**ROUGHLY EDITED TRANSCRIPT**

**NCIL IL‑NET**

**Attract and Retain your Best CIL Board Members**

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>> OPERATOR: Audio recording for this meeting has begun.

>> TIM FUCHS: Good afternoon, everybody. This is Tim Fuchs with the National Council On Independent Living. I want to welcome you all to CIL‑NET's newest webinar and teleconference, attract and retain your best board members. As you can tell my voice is a little weak today. Luckily you will be listening to Paula whose voice is strong but if you'll bear with me I'll appreciate it. I'm getting hit hard by these Al you are judge jeez. Today's webinar is brought to you by the IL NET training and technical assistance project for CILs and SILCs. Ill knelt is operated through a partnership among ILRU in Houston, Texas, NCIL here in Washington D.C., and APRIL in little rock, Arkansas. And support is provided by ACL at department of Health and Human Services. So today's call is being recorded so that we can archive it on ILRU's Web site. I hope you'll take advantage of that and share it with your colleagues. It should be up within 48 hours of the end of the call, usually much sooner. We are going to break several times during the presentation today to take your questions. We've got about 30 sites signed up today. So we'll have plenty of time for your questions, and I hope you'll take advantage of those Q&A sessions. For those of you that are on the webinar today, you can ask questions at any time in the chat box. That's, of course, the text box underneath the list of attendees. You can enter those questions whenever you would like but we will wait for the Q&A break to address them. For those of you that have only called in today, that's fine. You can press \*# during our Q&A breaks to indicate you have a question and we'll take those in the order that they're received. Also, if, like me, you are on the CART screen, there's a chat feature there, and if you prefer the full screen of CART, you can enter your questions in the chat box there and I'll address those to Paula during Q&A breaks as well. Finally, you want to make sure you have the PowerPoint opened today. Now, of course, those of you on the webinar are going to see it automatically and it will follow along with Paula's presentation but again for those of you only on the phone or only following the full‑screen CART, you'll want to have the PowerPoint open either on your computer or printed out. If you didn't get the PowerPoint for any reason, it was ‑‑ remember it was sent to you in the confirmation email that you got from NCIL with the connection instructions as an attachment. If you don't have that for any reason you can email me at Tim@NCIL.org. I'll get it over to you. Also I want to ask you all to please take a moment today when the call is complete to fill out the evaluation form. It's only a few questions. It only takes a minute or two to complete. If you're participating in a small group today, that's great but I do hope that each of you will fill it out so that we know what everyone thinks. We take those comments very seriously and I hope you'll take a moment to share.

Okay. So that's all that I had for our housekeeping announcements. I want to introduce Paula our presenter for today. I was saying to Paula on the pre‑call I feel like she hardly needs an introduction with all the work she has done across the country especially over the last few years as ILRU's technical assistance coordinator but Paula has had an extensiveis had tree in IL going back to working at one of the federally funded centers in Kansas and is now in California and has just been so valuable to all of us, and we love working with her, and we're excited she offered to do this training, and we're excited you all signed up for it. So with that, I'll turn it over to Paula to get us started here and we'll talk to you at the Q&A break. ‑‑

>> PAULA McELWEE: Thank you so much, Tim. It is such an honor and privilege to work with these wonderful organizations calmed Centers for Independent Living. It is such fun most of the time, and when there are moments when a center flounders it is so urgent to me to make sure that center gets back on their right feet and the board is often a big part of that process. But as you know, board members are volunteers, and they may or may not be the most easy to recruit and find and decide what you need and so forth.

I want to point out an icon to you and then I want to ask everybody a question. If you look at the top of the bar there you can raise the hand of that little guy, there is an icon with a little guy, and you can raise the hand or you can put in the chat the answer to this question. But the question I have for you is: Have you attended board meetings, nonprofit board meetings, not governmental councils, but nonprofit board meetings other than your own organization? So have you ever attended the meeting of another board? If you have you can kind of tap in that "yes" or type "no" or whichever. But it's really an interesting thing because when I was first a director of a Center for Independent Living, I had only attended the nonprofit boards that I was on, and there were only two of them, not a whole bunch, and so I was in a situation where as I began to look at what made a good board and what made a non‑so good board it was hard for me to sort it out at first.

Now, let me ask you this question. Think really hard and think about the best board meeting, if you have attended one, even your own here, what was the very best board meeting that you had? And what were some of the elements of that very best board meeting? Feel free to drop your comments in here, but for me, a sense of humor has often been something that makes a board meeting go better. Because sometimes there's tension, and if you have somebody who is a very kind but humorous person, they can drop just a little word play or a little joke into the middle of the meeting and it defuses some of that energy that can kind of go the other way sometimes. So humor is one of the things I've seen. And if you wouldn't mind, type in what you've seen in the very best board meeting that you have ever seen. The very most exciting board meeting that you have ever participated in. Either as a board member or as an observer or in your own board. Because there are some elements that make it good. It helps if people have passion. Kathy says "passion." Absolutely. Another thing you often look for is preparation. You want board members who took the time to read what you sent them [chuckles] well organized, Spencer says. Everyone has reviewed the documents so when they come in the meeting they're asking good ‑‑ they're asking for good questions for clarification rather than just starting at the beginning. Debra says tell some success stories. That makes for a great board meeting. Especially presentations by youth. She mentions specifically. But staff can present those success stories [ INAUDIBLE ] present those success stories. Both ways. It's an exciting thing to have that happening, to have the reason why we're in this business to be clear at the board meeting itself. So those are some excellent suggestions.

Let's talk a little about how you can recruit board members that give you some of those elements within your board meeting. So let's take a look at the Slide 3. We're going to look at how to determine what gaps you have now in your current board, how to focus your recruitment on filling those gaps. We're going to talk a little bit about clarifying the board and staff roles and responsibilities because sometimes board members get a little involved in day‑to‑day operations and there are some challenges that come with that. So we're going to talk a little about that. We're going to talk about effective strategies that support your board recruitment efforts and how you can orient your board so that they have the information they need to make good decisions. So those are some things we're going to cover today.

