TO SOME PLACE

AND SAY THIS IS WHAT I CAN DO. YOU KNOW. WHY DO I HAVE TO BE QUALIFIED?

WHY DO I HAVE TO BE CERTIFIED IN SOMETHING THAT I KNOW HOW TO DO?

I KNOW HOW TO TEACH. I KNOW HOW TO SHOW SOMEBODY. YOU KNOW WHAT I MEAN?

KIMBERLY: AND THAT'S A IN POWER BEING LED BY THE

MAJORITY OF PEOPLE WITH DISABILITIES ON OUR STAFF. LOOK

FOR STAFF THAT KNOW -- IS AWARE OF JAWS AND CAN EDUCATE

PEOPLE ABOUT JAWS. THEY ARE GOING TO BE THE BEST TEACHERS ABOUT JAWS

ANYWAY BECAUSE THEY USE IT EVERY DAY. YOU DON'T HAVE TO

HAVE A CERTIFICATION FOR ANY OF THIS. I MEAN, DOES IT

HELP? SOMETIMES WITH SOME OF THESE TEACHERS. BUT SELL

THAT EXPERIENCE AND THAT PERSONAL EXPERIENCE THAT YOU HAVE

TO BE ABLE TO ADAPT PROGRAMS AND BREAK DOWN SERVICES --

BREAK DOWN INSTRUCTION FOR PEOPLE.

CHARLIE: WE HAVE FOUR FULL TIME STAFF IN

SCHOOLS FULL TIME DURING THE SCHOOL YEAR. ONE OF THEM HAS

A BACKGROUND IN EDUCATION. SO ONLY ONE OF THEM CAN TELL

THEM THAT YES, I AM QUALIFIED TO TEACH THESE STUDENTS. THE

REST OF THEM COULDN'T SAY THAT. THEY SHOW THAT THROUGH

THE PROGRAM THAT WE ARE OFFERING. WE GIVE OUTLINES OF

LESSONS. WE TRY AND MAKE THINGS REALLY TRANSPARENT. THIS

IS EXACTLY WHAT WE ARE DOING. AND CREATING SOME OF THAT

TRANSPARENCY ON THE FRONT END, HELPS PEOPLE UNDERSTAND

WHAT WE ARE DOING, SO THEY ARE NOT JUST LEANING ON WHO WE ARE

AS A PERSON TO UNDERSTAND THAT. DOES THAT MAKE SENSE? GREAT QUESTION.

CHARLIE: FOR TOO LONG I HAVE HAD TO SAY THAT I AM

HARD OF HEARING, BUT I AM NOT STUPID. AND I

HAVE ALWAYS HAD TO JUSTIFY THAT BEFORE I STARTED THIS JOB.

AND NOW IT'S LIKE NOW I HAVE GOT TO BE CERTIFIED AND DO

SOMETHING THAT I ALREADY KNOW HOW TO DO. AND THANK YOU.

I'M SORRY.

CHARLIE: NO. IT'S A GOOD QUESTION. I HOPE WE ANSWERED IT.

AUDIENCE: I FEEL LIKE THIS OTHER LADY THAT SAID

THAT I FEEL LIKE I AM STILL IN KINDERGARTEN COMPARED TO

WHERE YOU GUYS ARE. WE ARE JUST TRYING TO GET OUR PROGRAM

STARTED IN WYOMING. AND SO, I GUESS THAT'S THE IMPORTANT

THING IS WE ARE GETTING IT STARTED. THE ONE THING I

WASN'T REAL CLEAR ON WAS THE AGE BREAKDOWN. SO, FOR YOUTH IN

TRANSITION IT'S ONLY POST SECONDARY TO 24? THAT'S FOR

REPORTING PURPOSES.

CHARLIE: YES, IN TERMS OF TRANSITION FOR THE WIOA

AMENDED THE REHAB. ACT ON FOR CILS.

KIMBERLY: THAT'S YOUTH TRANSITION, BUT FOR ANY

OTHER AGES, YOU CAN SERVE THEM UNDER OTHER CORE SERVICES.

AUDIENCE: THANK YOU.

CHARLIE: GREAT QUESTION. THANK YOU FOR THAT.

AUDIENCE: SO, I ACTUALLY HAVE SOMEWHAT OF A

SOLUTION THAT WE WORKED OUT WITH ONE OF MY RURAL AREAS ON

THIS CERTIFICATION, BACHELOR’S, TEACHING CREDENTIAL. WHAT

WE DECIDED TO CALL ME WAS A PRESENTER. AND AS A GUEST

PRESENTER I DIDN'T NEED TO HAVE A TEACHING CERTIFICATE

BECAUSE THEY BROUGHT ME INTO PRESENT INFORMATION, NOT TO

TEACH A CLASS. AND IT'S JUST SEMANTICS. AND IT WAS ONE

OF THE TEACHERS THAT CAME UP WITH THAT. SO, THERE IS AN

ANSWER TO GETTING IN.

CHARLIE: I LOVE THAT. EDUCATION IS

ALL SEMANTICS WHEN WE ARE DEALING WITH

EDUCATORS. WE CAN'T GET ANYONE TO CHANGE A POLICY, BUT WE CAN

GET THEM TO CHANGE PROCEDURES ALL DAY LONG.