On Slide 4, think first about your current board. What areas of expertise do they have? So do they understand services well? Do they know how to do marketing or outreach in the community? What about fundraising? Of course, that's one on all of our lists because we want to continue our fund development within our centers, and boards can be a key part of that. So if you don't have any board members who have some expertise there, you may want to think about how you can expand that. Finance, of course, is helpful because not every board member understands how to look at those financial statements. So we want to take a look at that. Sometimes it's helpful to have somebody with legal expertise because sometimes you have legal situations and you have to decide whether to make them your attorney or not, but it's useful to understand some basics as you're approaching any legal conundrums within your board. Human relations. HR regulations within your state. Who knows the law. Who understands it so that if you find yourself in a situation where there's a personnel issue that you have some expertise on your board related to that. Technology. Sometimes it's helpful to have somebody who kind of understands the technology. So you don't have to as the Executive Director, if you're the Executive Director, or as a ‑‑ another staff support person, you don't have to explain and do all of the things that a board does as you go along if you have a good board. If you have recruited a board that has expertise in a number of different areas. This is a short list. I would add humor to that because I think that helps your meeting to go better. I would add personal experience with a disability. We're going to talk about that quite a bit in a minute. And you might think about what other areas of board expertise would you add. And if you want to drop a note into the chat box, that would be great. But what other areas do you feel that would be great to have expertise. Sometimes your board needs to expand in areas of geographic areas. So sometimes you serve three counties and you don't have board members from the most sparsely populated county and so you have to think about how do you do outreach in that county without reaching out to a board member there. Sometimes you have a situation where on your board you need expertise from a certain ethnic group or certain culture or a certain language group because that's going to be helpful to you in serving the people you've identified as underserved in your community. So you want to think about all the aspects of what you need. Now ‑‑ Keck ‑‑ Spencer says "connection and experience with funding agencies" absolutely is useful to you. Multi‑cultural awareness is another one here. So think about all the areas of expertise. Make your own notes about what fits your organization because each organization is going to be a little different regarding exactly which areas of ‑‑ which characteristics you're looking for within your board.

Once you've decided on what those are, you want to put them in a chart, and this is not a complete chart at all but on Slide 5 we have put together a little chart so you get an idea of a matrix of identifying any gaps. So you want to put your list of qualifications or characteristics across the top and put your names of your board members down the side and then mark where you have board members who are able to tell you ‑‑ able to fill some of those things that you need, those gaps that are in your organization. Some of those might be to share resources from the community at large. Some of those could be professional contacts. So you have a board member who has a good understanding of finance, they might not be a banker or an auditor, but they might be able to put you in touch with a really fine accountant who could do your next audit. Or they might chair that audit committee and be able to assist you there and help connect you to the community at large. So that's a really excellent one, Lillian. Thank you for contributing that one.

So think about all of the things that you would like to see. This is time to put your dream team together. This is the time to lay out every characteristic you hope for. And remember that some board members will fill more than one of those characteristics. And sometimes you'll have more than one board member in a specific area of expertise. But if you put together ‑‑ if I had what I wanted, all of these characteristics would be present on the board, then you can begin to say, okay, here are where my gaps are and here are where my most urgent gaps are. And so it's really important for you to think about that first. Think about what do you want on your board. Because if you start grabbing potential board members you might miss some areas of really important influence that are going to help you in your community. So be sure you take a look at all of those different areas as much as you can.

Let's look at Slide 6. Now, I suggest you use a board application form, and we have some samples that you can ask for and that we'll post for you. You need to think about how do have other people help you get board members without promising them they're going to be on a board. This can be a little tricky sometimes because sometimes a board member hears you say in a meeting or in your planning that we have a goal to recruit certain board members and so they go to their friend and they say, "I'm on this great board and I think you would be perfect to be on that board." And so ‑‑ "I'm going to put you on the board." Then the friend says okay and then you have this potential discomfort around somebody has been too gung‑ho and said to their friend I'm going to put you on the board when that really isn't the process. So you need to have a clear process. And ask the board ‑‑ when you ask the board to help with recruiting, ask the board to fill out those specific ‑‑ those specific application ‑‑ or have the applicant fill out that specific application because then it's going to be really great to say, well we have applicants and the nominating committee has decided Applicant A is the best person for us to consider at this time. You can keep those other applications on hand to consider later when the next opening occurs. If you have a potential board member that can't come on either for your reasons or theirs, it's a great tool. Sometimes staff also wants to help you recruit board members. This can be a little awkward. Sometimes there can be a potential conflict, and it's difficult to sort through with staff what those conflicts might be, but if you say to them, sure, feel free to give people our ‑‑ the application, it gives them a place to begin the conversation around who they feel would be a good board member. Again, without making any promises or hurting any feelings out in the community. So please use a board application form. We feel like it's really important. This is also a great place to ask the disability question. You can just put right on there, "I have a significant disability: "yes" or "no"." I suggest people also put the definition of significant disability either there or on a footnote or another sheet. But the application form gives you a place to ask that question before your nominating committee meets to review the application so as you are looking at your 51% you know as you're considering those applicants whether or not they help you to maintain your consumer control of your board. So you want to keep that in mind.

On Slide 7 it's also really important to follow your own policies and procedures or bylaws. This is something I find fascinating. Sometimes when I visit a center or when they're talking to me about how to do something, this is exactly the kind of thing that is very much determined by your own policies. We're told that we have to ‑‑ that we have to make sure that we have our 51%. We're told that we need to be a private not for profit board but there are not a lot of specifics required in regulation around this process of how you do board recruitment. So you will do it the best way that works for you. You're going to identify the procedures, sometimes in the bylaws, usually that's where a nominating committee is mentioned, but you're also going to do this process in a consistent way so that there's not a lot of question as the process proceeds. You know, if a board member is recruited and voted on to the board and that board member has a specific relationship with some of the staff or other board members or whatever, sometimes we get the question: In issue well, was appear conflict of interest? We'll talk more about that in a little bit. But as we get that question, the first thing that has to be asked is: Did the organization follow its own written policies or bylaws? Because if you didn't, then it's problematic and it could potentially be a conflict of some sort. Typically no one gets to just appoint a member. You have an election process that's defined. So in the board policies it says the nominating committee will review all applications, they will then meet with the candidates, they will propose a candidate and have that person to come and observe a meeting. I'm suggesting which might be what your policy would say. And so your policy becomes a real important thing for you to review. So make sure that you have a written policy and procedure and your form can be a part of that procedure, your application form. But make sure that you have that written out and that you follow it, that you don't just decided to it another way next time. It's important to know your policies and procedures. They're there for a purpose. They're there to guide you and assure consistency, and as you transition sometimes from one board chair to another or one Executive Director to another, the organization should follow those written policies and procedures and bylaws until they are changed officially. So it's very important to make sure that you follow your own bylaws and processes.

Slide 8. Sometimes we see either a board member or an Executive Director who decides they're just going to appoint somebody to the board, and that's typically not in those policies and procedures. In addition, the board president should not act independently of the full board. Again, that's kind of a ‑‑ that can be ‑‑ that can be kind of a touchy situation. The new board president takes that role and begins to really be invested in your center, really invested in the center's future, and wants to bring their friends and the people that they know who are movers and shakers in the community, wants to bring them to the board. That's fine. It's exciting when people are invested enough in your organization to want to get other people ‑‑ recruit other people to also be a part of it. Very exciting time when that happens. But it is not an appointment. It should be, instead, an application. That way the nominating committee is able to review it, the full board is able to vote on it, you're following a procedure where not one person is acting ‑‑ or a committee is acting independently of the full board. Typically the full board makes that election. Now, some of you are probably rolling your eyes and saying, "Well, yeah, of course, that makes sense, right? The nominating committee." But you would be surprised how often if your board kind of falls off a little, you lose a couple of good members, there's kind of a rush to get the right people on, and sometimes that's when the policies or bylaws don't get followed. So you do want to make sure that when you're asking yourself a question you're consistently going back to your legal ‑‑ your own legal documents about that. Sometimes I'll get questions that come in from centers ‑‑ SILCs, too ‑‑ about, you know, what are we supposed to do regarding A, B, C? And many of the things we do on a day‑to‑day basis are not defined in regulation. What the regulation says is that you have policies and procedures. What the regulations say is that you have a nonprofit board. You're incorporated in a certain way and so forth. But your policies, procedures and bylaws themselves should govern how you respond or how you act during those periods. So just keep that in mind and keep a copy handy.

You know, I've been amazed sometimes when there is a transition from one Executive Director to another when nobody can find the policies and procedures. Somebody says they fell behind the refrigerator and they were never to be found again. I don't know. But if you can't find your policies and procedures, I would really question how consistently you used them. So just keep that in mind. And Lillian and Chris, I'm going to come back to the asking people about their disability in just a second.

Let's ask ourselves this: What does a good board member then look like? Well, you want somebody who ooze willing to work hard. That was in our list at the beginning. Right, somebody who is going to do the ‑‑ do the work to go through the information reports and financial statements that you provide them to them and make good decisions about them. Somebody who has good people skills. You want to have a working board where everybody's working together. People are only going to be able to work together if they are ‑‑ if they're exercising good people skills. That's the best way to say it. You can disagree without making it confrontational. It's important to have a good board, it's important that people agree not to attack each other personally, but rather to articulate their different views, to consider all the information, and make a decision. So that's an important part of what the qualifications are when you're looking for a good board member. And the more people that fit these criteria on your board, the better the balance of ability for your center to do the things that you want to accomplish with your board. And I suggest it's very, very important to have somebody who's connected to disability rights, or if they haven't been a part of the disability rights movement, the Independent Living movement, how can you see their values? Can you see that they have good Independent Living values? Because if they do not, no matter how influential they are in the community, until you've brought them up to speed on those issues, they will sometimes philosophically not be in agreement with the center's activities or approaches. So you want to keep that in mind as a very important ‑‑ you know, a very important element to look at. It's not that you can't bring new people along, but you might not want to start with them on the board. You might want to find other ways to work with them for a while and get a good sense of that.

Another thing that a good board member usually is is busy. Now, that almost ‑‑ this is Slide 10. That almost sounds contradictory, counterintuitive. Wait a minute, they're too busy to be on my board. But I have found people who aren't busy usually don't want to be, and so they don't work very hard on a board. They aren't as effective as a board member as you might hope they would be. You think, they'll have lots of time for us. But, really, most busy people can fit one more thing on their plate if they care about it enough. But most people who aren't busy don't fit that one more thing on their plate very well. So you want to keep in mind that you want busy people to be on your board.

On Slide 11, let's talk about the disability. So it may be useful for you to have board members who have a visible disability. This is kind of a ‑‑ an interesting conversation that we have been having since the late '70s when I first participated in this ‑‑ in this movement and began to get a flavor for it. Having an apparent disability is really not enough for what you want on a board meeting, but when you come into ‑‑ when someone comes into your board meeting, it should be obvious to them that this is a board of people with disabilities, or at least your majority, and I've visited board meetings where there is no evidence present in the meeting that anyone has a disability. Now, they don't have to reveal it to you at every turn. You know, it isn't necessary for a person with a disability to have a visible disability to meet your 51% for consumer control, but it is important to the community for them to acknowledge that your CIL is consumer controlled. So you want to get a good sense of this with people. Just because they mark their disability on the form, you still may want to talk to them about their willingness to acknowledge that publicly. Are they willing to? Because it tells you something about their buy‑in into the disability rights movement. And also if someone does have a visible disability, that doesn't necessarily make them by virtue of that disability the best board member. You want to get to know them before you leap to that conclusion because that may or may not be the case.

On Slide 12, this is a true story. I travel quite a bit. I was on a board of a CIL, I was taking a flight out of my hometown, and the guy sitting across from me used a wheelchair. He came up the ramp in ‑‑ in an aisle chair and sat across from me. We got to visiting. I told him a little about what I did. I didn't invite him to join the board I was on because I was thinking, well, I don't know enough about him, but when I took his card and gave him mine, that was in the back of my mind. I'm thinking, hey, here's a guy who is ‑‑ he's up and moving. He's obviously active in some way. Might make a good board member. I'll take a look at this. When I did my search, however, I learned that he's the local ‑‑ what we call the ADA drive‑by expert, the one who goes in and hits businesses with ADA complaints without offering any advocacy and makes the work of ADA compliance a lot more difficult for all of us, and he was probably not the best person to consider for the board. I didn't contact him for that purpose after I figured out who he was, but just because I saw that he used a wheelchair didn't make him by virtue of his visible disability necessarily a good board member. So it kind of works both ways. You have to know the person regardless of what's visible to you. You have to know a little about them to know if they'd be a good board member or not. So you don't want to just say, hey, blind guy lives on the corner, I'll put him on my board. Not the way you do it. You want to look for people who are participating in the disability rights movement, participating in ‑‑ and active and understanding the philosophy of Independent Living. Those things are real important, and that's what you want to keep in mind as you look for those good board members.