DARREL: ONE THING IS WITH A STUDENTS IN HIGH

SCHOOL, THEY DON'T EVEN MANY TIMES KNOW WHAT THEIR

DISABILITY IS, NOR DO THEY KNOW HOW THAT MANIFESTS IN

THEIR LIFE. AND THEY ARE JUST AT THAT GROUND FLOOR LEVEL.

DO YOU SEE THAT IN YOUR WORK WITH HIGH SCHOOLS?

CHARLIE: YEAH. AND WE COLLECT DATA ON THAT, TOO.

THAT PRE AND POST DATA IS SO IMPORTANT. TAKE A GIVEN GROUP OF

HIGH SCHOOL STUDENTS WITH DISABILITIES, ACROSS DISABILITY, AND WE SEE DATA

ON ANYWHERE FROM 50 PERCENT TO 95 PERCENT OF THEM NOT KNOWING WHAT

THEIR DISABILITY IS, NOT KNOWING WHAT ACCOMMODATIONS ARE LISTED

ON THEIR IEP. WE WILL SHARE THAT DATA IN TERMS OF PROGRAM EVALUATION.

WE’LL SHARE THAT PRE AND POST DATA ON THE BACK END OF DELIVERING

SOMETHING TO SHOW THAT IMPROVEMENT. YEAH, COMMON AS RAIN

WE DO A STUDENT-LED IEP CURRICULUM, AS

WELL, THAT'S SPECIFICALLY FOR STUDENTS TO INTIMATELY UNDERSTAND THAT

INFORMATION AND HAVE THE SKILLS OR THE TOOLS TO LEAD THEIR NEXT IEP MEETING.

AUDIENCE: I LOVE HEARING WHERE PEOPLE ARE AT

RIGHT NOW. BECAUSE AS MANY OF YOU PROBABLY FEEL, WE FEEL AS IF WE

NEVER CAN DO ENOUGH. SO, THIS MAKES YOU QUESTION WHERE YOU

ARE. THIS MAKES ME FEEL SO MUCH BETTER, ACTUALLY. I HATE TO SAY

THAT. WE HAD ALREADY BEEN DOING – AND I HAVE A QUESTION

SPECIFIC TO WHAT YOU ARE DOING. BUT WE HAD BEEN DOING

YOUTH PROGRAMMING SINCE 2007, 2008 SO WHEN THE NEW REGS

CAME OUT WE WEREN'T FREAKED OUT ABOUT IT. BUT

INTERESTINGLY ENOUGH IN OUR STATE AND I AM SURPRISED THIS

IS THE CASE, BUT IT IS, BUT ONE OF THE CENTERS DID EXACTLY

WHAT YOU DID BACK IN 2001. AND BY 2005 IT HAD EVOLVED INTO

ITS OWN NONPROFIT SO IT'S NOT EVEN PART OF A CENTER ANY

LONGER BUT BOARD OF DIRECTORS FROM CENTERS ARE ON THEIR

BOARD OF DIRECTORS. BUT THEY RUN ALL THESE PROGRAMS THAT YOU ARE

TALKING ABOUT. IT'S INTERESTING TO HEAR WHERE DIFFERENT PEOPLE

ARE AT. BUT MY QUESTION TO YOU IS, HOW DOES THAT WORK IN YOUR

STATE WITH THE OTHER CENTERS? DO THEY HAVE ACCESS

TO THESE SAME PROGRAMS? DO YOU COLLABORATE WITH THIS

FUNDING? HOW DOES THAT LOOK?

CHARLIE: WITH PRE-EMPLOYMENT TRANSITION

SERVICES, AND WE ARE HOPING TO SEE AN EXPANSION OF THAT IF VR IS EVER ON BOARD.

BUT IN OUR IN OUR SERVING AREAS – WE KEEP THOSE PROGRAMS TO OUR SERVING AREAS.

WE HAVE FUNDING FROM THE STATE DEPARTMENT OF EDUCATION TO WORK STATEWIDE.

SO, FOR INSTANCE WE ARE IN ANOTHER CENTER'S SERVING AREA

TODAY. THEY WANT A SEX ED CURRICULUM, SO WE CREATED A SELF ADVOCACY CURRICULUM ON RELATIONSHIPS. SO, WE ARE DOING

THAT THERE, BUT THEY DON'T PROVIDE THAT. THEY DON'T HAVE A

CURRICULUM TO ANSWER THOSE NEEDS.

KIMBERLY: AND THAT'S OUR UNDERSTANDING WITHIN

THE IL NETWORK IN SOUTH CAROLINA. IF SOMEBODY IS NOT

PROVIDING SOMETHING, LET'S TALK ABOUT IT AND WE ARE FINE

WITH SHARING SERVICES. WE SUPPORT EACH OTHER. LIKE

WHEN WE ARE GOING TO THE DEPARTMENT OF ED OR WHEN WE ARE

GOING TO VR TO ADVOCATE FOR FUNDING, WE ARE ADVOCATING FOR

FUNDING FOR ALL OF US. SO, I THINK THAT'S REALLY IMPORTANT

TOO, TO MAKE SURE IS THAT WE ARE WORKING TOGETHER AS MUCH

AS POSSIBLE. WE SHARE THE LOVE. WE SHARE FUNDING AND

WRITE EACH OTHER IN GRANTS. AND SO, IT'S HOW YOU

BUILD THAT IL UP IN YOUR WHOLE ENTIRE STATE. SO, PLAY NICE,

GUYS.

AUDIENCE: HI. GREAT PRESENTATION BY THE WAY.

THAT WAS VERY GOOD. MY QUESTION IS, SO IN ALL THE PROGRAMS

THAT YOU HAVE KIND OF WENT THROUGH, YOU HAD A LOT OF PART

TIME POSITIONS THROUGHOUT MOST OF THEM. OKAY? AND I AM

ASSUMING THAT THOSE ARE YOUTH POSITIONS PART TIME, OR MANY

OF THEM ARE YOUTH PART TIME POSITIONS. SO, OF THOSE, LIKE WHAT'S

THE AVERAGE NUMBER OF HOURS THEY ARE WORKING IN A WEEK?

AND THEN WHAT'S THE AVERAGE WAGE YOU ARE PAYING?

I KNOW YOU ARE PAYING MINIMUM WAGE. BUT ANYTHING TO SHED

LIGHT ON SOME OF THOSE KIND OF DETAILS.

KIMBERLY: SO, WITH THE PART-TIME STAFF -- SOME OF THE

PART TIME STAFF ARE LISTED ARE – THEY ARE PART-TIME FOR THIS PARTICULAR

PROGRAM. SO, THEY ARE ACTUALLY FULL TIME STAFF. A LOT OF

THEM. SO, THEY ARE WORKING ON SEVERAL DIFFERENT PROGRAMS.

SO, WE USE A – A CERTAIN AMOUNT OF HOURS ARE GOING TOWARDS

THIS PROGRAM. AND SO, ITS CONSIDERED PART TIME.

FOR OUR YOUNG ADULT LEADERS WITH

THE EQUIP PROGRAM, THEY PROBABLY ROUGHLY WORK -- WHAT'S

THE MINIMUM NOW? AT LEAST EIGHT HOURS A MONTH?

CHARLIE: AT LEAST EIGHT HOURS A MONTH. A LOT

OF THEM ARE IN COLLEGE. A HALF OF THEM – OR A THIRD OF THEM ARE IN HIGH

SCHOOL STILL. BUT WE ASK THAT THEY WORK AT LEAST FIVE TO

EIGHT HOURS A MONTH.

KIMBERLY: AND WE PAY $10.50 AN HOUR TOWARDS THEIR SALARY.

AUDIENCE: ARE THEY MOSTLY WORKING REMOTELY VIRTUALLY

OR IF THEY ARE COMING IN, DO YOU HAVE TO PROVIDE TRANSPORTATION?

THINGS LIKE THAT?

CHARLIE: GREAT QUESTION. TO MEET THE RURAL

NEEDS IN OUR COMMUNITIES OR THE DISPARATE NEEDS OF A

LARGE SERVING AREA, WE WANT AS MUCH REGIONAL REPRESENTATION

AS WE CAN FROM YOUNG ADULTS. FOR THE REGIONAL HANGOUTS THAT ARE HAPPENING -- IF THAT'S

THE AREA THAT THEY LIVE IN, WE DON'T PROVIDE TRANSPORTATION, BUT THEY

FIGURE IT OUT HOW TO GET PAID AND PROVIDE THAT HANGOUT THERE THAT’S

HAPPENING MONTHLY. WE HAVE A LOT OF YOUNG ADULTS RIGHT NOW THAT ARE

WRITING BLOG ARTICLES. WE ARE ABOUT TO LAUNCH A YOUTH BLOG AND SO

THERE ARE A NUMBER OF THEM THAT ARE PUTTING IN A LOT OF

HOURS WRITING DISABILITY RIGHTS BLOG ARTICLES.

KIMBERLY: AND THEN GOING TO THEIR COMMUNITY SCHOOLS AND

PROVIDING -- DOING SPEAKING ENGAGEMENTS IN THEIR OWN

COMMUNITIES AND SO TRANSPORTATION MAY BE A LITTLE EASIER. AND

THEN WE DO STAFF DEVELOPMENT WITH THEM AS WELL. SO ANNUALLY

WE BRING ALL THE LEADERS TOGETHER TO BUILD SKILLS. IT’S A

TWO-DAY EVENT TO BUILD SKILLS AND TALK ABOUT SOME OF THESE PRESSING

ISSUES. SO, WE HAVE HAD GREAT CONVERSATIONS WITH THEM ABOUT INSPIRATION

PORN. SO, ALL THE GREAT CONVERSATIONS WE CAN HAVE WITH

THEM SO THEY ARE EQUIPPED TO GO OUT INTO THE COMMUNITIES

TO SHARE THIS MESSAGE.

CHARLIE: REALLY GOOD QUESTION. AND WE SEE IT

AS A STEPPINGSTONE. FOR OTHER STAFF WE DON'T SEE OUR

ORGANIZATION AS A STEPPINGSTONE, BUT FOR THOSE YOUNG ADULT

LEADERS IT IS ABSOLUTELY A STEPPINGSTONE. SO, WE

DON'T ENCOURAGE THEM TO HAVE THAT FIVE OR TEN HOURS

OR TWENTY OR THIRTY HOURS A MONTH BE AN END ALL, BE ALL, WHERE A

LOT OF THEM HAVE OPEN CASES WITH US TOO, SO THEY ARE WORKING ON

EMPLOYMENT GOALS OR IN SCHOOL OR REACHING FOR THAT NEXT

STEP. IT'S NOT NECESSARILY DESIGNED TO BE --

KIMBERLY: A FULL TIME JOB.