Now, here's the question that Lillian and Chris were asking about: Can you ask people the question? I was interviewed for a board position at the local CIL interim director said to me, come on, are you going to make me? I realized he didn't know that I have a disability because it isn't visible and I didn't know him very well. I had just met him. So it just hadn't come up. And it was interesting to me that he was reluctant to ask the question. Now, if you put it on your application, that solves some of that problem. But there is no discrimination at play if you're inquiring for a volunteer position. You're not hiring this person. You're inquiring for a volunteer position related to whether or not they're a good fit for your Board of Directors. So you have to ask. You have to ask to know because many disabilities are invisible. And sometimes a potential board member will say, well, I don't know if my disability counts. You'll get that language when somebody has diabetes, arthritis, and so forth. What I usually do is just go back to that definition of significant disability and say, well here's what we're wondering, is does your disability fit this definition? Because you do have to have more than 50% of persons with significant disability. Now, that's the way it is in the law. A lot of centers have missed that word "significant" through the years and failed to really look at that. But that's the way that it's actually worded. So you'll want to make sure you look at that definition of significant disability.

Okay. Tim, I think we're ready for some questions.

>> TIM FUCHS: Sounds good, Paula. All right. Just as a reminder, if you have a question, you can type it in the chat box underneath the list of attendees. Just type it out and hit Enter. I have seen a couple come in while we've been talking. And I'll be watching the CART screen as well. If you're just on the phone you can press \*# and we'll take your questions as they come in.

Paula, do you want to expand on Chris' question on the legality of asking a person if they have a disability beyond what you said during the last Section?

>> PAULA McELWEE: I think that it is not only legal, it's necessary, and I can't say that strongly enough. This is who we are. We are Independent Living consumer controlled, and if we aren't willing to take a look at that very frankly and talk about it, then I think that it's not going to be the board member you're hoping for. So I think you want to know their answer to that question, and you want to see how they handle that because this is how the organization is ‑‑ this is how we're organized. This is how we're structured. We're structured to have consumer control. So it's really important. And I know that there is some hesitation because it ‑‑ we're taught to be so careful around the employment question, but we're not hiring these folks. They're volunteers. So that would be my response. Some boards, in fact, will choose to be more than 51% persons with disabilities, and once in a while you'll find a center that's 100%, although almost always there's somebody out there who doesn't claim a significant disability who might be valuable to your board. But you certainly want significant disability significantly represented on your board.

>> TIM FUCHS: Okay. Doesn't look like a lot of questions coming in here.

>> TIM FUCHS: Like I told you. We have 40 people on the call. That's manageable for the call. We have 10 minutes set aside for the Q&A breaks. I hope you won't be shy if there are questions from the first Section. So we'll give you a minute to think about that and type out your questions. Again, that's \*# if you're on the phone.

We'll give about 20 more seconds. Again, I don't want to force the issue, either. We will have more Q&A breaks later. This content was pretty basic. So there may just not be any more questions.

>> PAULA McELWEE: We'll drill in a little more as we go forward here.

>> TIM FUCHS: I see one person typing. Let me see if they're going to continue.

Paula, as you see, Lillian asks to clarify a significant disability as an individual needing assistance with one or more activities of daily living.

>> PAULA McELWEE: That's good, Lillian. That's the definition. I do usually pull it right from the law because I don't want to try and explain it to them, but sometimes they will say to you, you know, "I still don't understand." Then I'll say, "How does it affect you day to day? Do you accommodate for your disability every day?" Then I'll go back through the definition with them. So that's always helpful. And, Spencer, we will talk about some places to find some of these people. That's coming up next. Because that is everybody's question, right? Where do we find the best people? An ongoing process, I think, to develop a good board.

>> TIM FUCHS: Spencer says whew! . Let's go ahead to Slide 15, Paula and don't worry, folks, we will have more Q&A breaks.

Before we kick over, Lillian had one more question. "How do you engage board members that have been on the board for a long time?"

>> PAULA McELWEE: We're going to talk at the very end of this about the development of new board members. But I usually suggest as you're doing the orientation to new board members that you engage your current members in that process as well, that somehow they either present the portion of it with you or participate in listening to the presentations or both. Another really good way to engage the existing board members is that when you put a new person on the board, you pair them with a mentor on the board. And that mentor then is going to help them see how the packet is organized, where to get a cup of coffee before they sit down, whatever, as they're coming into the room, where things are, just to be available to them to answer questions, not to mentor them in every aspect, but just to be their host kind of as they get acclimated to being on the board. And that usually is really a good way to keep your existing board members engaged. Now, if you have existing board members who do not attend meetings, we usually suggest that your bylaws are specific about how many meetings they can miss before they're no longer considered to be on the board. And you need to follow those bylaws, whatever they say. If the bylaws say if they have missed three consecutive meetings without an excuse that they are dismissed from the board. You need to call them before they hit that third number and say, "You're about to exhaust your absences on the board. Be sure you call us if you're not going to be able to come to the next one, because we can excuse you according to our bylaws but if you don't call at all..." usually when you have that conversation if they're planning to withdraw that's the point they'll say, "Well, I've been thinking about it. It's too much. I know that leaves you short one board member but you also don't want board members who are not actively engaged and involved. So that's an interesting one to certainly deal with.

Let's look at Slide 15 and we'll come back around a little bit more on that replacement of persons in a minute.

As a nonprofit board you are bound by your external laws, which would, of course, be the WIOA and be the uniform grant guidance and some other things we're bound by. By your internal laws. That would be your bylaws and your policies and procedures. And by what are good ethical practices. Those things are what drive you and what guide you. And the Board of Directors operates in accordance with all of those things if they're doing what they are supposed to do, and they are responsible to the actual people, which in this case would be the person served ‑‑ or the disability community at large. So those would all be really important.

Now, Lillian asked the question if the board doesn't enforce that bylaws, so the chair doesn't follow through on that, how do you replace board members that do not participate? And I would just say it is your constant responsibility to point out to the chair and to the board what the bylaws say. Now, what then do after that, you can't control, but you can warn them a little bit. You can say, "Now, you've already approved bylaws that require a certain behavior, in this case having somebody get off the board, and you are at risk of not following your own policies and procedures. And you can inform them of that. This is important stuff because this is how the board is structured and how the board needs to move forward. So it's really an important and ongoing area where you can provide as executive directors, if you're executive directors, you can provide some technical assistance to your board members to remind them what the ball see says, to remind them what the bylaws say or you can recruit the board member who seems most likely to be the kind of parliamentarian personality who might do that with the board directly. But when you know that the board is not following policy or bylaws that needs to be pointed out to them. And if there are regulations behind those bylaws or policies, you need to point that out as well.