CHARLIE: VERY GREAT QUESTION. THANK YOU.

AUDIENCE: I THINK THERE'S A PHILOSOPHICAL

QUESTION THAT WE PROBABLY DON'T HAVE TIME TO DISCUSS. I

JUST I JUST WANTED TO POINT IT OUT. WITH REGARD TO

WHETHER OR NOT THE CENTER, THE CIL PROVIDES COOKING

CLASSES. DO WE WANT TO PROVIDE THOSE ACCESSIBLE COOKING

CLASSES OURSELVES, OR DO WE WANT TO TEACH ANOTHER AGENCY

THAT ALREADY PROVIDES COOKING CLASSES HOW TO PROVIDE

ACCESSIBLE -- HOW TO MAKE THEIR CLASSES ACCESSIBLE MAYBE

WITH REGARD TO MORE OF A UNIVERSAL DESIGN CONCEPT? WHAT DO

WE WANT TO DO?

CHARLIE: THAT'S A GREAT QUESTION AND I THINK KIMBERLY

WILL HAVE THE SAME ANSWER. WE DO BOTH. WE MEET THE

IMMEDIATE NEED OF OUR CONSUMER BASE, BUT ALSO WORK TO

CHANGE THE SYSTEMS AND THE COMMUNITIES THAT SHOULD BE

BETTER SUPPORTING THEM.

KIMBERLY: AND JUST REMEMBER EVERYTHING THAT WE DO IS

INDIVIDUAL AND SYSTEMS. EVERYTHING THAT WE WORK ON, WE

WORK ON THE INDIVIDUAL LEVEL AND THEN WE ALSO ATTACK IT ON

THE SYSTEMS END AS WELL. SO, IF WE FIND A COOKING CLASS

THAT'S NOT ACCESSIBLE, THEY ARE GOING TO HEAR FROM US.

AND SO, WE ARE GOING TO EDUCATE THEM AND PROVIDE THEM

TECHNICAL ASSISTANCE AND GIVE THEM THE TOOLS TO BE ABLE TO

UNDERSTAND HOW TO PROVIDE A UNIVERSAL COOKING CLASS.

AUDIENCE: I WANT TO FOLLOW UP ON DARRELL'S

COMMENT ABOUT SOME OF THE KIDS MAYBE DON'T EVEN REALIZE THEY HAVE A

DISABILITY. I HAVE KIND OF SEEN THAT IN THE CLASS I HAVE RIGHT NOW

IN OUR HIGH SCHOOL. WE TALK ABOUT DISABILITIES

AND WHAT A DISABILITY IS AND IT'S LIKE SOME OF THE KIDS

DON'T EVEN REALIZE -- IT MAY BE A LEARNING DISABILITY OR

A READING DISABILITY -- BUT THEY DON'T EVEN REALIZE

THEY HAVE A DISABILITY. PART OF ME IS LIKE

DO I WANT TO PUT A LABEL ON THEM? AND MAKE THEM THINK

WOW, I AM DIFFERENT. I DON'T FIT IN. BUT THEN ON THE

OTHER HAND, IF THEY DON'T REALIZE THAT THEY HAVE A DISABILITY,

THEY MAY NOT REALIZE THEY HAVE COVERAGE UNDER THE LAW.

AND SO IT'S KIND OF A HARD THING FOR ME TO RECONCILE.

KIMBERLY: SO I THINK OUR SOCIETY IS SO AFRAID

OF THE WORD DISABILITY AND ESPECIALLY THE SCHOOL SYSTEMS.

AUDIENCE: I THINK THERE SHOULD BE MAYBE A

DIFFERENT TERM. I DON’T KNOW.

KIMBERLY: OR LET'S FLIP IT. LET'S MAKE PEOPLE

NOT THINK THAT DISABILITY IS A BAD THING. I LOVE THE WORD

DISABILITY AND I AM GOING TO CONSTANTLY USE IT BECAUSE I AM PROUD

OF WHO I AM WITH A DISABILITY. AND I THINK AS A MOVEMENT WE

SHOULD ALL BE UNIFIED DOING THAT. WITH PEOPLE WITH

DISABILITIES NOT KNOWING, I THINK WE ARE SETTING THEM ALL

UP FOR FAILURE, IF WE ARE NOT EDUCATING THEM ABOUT THEIR

DISABILITIES AND THE KIND OF ACCOMMODATIONS THAT THEY MAY

NEED. BECAUSE THEY ARE GOING TO REALLY STRUGGLE ONCE THEY

GET INTO THE REAL WORLD. I THINK SCHOOLS CODDLE A LOT.