Linda mentions that the ethical piece is ‑‑ or can be subjective and it's healthy and best practice for an organization to think through those ethics and put them into a code of conduct. If you have never done that before, you can Google "code of conduct" or "ethical code of conduct" and you'll find all kinds of examples out there and you can list some of the ‑‑ lift some of the wording and I think you'll find some things you would like to include in your own. But an ethical code of conduct is a good practice for an organization. And then as you're training your board, training them on bylaws, training them on the law, the legal requirements, policies and procedures, and the ethical code of conduct. So they have a good foundation, then, for operating in the way that they should. So that's good, Linda. Thank you for suggesting ‑‑ mentioning that. That's a really good practice.

Let's look at Slide 16. This is what I mentioned before and most of you know this that in the evaluation standard under IL first of all see consumer control and management is defined as more than 50% of staff must have a disability, more than 50% of staff in decision‑making positions must have a disability. Sometimes people ask me, who counts? Well, your policies should define who is ‑‑ your policies and organizational chart job descriptions should describe who actually is in a decision‑making position. Sometimes it is only the Executive Director. Sometimes it is several people in a management team or whatever. And then in the case of the board it is significant disability just as it is in the case of those people who are eligible for services. They must have a significant disability. And so in that case, in both cases, the word significant becomes a part of that language.

Now, how do we find those leaders with disabilities out in the community? This is something that I think has kind of become a dichotomy within the CILs around the country. Not every person with a disability is interested in what centers do. And centers that are primarily focused on Independent Living skills training and not emphasizing peer support as much tend especially to be centers which are ‑‑ you know, are not attractive, are not someplace that people with disabilities who aren't in need of Independent Living skills would come to. I don't know if that kind of makes sense. But you want to take a look at can your center be the meeting place for the actual gathering of the independent ‑‑ of the disability community. If you can, if you are that gathering place, you will see more of the people that you might recruit. If your center is focused only on Independent Living skills ‑‑ I know, you do all the core services but think in terms of are you more of a service provider or are you also a gathering place for the community? And if you're a gathering place for the community, you will meet more leaders. If you're waiting for people to come in to ask for services and that's your primary mode of operating, then you will not see as many potential leaders with disabilities come through your doors. If you think about, look back on the last week, who came through the front door of your center? And I think this is a really important question. If you're not sure and you have a sign‑in sheet, look. If you don't have a sign‑in sheet, institute one for a week or so and think about it. Who is coming in our doors. And if the people coming in our doors are people brand‑new, brand‑new to the Independent Living movement, just beginning to get their ‑‑ get the idea of how services are provided and how the community is responding and those kinds of things, if that's the primary reason why they're coming in, you're going to have trouble finding peers who can mentor them. If you're counting on your staff doing all of that, then only your staff are the examples, and you haven't built community. But if you build community for the disability community, you will find more leaders. I hope that makes sense. It seems to me that we have some centers who are great gathering places for people with disabilities, and so they found ways to draw people in, and because of that they have stronger boards, they have better staff that they can recruit because they are a vibrant center where people can come together around Independent Living.

Let's look at Slide 18. One of the questions that I get sometimes is can a consumer become a board member? In other words, can a person do both at the same time is the question? Can they receive services and serve on the board at the same time? And the answer to that is, yes, absolutely. A board member can become a consumer. A consumer can become a board member. CILs represent the community in a different number of areas and there is crossover. Now conflict of interest gets raised every time I say this. But there is no conflict of interest unless someone is benefiting in an unfairway. That's what a conflict of interest is. The individual who has a conflict somehow has a benefit, and so if the board member came in seeking services and through their wait around they said you have to do this for me because I'm board member or you have to do that for me because I'm a board member instead of looking at the usual Independent Living Plan or other things they might develop, if they try to get some unfair advantage, then there is a conflict. Bullpen if the board member understands that they're only the board when the whole board is meeting together, they are not the board when they come in the door as a consumer, they are one person and not the full board, that keeps the roles straight. And our vital community is much stronger if we all are part of all of the different ways that a center is strong. So it's absolutely acceptable for a consumer to become a board member or a board member to receive services from a center, which comes first, right ‑‑ whichever comes first. So it's absolutely acceptable.

Here is that definition of significant disability right out of Title VII. So I thought you would want to have that since we've been talking about it a little bit. So it is here. And it means an individual with severe physical or mental impairment whose ability to function independently in the family or community or whose ability to obtain, maintain, and advance in employment is substantially limited; and for whom the delivery of Independent Living services will improve the ability to function, continue function shunning or move towards functioning independently in the family or community or to continue employment, respectively. So then you break it down. You go back in and you think, well, okay, there's a severe impairment, affects my ability to function in the community, my family, my job and that's why I usually ask that everyday question. So that might be helpful to you.

One of our participants asked how about a former staff person as a board member if the staff person left employment under good terms?

You know, I like cross pollination, but that's one that by like to see at least delayed for a while after the staff person leaves. I don't think it's healthy for a person to move immediately from a staff position to a board position or immediately from a board position to a staff position. I think a little delay is healthier for the organization. So you might think about that, think about who ‑‑ how you want to structure it in your policies. Some centers have policies that they don't ever do it. Some centers have policies that it has to be at least one year. Some centers just say you have to resign from the staff position to be a board member and they don't have a time frame on it. And any of those are acceptable. My own personal preference was that you give it a little time. I think that's a little healthier.

Let's look at conflict of interest on Slide 20. Because this does come up any time you have this conversation. Safeguards against an employee, board member or volunteer participating in any administrative decision likely to benefit that person their immediate family or business interests. Conflict of interest policy and procedures safeguards against that happening. It assures that an employee, a board member, a volunteer doesn't benefit, or that their immediate family or business interests don't benefit that from relationship or that from situation. Safeguards against any person using their position for power, motivated by private financial gain for themselves or somebody close to them are also prohibited by your written policies and procedures. So make sure that you have a good conflict of interest policy that uses this or similar language and looks at making sure your employee, board member or volunteer acknowledge it when they come on board so that they understand ‑‑ because we have so much crossover it is important to understand the conflict of interest. But sometimes ‑‑ if someone is unhappy with any aspect of what that person does, they throw out that term conflict of interest when sometimes there is not actually a conflict. In fact, what we usually see related to this is that the policy requires that you reveal the potential conflict and that you are not involved in the decision. So those are the safeguards. When we say there is a safeguard in your policy and procedure that prevents conflict of interest, usually the safeguard is you tell everybody and you withdraw from making the decision. And so that's the simplest way to probably describe that.

Let's look at 21. Let's talk a minute about the role that board members have and staff members have around finding those good board members. Sometimes I see executive directors who say, oh, the board recruitment is all up to the board, and I don't know what their problem is, because they're not recruiting people enough. And while it's true that board recruitment is the job of the board, as an Executive Director, if it's not happening, you have to help them because you need a good board pep and you can't take control of the process, you can't appoint board members, but you are out in the community all the time anyway. The Executive Director is out in the community going to meetings and may run across some excellent people that would make good board members. That's one of the reasons that the application is such a great process because as the Executive Director meets people, you can say my board is doing some recruitment, I can't promise you there will be a place available but I would love for you to apply, I'll get it into our nominating committee and then you're involved in finding the good board members. Because you are going to be one of the people who is out there and able to do that. The reality. Slide 22. That's the reality. The Executive Director is often the person who attends the most meetings and is likely to meet the most emerging leaders. That may also be true of other staff. You may have some staff members in some positions who are on ‑‑ observing councils or on other places in the community and would see and meet these good people, these emerging leaders, but either way, an application gives you a way to do that without it looking like or seeming like you're the one who is controlling the board. You can't control the board but you can certainly help them develop potential resources. And so I really strongly suggest that the Executive Director use those applications and get them out to people when they see those leaders out in the community, because the board may not have met them. So it can be very important.

Slide 23. Again, the process has to be clear. Here I have drawn it down a little bit more specifically. We suggest that the nominating committee receive, review and comment on all applications, even if you don't think that person is a good applicant, the nominating committee makes that decision, not the staff. So we suggest the nominating committee gets all the applications. The Executive Director should not be file 13 on the applicants that the Executive Director doesn't agree with. Might talk about that, might be a member of the ‑‑ or attending the nominating committee meetings, but you can't just say, oops, I don't like this one. You don't get to that. It has to come through the nominating committee. If the person appears to be a good candidate, meet in person. Don't just depend on the paper. Now, some centers bring the candidate to the center because maybe they want to see that CIL in action and meet the Executive Director. Other centers have the Executive Director and the board chair and the nominating committee chair take them to coffee so that they can talk somewhere off‑site. Or sometimes they ‑‑ you know, you can pick any way that you want to make that happen, but make sure that you have some way that you can talk in person in that people can look really great in person and when you sit down and have a conversation you realize their philosophy isn't quite where you want to see it, you want to have some gentle conversations about that to start with, and then maybe more fervent conversations as you go forward. You you want to kind of probe people and see where their philosophy is, see if they're good match for your board. And they want to know if they're a good match, too. So they probably want to come and observe a board meeting. We suggest that process. You take multiple times, then, to see what the person is like, to see what their questions are and to answer them. Let them observe you. And then the board would vote on ‑‑ it would be on the next agenda after these things have all taken place. Now sometimes, you know, you get a little anxious because your number of board meetings has dropped down a little bit, you want to get it back up as quick as you can, but never rush this process. You can do all this within a month, but you want to make sure you take the time to do all the steps, because if you do it based on paper or somebody else's say‑so, it may not be quite as clear.

Well, this was a question that was asked a little while ago. Where are those potential board members? Let's take a look at some of the places. Some of them are still at university. If you live in a college town, a university town, you might want to look apartment what graduate programs do you have at your university, and are there folks who are just starting their career who might really like being on your board and want to put that on your resume ‑‑ on their resume? So sometimes you want to catch them right as they're beginning their career. If they're really sharp and they really get what we're doing. Now, Fresno, we have a rehab counseling program on campus here, and that's offered some ‑‑ there are some other programs, too ‑‑ that's offered some nice internships for the local center. They get a chance to get to know people. And after a while, the result of that is that they begin to be potential board members as they're starting their career. Also look at who is serving on other boards and councils. As you sit on those councils or sometimes you're there to observe, you can see how the person is working on that board or that council and you can see what their philosophy is, what their interest is and you might be able to begin to say, hmm, this is something I would like to maybe bring alongside as a partner in some way. Let's see if they might be a good match. Sometimes they're volunteering right beside you at that health fair, that health fair, youth activity, whatever you do in the community. Sometimes it's just as important for you to go visit all the other booths that are there as it is for you to be staffing your own. So make sure that you have somebody else to stand behind your booth for a while while you take a look at who else is out there in your community. It's a really important thing to know. Sometimes there are service groups in the community, Kiwanis is one of them, you know the kind of service groups we're talking about Lions, Knights of Columbus, Rotary. You might see them working in some of these community activities and you might get a good sense of how they volunteer and what they participate in. You might be a member of some of those ‑‑ one or more of those associations in your community that do volunteer work. And as you sort that out, you'll find good leaders there. So it's an important thing for you to look at.

If the local business community that you buy from isn't somebody you know well, maybe you should. If you are regularly purchasing from a local source, some service or some product from a local source, it may be very valuable for you then to take a look at those business people as maybe potential sponsors for an event that you hold, but maybe as you educate them about who you are, some of them might emerge as potential board members.

Now, one of the participants asked about whether or not it's a problem for the person to attend only through teleconference as a board member, can they vote, does it violate the open meetings act. Now, here's the ‑‑ here's a problem with the open meetings act. It varies from state to state. So I can't give you a definitive answer about the open meetings act for your state. We would have to look at it up and check it out. In many states, centers do not fall under the open meetings act. So one thing you need to know is that in many states we still choose most of us as centers to make sure that we do operate in an open and transparent fashion, we allow ‑‑ yeah, we announce when we're going to meet, allow people to come in, but we do that by our own policies and procedures, not because we fall under that open meetings act. But in some states you might fall under that act. The voting over the phone and not traveling to a meeting can be seen as an accommodation. When you're saying it's a large geographic region and they can only participate through teleconference as a board member, I would kind of probe that a little bit. Could you move one of your meetings to ‑‑ could you ‑‑ move one of your meetings to that geographic region just once a year so that everybody could meet this board member and they could see each other in person? And then the rest of the year you accommodate for their attendance through a teleconference. But certainly a teleconference is seen as an acceptable accommodation within a board meeting, as long as you define in your own policies and procedures and bylaws exactly what you allow in relationship to phone and email voting. Email meetings are also ‑‑ have become very popular for specific decisions that maybe you discuss thoroughly at the meeting but need some piece of information, like the cost, before the board can vote. So the board authorizes that vote happen by email as the cost is available. Everybody knows about it. It's in the minutes. It's in the open meeting. Then the vote takes place and then it's announced to anyone who is interested. So you'll see some of those kind of arrangements that are specified in policy and procedure and in bylaws. That's the most important thing to remember, though, they have to be specified in your policy and procedures and bylaws. So make sure that you have that in place. That's real important.