THEY ARE PROTECTING THE STUDENTS TOO MUCH AND WE NEED TO

HAVE REAL CONVERSATIONS. THAT'S ANOTHER IMPORTANT PIECE

IS TO MAKE SURE THAT THESE STUDENTS ARE LEADING THEIR

OWN IEPS. THAT'S THE TOOL TO HELP THEM UNDERSTAND THEIR

DISABILITIES AND TO UNDERSTAND WHAT THEY NEED. I WAS

TALKING TO BRUCE DURING THE BREAK. AND MY LITTLE BOY IS

EIGHT AND HE HAS SEVERAL DIFFERENT DISABILITIES, BUT HE

KNOWS WHAT HE NEEDS AT AGE EIGHT BECAUSE HE KNOWS ALL

ABOUT HIS DISABILITY. AND I THINK THAT'S WHERE WE HAVE

GOT TO REALLY START EDUCATING KIDS A LOT SOONER ABOUT IT’S OKAY.

YOU KNOW IT'S OKAY. IT'S OKAY IF YOU HAVE A DISABILITY.

YOU KNOW YOU KNOW WHAT YOU NEED TO BE ABLE TO LEARN JUST

LIKE EVERYBODY ELSE. AND SO ,I THINK THAT'S THE TOOL IN

TEACHING PEOPLE THAT IT'S OKAY. IT'S NOT A BAD THING.

AND IT BOOSTS THEIR CONFIDENCE FROM VERY EARLY ON TOO IF

YOU START TEACHING THEM ABOUT THEIR DISABILITY.

DARREL: TO ADD TO YOUR POINT, KIM, IF YOU UNDERSTAND YOUR DISABILITY YOU

CAN UNDERSTAND YOUR ACCOMMODATION NEEDS IN HIGH SCHOOL

BECAUSE THEY ARE NOT AUTOMATICALLY GOING TO BE GIVEN TO

YOU IN COLLEGE. AND YOU NEED TO THEN GO OUT AND BE

ASSERTIVE AND ASK FOR THOSE ACCOMMODATIONS IN COLLEGE OR THE

JOB OR THE WORKPLACE. BUT IF YOU DON'T HAVE THAT

UNDERSTANDING OF WHAT THE HECK IS GOING ON WITH YOU, AND

WHAT YOUR NEEDS ARE, ONCE YOU CROSS THAT STAGE FOR GRADUATION, NOBODY IS

GOING TO HAND IT TO YOU ANYMORE.

CHARLIE: IF WE LOOK TO OUR MOVEMENT -- IF WE WERE

BACKED BY ALL PEOPLE WITH DISABILITIES IN OUR MOVEMENT,

CAN YOU IMAGINE WHAT WE WOULD LOOK LIKE? HOW POWERFUL WE

WOULD BE. I DON'T THINK WE WOULD HAVE HALF THE BARRIERS

THAT WE HAVE IF WE TRULY HAD A COMPLETELY UNIFIED VOICE

ACROSS ALL PEOPLE WITH DISABILITIES IN THIS COUNTRY.

WE LOOK TO ALL YOUTH TO COME INTO THE FOLD. WE

CONFRONT THEM WITH RADICAL DISABILITY PRIDE. I THINK

THAT'S WHAT CAUGHT A LOT OF US AND CONVERTED US TO THIS MOVEMENT IS

BEING CONFRONTED BY SOMEONE THAT UNABASHEDLY TOOK PRIDE IN THEIR

DISABILITY. SO THAT'S WHAT WE OFFER THEM. AND SOME COME

AROUND AND SOME DON'T.

KIMBERLY: AND I THINK USING OUR OWN PERSONAL

EXPERIENCES TOO. HOW MANY OF YOU HAVE HAD A DISABILITY

MOST OF YOUR LIFE? WERE YOU CONFIDENT WHEN YOU WERE A

KID? SO, USING THOSE FEELINGS AND KIND OF DEVELOPING YOUR

PROGRAMS IS REALLY IMPORTANT. I KNOW THAT I WAS

TELLING -- I WAS ALSO TELLING BRUCE THIS -- THAT I TRIED TO

HIDE THE FACT THAT I HAD ONE LEG BEFORE. I WAS JUST

ACTING LIKE I DIDN'T HAVE ONE LEG. AND I'M SORRY BUT I

HAVE ONE LEG. IT IS WHAT IT IS. SO, YOU HAVE TO LEARN AND

BE CONFIDENT OF WHO YOU ARE. AND THAT'S WHAT WE HAVE GOT

TO MAKE SURE THAT WE ARE INSTILLING IN OUR CENTERS.

CHARLIE: REALLY GOOD QUESTION. THAT ANSWER

GLOSSED OVER THE DIFFICULTY THERE. THERE IS DIFFICULTY

THERE AND THERE PROBABLY ALWAYS WILL BE.

AUDIENCE: I WOULD GO A LITTLE FARTHER AS

FAR AS NOT KNOWING THEIR DISABILITY, BUT NOT ACCEPTING THEIR

DISABILITY WITH THE IEPS. I WORKED IN THE SCHOOL SYSTEM IN A MIDDLE SCHOOL AND

IT WAS THE PARENTS THAT HAD TO COME AND GO TO THE CLASSES

WITH THE COUNSELORS AND THE STUDENTS DIDN'T WANT TO. AND

IT WAS FORCED ON THEM. AND IN MIDDLE SCHOOL, YOU’RE TRYING TO –

YOU KNOW, THAT PEER PRESSURE IS SOMETHING ELSE.