I want to mention a project that I've seen, and some other centers have also used it, but the center in Fresno, I live in Fresno, I know that's confusing because ILRU is based in Houston, but I'm their West Coast contingent, and so I live in Fresno. I used to serve on this Board of Directors. So I was aware of this and I watched how it unfolded, and it was really exciting to me because they did community leadership academy. They created a manual. They're selling this. I'm not trying to sell it for them. I'm saying the concept is good. What they did is provide training to the disability community on how to be on boards, nonprofit boards, government councils, commissions and so forth, to increase that leadership and civic engagement among people with disabilities. So the idea was we'll train people how to be on boards and councils and then we'll assist them if in getting on those boards and councils and then look at the level of leadership that we now have as a community on the transportation board, the housing board, the ADA council and so on and so and so on because we've helped people get into those positions. And I know there's a center in Kansas City who has followed this model. There is a center on the East Coast and a couple centers in California. There's probably more than I know about. This concept, whether you use the book ordinary not, the concept of doing leadership development in your community and including somehow training them to be on boards, building their confidence about what it means to be on a board, helping them with that kind of thing, gives you a huge advantage as you go out into your community and you increase the reach and the influence of the disability community in your service area. So it's a nice model to look at. They've got a ‑‑ which we'll put up on the page with this ‑‑ they have a Web site you can go look at it. But it's an interesting model to think about, if you can't find leaders, you raise them or you develop them. Many of us doing this through our youth programs, right? We feel like that's really an important area where we want to develop the leadership. So take a look at that as well. Anyway ‑‑ oh, here's the link for it. What better way to meet people with disabilities who want to be leaders? So it's a good concept to take place of. In.

Now that's the end of the recruitment Section and we put the Q&A about six slides down. So if you have questions about recruitment, plug them into that chat box now. We will answer them with these two because this last Section is pretty short.

So now you have a new board member and how do you provide orientation on an individual basis? I mentioned this earlier so I won't spend a lot of time on it, but we suggest you appoint a mentor, that you appoint and experienced board member to be with them side by side and as I've watched this actually happen you see friendships develop as a result because how people behave when they come into a meeting is really interesting. Some board meetings are very business‑like and formal and people don't get to know each other, where other board meetings are very casual, you can tell the board genuine ‑‑ the members genuinely like each other, and I think that the ‑‑ the appointment of a mentor develops that component of board members genuinely liking each other because they work together as they ‑‑ as you orient those new members. So keep that in mind as an option for you.

We suggest you give them a lot of the basic information so that they have a reference, and that reference is sometimes in a three‑ring binder, sometimes it's on a flash drive, and you can send them new ones or replace them or trade them out or whatever as you go. They need to know who are the other board members, who are the officers, who are the commitees, what are the numbers to contact, what are the list of the staff and their roles and responsibilities, what are the board responsibilities. If you haven't done kind of a description of a board responsibility, it really is healthy to do that because it helps divide the day‑to‑day operations that the Executive Director is responsible from to give you clear division between that and the philosophy ‑‑ I mean between that the and board responsibilities. So you want to do that. Background on the history and philosophy of your CIL as well as the movement is very helpful to new board members. Sometimes it is an eye opener for them if they weren't familiar with the history and philosophy and only were kind of distantly related to things like the passage of the ADA or other things that have so impacted the lives of people with disabilities in this country, they may be surprised to know there is a disability rights consumer controlled entity in the community. So that's always interesting for folks to learn. Also the annual reports or annual financial statement or both, whatever you've got, sample meeting minutes, packets, if you do a board packet for the last few meetings will help them come up to speed on things currently being discussed. And when you provide that three‑ring binder you sit down and go through it and explain it. You don't just hand off the binder, but either the board chair or the Executive Director will need to spend some time and answer any questions and make sure the board member gets solidly grounded as they begin their service to you as a board member. Now, what's in the regulations now is that the CIL provides personnel who are specialists in the development provision of services and board development is directed at improving the skills of board members so they can fulfill their duties and that board members receive information from the center so that it can set up priorities for unserved, underserved minority urban and rural ‑‑ set up the priorities for who it is that needs services that's underserved in your area. That's actually what's required under board development. That's what the regulations now. Of course, we have new regulations that will be coming out soon. I'm not sure where exactly the changes will be but you may want to look at them. But is a good found ‑‑ but this is a good foundation. These are things you want to know and assure all your board members have. My suggestion is ongoing training is that you train everybody. So ‑‑ because people forget. They only come to your center ‑‑ some of you have quarterly board members, and I ‑‑ I don't love that approach. I think monthly is a lot more effective in helping your board to be effective. If they're only every three months do they remember who you are, what you're doing, all that kind of stuff. So make sure you train your full board, not just your new board members on all of these things, the committees, on their roles and responsibilities, as well as the board as a whole. The board has a duty of care to the organization and taxpayers both and needs to understand the operations of your organization including those legal documents we have mentioned several times, including financial reports, and how you're reviewing those, and if you're only meeting quarterly I suggest ‑‑ strongly suggest that you have at least a finance committee reviewing your monthly financial statements. Sometimes three months is too long in between statements. And also make sure that your Executive Director's performance is reviewed at least annualpy. Sometimes the executive directors will say to me, oh, I can't do that because ‑‑ they aren't doing it. Then do a self‑evaluation and present it to them and get them rolling because we need to make sure that they do that. We're running tight on time. So I have to move right through the last few so you have time for a couple other questions.

So make sure the board understands its roles and responsibilities, its legal responsibilities, and the need to develop future board members because your board members can be one of the sources for applications to the board. It will not be your only source, as we've mentioned some other options, but do let them know that you are continually developing future board members. And make sure they know their responsibilities for attendance at regularly scheduled meetings if there's anything happening there.

So also, do some kind of orientation but do regular training. Make sure you outline board operations and procedures for them. Make sure they have all of the materials they need.

Okay. I think we're ready for questions, Tim.

>> TIM FUCHS: Sounds good. Great job, Paula. I know you have been taking a lot as we've rolled through. So I'll just give everyone a moment to type any new questions. Again, \*# if you're on the telephone. Or you can type your questions in the chat.

>> PAULA McELWEE: While you're doing that I'll just comment, there are a number of models ‑‑ Pam mentions they do full board meetings every other month and executive committees on the opposite months. That's certainly a model that works. You just want to make sure that somebody is meeting regular lip to make sure that you're on track with your financials. You want that full transparency with your board. And so if it's a committee of the board, that's fine, but you need to make sure that monthly somebody gets to look at what you're doing. I think it's important.