MY PROBLEM IS THE PARENTS ARE REALLY PUSHING THE

KIDS AT THIS POINT. AND SO HOW DO WE FIT IN TRYING TO

HELP THEM BE INDEPENDENT WITH IT AND ACKNOWLEDGING THAT

THEY DO HAVE A DISABILITY? BECAUSE THAT PEER PRESSURE IS

REALLY STRONG IN MIDDLE SCHOOL.

CHARLIE: YEAH. IT'S STRONG IN ELEMENTARY SCHOOL; IT’S STRONG UP

INTO HIGH SCHOOL AND THIS IS WHERE THAT ISSUE HIGHLIGHTS A

LARGER SYSTEMS ISSUE FOR US. THIS IS

WHY WE PREACH RADICAL INCLUSION. IF FROM THE AGE OF THREE OR

FOUR OR FIVE YOU ARE BEING PULLED OUT FOR SERVICES INTO A

SPECIAL ROOM, WHAT DOES THAT TELL YOUR PEERS ABOUT YOU?

MEANWHILE, WE KNOW WE CAN FILL THIS ROOM WITH THE LITERATURE

WE HAVE ON THE BENEFITS OF PROVIDING INCLUSIVE SERVICES.

THAT'S WHERE WE HAVE TO PREACH RADICAL INCLUSION TO THESE

SYSTEMS AND FIGHT FOR THOSE CHANGES WHERE FOLKS AREN’T

BEING STIGMATIZED JUST TO RECEIVE AN EDUCATION IN THE WAY

THAT’S GOING TO BENEFIT THEM MOST.

FOR THE INDIVIDUALS, THAT IS TRICKY. RIGHT? AND SO, I THINK WE FOCUS

OUR ATTENTION ON CHANGING THOSE SYSTEMS AND FIGHTING FOR

MORE INCLUSIVE EDUCATIONAL ENVIRONMENTS. GREAT QUESTION THOUGH.

IT'S A TOUGH ONE.

DARREL: IF I UNDERSTAND TOO LIKE WHEN WE ARE

IN IEP MEETINGS AND YOU HAVE A ROOM FULL OF 16

PROFESSIONALS, INCLUDING YOUR SUPERINTENDENT, YOUR

PRINCIPAL, YOUR TEACHERS, WHATEVER AND MAYBE YOUR

MOM IS THERE WITH YOU. AND YOU LOOK -- AND AS A

14-YEAR OLD, 16-YEAR OLD KID YOU ARE LIKE IN THIS WHOLE

GROUP OF PROFESSIONALS IT'S LIKE OKAY. WHAT DO YOU WANT

TO BE WHEN YOU GROW UP? YOU HAVE 16 PROFESSIONALS IN THE

ROOM AND YOU ARE LIKE OH, MY GOD. I MEAN TALK ABOUT THOSE

IEP MEETINGS AND HOW INTIMIDATING. AND WHEN WE ARE SO

AMAZED AT THE RARE EXCEPTION WHEN A STUDENT TRULY IS THE

LEADER OF THAT IEP MEETING. THAT UNFORTUNATELY, IN MY

EXPERIENCE, HAS BEEN THE EXCEPTION RATHER THAN THE RULE.

BUT, KIMBERLY, YOU ARE TALKING ABOUT WHEN YOU WERE GROWING

UP AND USING THOSE EXPERIENCES. WOW, YOU KNOW. AND A

GROUP FULL OF PROFESSIONALS SAYS WHAT DO YOU WANT TO BE

WHEN YOU GROWN UP? WELL, I AM 16 AND I DON'T KNOW. I

WOULD LIKE TO GET A DATE ON FRIDAY (LAUGHTER). AND WHAT

DO YOU WANT TO BE WHEN YOU GROW UP? HOW MANY OF US

CHANGED MAJORS WHEN WE WERE IN COLLEGE? YOU KNOW. SO, I

DON'T KNOW IF YOU WANT TO SPEAK TO IEP MEETINGS. I'M

SORRY. THAT WAS MY POINT.

KIMBERLY: BUT IT'S IMPORTANT THAT THEY ARE

BEING ASKED WHAT THEY WANT TO DO, BECAUSE A LOT OF TIMES

IT'S ASSUMED WHAT THEY WANT TO DO. SO, THERE'S GOALS IN

THEIR IEP THAT THEY NEVER EVEN HAD INPUT TOWARDS. SO, A

LOT OF PEOPLE ARE TRANSITIONED -- WE HAVE A SCHOOL DISTRICT

THAT WE ARE WORKING WITH THAT JUST TRANSITIONS PEOPLE TO

THE SHELTERED WORKSHOP AND THAT'S THEIR GOAL. NOBODY

HAS THAT GOAL. NOBODY SAYS HEY, I WANT TO GO WORK IN THE

SHELTERED WORKSHOP AND MAKE $0.10 AN HOUR. SIGN ME UP.

DARREL: AS A VR COUNSELOR, THE EASY OUT IS DO

YOU WANT TO BE IN FAST FOOD OR DO YOU WANT TO BE A

JANITOR? THAT'S THEIR EASY OUT. AND FOR HOW MANY YEARS

HAS VR BEEN AROUND AND WE STILL HAVE A 68 PERCENT

UNEMPLOYMENT RATE? AND YOU KNOW THEY ARE SUPPOSED TO

START WORKING WITH KIDS AT AGE 14. WITH THEIR CASELOAD

THEY USUALLY DON'T GET TO IT UNTIL THREE MONTHS BEFORE

GRADUATION -- THEIR SECOND SEMESTER SENIOR YEAR. AND THEY

SAY HOW CAN WE HELP YOU? IF YOU TURNED THE CLOCK BACK,

THAT WOULD HELP. AND SO, IT'S JUST CASELOAD WITH VR.

CHARLIE: WHEN WE LOOK TO THE TENS AND HUNDREDS

OF MILLIONS OF DOLLARS THAT ARE THROWN AT YOUTH IN TRANSITION IN

SOUTH CAROLINA, THERE IS ZERO DATA ON OUTCOMES. THE BEST

WE HAVE IS THAT INDICATOR 14 DATA THAT'S COLLECTED BY THE

DEPARTMENT OF EDUCATION. WE HAVE TO BRING THIS TO

PEOPLE'S ATTENTION – THAT WE DON’T. THAT WE ARE THROWING HUNDREDS OF

MILLIONS OF DOLLARS AT YOUTH AND WE HAVE NO IDEA WHAT WE

ARE GETTING FOR OUR MONEY. WE HAVE TO ELUCIDATE THAT FOR

THEM AND SHOW THEM WHAT LITTLE WE KNOW ABOUT WHAT THAT MONEY IS ACTUALLY

GETTING US.

DARREL: AND KIND OF ANOTHER SIDE POINT -- I

AM SORRY FOR GOING ON HERE. I HAVE THE MIC. SO, WE WERE

ABLE TO WORK WITH STUDENTS IN A QUOTE SELF CONTAINED

CLASSROOM, THAT'S ONE THING. BUT WE KNOW THAT THERE ARE

SO MANY STUDENTS WITH DISABILITIES THAT ARE MAINSTREAMED

THAT WE ARE NOT ABLE TO GET INTO AND WORK WITH. ANY

SUCCESS IN YOUR GRADUATE WORK IN SOUTH CAROLINA FOR US

KINDERGARTENERS THAT ARE JUST STARTING SCHOOL?

CHARLIE: YES. SO, THERE ARE TYPICALLY THREE TIERS, RIGHT? YOU

HAVE GOT FOLKS WHO ARE ON LOCK DOWN THE MAJORITY OF

THEIR DAY LIKE IT’S 1950. THEN YOU HAVE FOLKS WHO ARE IN A RESOURCE

CLASS A CLASS PERIOD OR TWO A DAY. THEY ARE COMING FOR

 ACADEMIC SUPPORT. IT’S MORE LIKE A STUDY HALL THAN

ACTUALLY BENEFITTING THEM. AND THEN THERE'S FOLKS THAT

ARE ITINERANT. SO, THEY ARE CHECKING IN WITH THE CASE

MANAGER. THERE IS ALWAYS A WAY. SO, FOR THOSE STUDENTS AT

THAT LEVEL OF RECEIVING ITINERANT SERVICES, TYPICALLY, THEY

HAVE GOT SOMEONE WHERE THERE IS A COMMON POINT OF CHECK

IN. A TIME THAT'S SET WEEKLY OR MONTHLY. THERE'S ALWAYS

A WAY. WE HAVE ACTUALLY STRUGGLED FOR THE STUDENTS THAT

ARE HELD CAPTIVE IN SELF-CONTAINED CLASSROOMS.

THOSE ARE THE FOLKS THAT THE DISTRICTS DON’T THINK

THAT WE -- THEY ARE LAST TO WANT US TO SERVE. WE FIND THAT

 THEY WILL GIVE US THEIR ITINERANT STUDENTS AND RESOURCE

STUDENTS ALL DAY. BUT THEY – I WAS JUST TALKING WITH THE FOLKS

FROM ATLANTIS EARLIER -- THEY THINK THAT WE

NEED TO HAVE A WIZARD STAFF TO SERVE YOUTH WITH

INTELLECTUAL DISABILITIES. THEY CAN'T FATHOM THAT ANYONE

COULD POSSIBLY EVER GO IN THERE AND TEACH THEM AND

SO WE HAVE TO DEMAND ACCESS TO THOSE STUDENTS AND

SHOW THEM. BUT STUDENTS WITH HIGHER INCIDENCE DISABILITIES

AREN’T TYPICALLY OUR PROBLEM.

AUDIENCE: I JUST WANTED TO ASK. IT SEEMS LIKE

YOU KNOW OF A GREAT DEAL OF RESEARCH THAT SUPPORTS THE

OUTCOMES OF DIFFERENT KINDS OF PROGRAMS PUT OUT BY -- PUT

ON BY CILS. IF THERE ARE ONE OR TWO STUDIES THAT SEEM TO BE THE

MOST RELEVANT, IS THERE SOME WAY THAT YOU COULD SHARE

THOSE WITH US, THOSE CITATIONS?

CHARLIE: ABSOLUTELY. THERE ARE TWO THAT STICK OUT THAT ARE

REALLY RELEVANT TO WHAT WE’VE TALKED ABOUT. ONE IS THE WORK

THAT'S BEEN DONE IN THE LAST THREE YEARS ON THE PREDICTORS

OF POST SCHOOL SUCCESS. I AM ACTUALLY GOING TO A CONFERENCE

IN DENVER NEXT WEEK FOR NTACT, N-T-A-C-T. THEY ARE

THE HIGHLY ACADEMIC RESEARCH TA CENTER FOR TRANSITION AND

THEY HAVE DONE A LOT OF WORK AROUND THOSE PREDICTORS.

THERE A COUPLE OF ARTICLES THAT I’M HAPPY TO GIVE THE CITATIONS

FOR. THE OTHER ONE IS AN OLDER STUDY BUT TO THIS ISSUE OF IEPS,

 IT CAME OUT SEVEN OR EIGHT YEARS AGO. IT WAS A NATIONAL STUDY.

A BIG GROUP OF STUDENTS. THEY FOLLOWED STUDENTS WITH

DISABILITIES IN THEIR IEP MEETINGS THAT WERE TRANSITION AGE

AND THEY TIMED THE AMOUNT OF TIME THAT PEOPLE WERE TALKING

AT THE IEP MEETING. AND STUDENTS WITH DISABILITIES SPOKE

TWO PERCENT OF THE TIME ON AVERAGE IN THEIR OWN IEP MEETING.

TEENAGERS UP TO THE AGE OF 21 SPOKE TWO PERCENT OF THE

TIME IN THEIR IEP MEETING AND THAT'S ONE OF THE THINGS

THAT I BLUDGEON OVER THE HEADS OF EDUCATORS WHEN WE

ARE WORKING WITH THEM. HOW MUCH TIME ARE YOUR STUDENTS

TALKING IN THEIR OWN IEP MEETING? DO YOU HAVE NOT HAVE A SYSTEM IN PLACE

FOR THE STUDENTS LEADING THEIR IEP MEETINGS YET? LET'S

CHANGE THAT YESTERDAY.

THE PREDICTORS WORK ALL POINTS BACK TO CILS.

HALF OF THOSE PREDICTORS POINT BACK TO WORK WE HAVE BEEN

DOING FOR DECADES. THE INTENT OF IDEA IS ANOTHER ONE THAT I THROW

AT PEOPLE EVERY CHANCE I GET. IN THE INTENT OF THE LAW, IT

SAYS IN ITS MOST RECENT REAUTHORIZATION, THE INTENT IS TO

PREPARE STUDENTS WITH IEPS FOR EMPLOYMENT, FURTHER

EDUCATION, AND INDEPENDENT LIVING. EMPLOYMENT, FURTHER EDUCATION,

AND INDEPENDENT LIVING. INDEPENDENT LIVING IS WRITTEN INTO THE INTENT

OF THE LAW GOVERNING THE PROVISION OF SERVICES TO ALL STUDENTS WITH DISABILITIES.

KIMBERLY: WE GOT THAT. WE CAN PROVIDE THAT.

CHARLIE: SO, WE ARE WRITTEN IN NAME INTO THE

LAW. AND SO, FOLKS NEED TO KNOW THAT. INDEPENDENT LIVING

IS THE MOST LIKELY OF THOSE THREE TO BE IGNORED COMPLETELY,

BY THE WAY.

KIMBERLY: SO, REMIND THEM. THAT'S HOW YOU GET IN SCHOOLS.

CHARLIE: AND ONE MORE FROM AMINA.

 AMINA: AS I AM LISTENING TO THIS

CONVERSATION RIGHT AFTER WE SAW THE PRESENTATION ABOUT

HOUSING, IT OCCURS TO ME THERE'S A GREAT ANALOGY ABOUT HOW

MUCH EASIER IT IS IF YOU BUILD FROM THE FOUNDATION UP AN

ACCESSIBLE HOUSE. AND HAVING GROWN UP WITH PHYSICAL

DIFFERENCES, HOW MUCH EASIER IT IS IF THE EARLIER YOU START

WORKING WITH CHILDREN, THAT THEY CAN EXPRESS THEIR FULL

ABILITIES IN THEIR LIFE IF YOU START -- THE EARLIER YOU START.

SO, I JUST NOTICED THAT.

CHARLIE: YEAH. AN ATTORNEY FOR THE DEPARTMENT

OF ED HAS ONE OF MY FAVORITE QUOTES WHEN HE TALKS TO

EDUCATORS. HE SAYS, YOU KNOW WHAT THE NEXT BEST THING IN SPECIAL

EDUCATION IS GOING TO BE? NOTHING. IT’S GOING TO BE INCLUSION

IN GENERAL EDUCATION. IT’S GOING TO BE UNIVERSAL DESIGN

FOR LEARNING. IT’S GOING TO BE RADICAL INCLUSION.

SPECIAL ED IS OUTDATED. SPECIALIZED PATHWAYS JUST BECAUSE YOU

HAVE A DISABILITY IS BROKEN AND NEEDS TO END. SO, WE HAVE

TO SPEAK THAT TO THE DEEPEST PARTS OF EVERY ONE OF OUR BODIES. [APPLAUSE].

TIM: THINK THOSE ARE TWO GREAT THOUGHTS TO WRAP UP ON.

CHARLIE: GREAT. THANK YOU ALL VERY MUCH.