>> TIM FUCHS: Great. Good tip.

We'll give you all some time to type those out. We have plenty of time. It's really important for us to leave time for questions. We still have, gosh, almost 15 minutes. So please let us know. I see a few people typing. That's great.

Paula, as you see, Linda is wondering if you have any comments on fundraising for board members.

>> PAULA McELWEE: We do, and we have ‑‑ the availability of some resources. Also there are a number of nonprofits ‑‑ nonprofit board resources online. You'll see Compass Point would be one, Board Café, Blue Avocado. There are a number of other resources available to board members on that. But as far as the fundraising for board members, I would just say that like many other things with a volunteer board you have to bring people along, and if you have a board member who is pushing it, it's a lot better situation than if it's the Executive Director pushing it. If a board member is saying, I'm experienced with nonprofit boards and I know this is one of our key responsibilities and we all needed to it together, it really does help. It makes sure that you have a way to communicate those responsibilities that doesn't all have to come from the Executive Director. It's a careful balance, right? You want to make sure the Executive Director supports the board in their work but you don't get to tell the board what to do, but there are some things a board really does have to do, and somebody has to say it, and this falls into that category. So any time you can educate board members and have them have the conversation it's the best approach.

>> TIM FUCHS: Okay. Great. Good. Looks like we have one question on the phone. Let's go there now.

>> PAULA McELWEE: Great.

>> TIM FUCHS: Caller, you can go ahead.

>> CALLER: Hi, this is Maya, Northwest Georgia Center for Independent Living. How do become a gathering place so that you can meet more people with disabilities who might be qualified when there's virtually no transportation?

>> PAULA McELWEE: That is a real challenge. When centers can locate on a public transportation line, it's a lot easier for you to have that gathering place reputation. And you see some kind of exciting things. ABIL in Arizona built the health club. That's kind of cool. Everybody wants to come and use the health club, so they're going to come to the center and be a gathering place as part of that very unusual approach. That's a very cool thing. I've seen a lot of centers that hold different kinds of support groups. They open their doors for support groups that are offered by other ‑‑ a society or an organization that serves a specific disability that wants to have a support group. But if you don't have public transportation, it becomes more difficult to do that. So that's a really good question. I spent a lot of my time in western Kansas, and one of the things we did was develop with another entity in town, develop some of the transportation, and it was mostly paratransit, a little bit of route transportation, but sometimes you have to be proactive with those folks that are providing medical transportation. Usually there is somebody. Sometimes it's the AAA or area agency on aging. Sometimes it's a hospital. There is somebody who is doing some transportation. Find out what the requirements are for their transportation in that rural area. It may be that they're supposed to serve more people than they are. And that's what we found as we were getting started, is that actually some of the vans that were assigned or some of the transportation services that were available in town actually had a broader mission. They just didn't advertise it. So you try that and see ‑‑ does that help Maria? I don't know if it helps?

>> CALLER: Thank you, yes.

>> PAULA McELWEE: It's a tough one, though. There's no magic answer. It's hard work.

>> TIM FUCHS: Okay. Thanks, Paula. Going back to the web, Spencer says they're thinking about using Zoom for face‑to‑face Internet meetings. I wonder if you have any comments or tips for virtual board meetings.

>> PAULA McELWEE: Virtual board meetings can be very effective but there are two components to that. One is you need somebody who can do all the technical assistance needed so that as the meeting is unfolding they can troubleshoot whatever it is that you need to troubleshoot, because there's always something ‑‑ as we know from doing these calls, there's always something you want to make better than it is at this particular meeting. So you want to have good technical assistance on your site. The other thing with your board on those remote meetings is that it usually is not enough to build relationship between your board members to only do those. So we suggest that if you do them, don't do them for every meeting. Have some meetings that are face to face and help to arrange that, even if it's only once a year, because you do want to develop ‑‑ you want your folks to develop a good strong relationship. So you want to find a way to do that. The other thing is the more tech savvy your board is the better that will fly pep if they're not at all tech savvy or you have even one member who is not at all tech savvy, you might have some difficulty getting that off the ground.

>> TIM FUCHS: Okay. Thanks. While we have been talking Lillian has offered that board source and ILRU are great sites for information. I agree. We always find that people were usually surprised at just how many topics we've covered through these IL NET trainings that NCIL and ILRU and APRIL have been collaborating on. NCIL and ILRU have been working on them since '94 ‑‑ maybe not going back that part but many are cataloged on ILRU's Web site. Check those out. Those questions about helping board members to understand fundraising and other issues, you would be surprised what you find there for free to share with colleagues.

>> PAULA McELWEE: To find those go to ILRU.org and if you look at the menu bar at the top of the page there's a dropdown menu for on demand, and all of the webinars that have been done and some of the others ‑‑ other programs we've presented are available there and you can watch them at your convenience.

>> TIM FUCHS: Great. Lillian also said she has found in her area the senior centers have volunteer drivers.

>> PAULA McELWEE: And that sometimes is a good thing and sometimes it's problematic. Absolutely you want to contact all of your local transportation resources and find out more about what they do and figure out how your folks can interact with that. Because almost always the senior citizens centers applied for the funds and when they applied for them they almost always applied for transportation for people who were both seniors ‑‑ either seniors or people with disabilities. It's almost always a requirement that they do both with whatever funds were presented, and usually the funds don't have to include the driver's salaries. The funds were what funded the van or the ‑‑ you know, the lift‑equipped vehicle or whatever.

>> TIM FUCHS: Okay. Good. I don't see any additional questions. We'll give everybody about 30 seconds before we wrap up.

No more questions on the phone. CART is clear. No one is typing. You know what? I think we'll begin to wrap up the call. I'm going to go ahead to Slide 34 here. This is the evaluation I mentioned to you all and for those of you that have done these calls before you know I'm telling the truth. It really is easy to complete but we take your comments very seriously. We always appreciate your feedback. Also, Paula has been generous enough to provide her contact information for follow‑up questions. You're welcome to reach out to me as well. My email is just Tim@NCIL.org. But let Paula know if you have questions that come up later as you think about some of these ideas, think about the content, share it with others.

Anyhow I want to thank you, Paula. You've done a fantastic job. This has been so helpful. I know I've learned a lot. The audience has been engaged. This has just been fantastic opinion we really appreciate you putting this together for us today, and to all of you likewise, I know it's not easy to find time in your days to join these trainings and I really appreciate that you've done that. Let us know how we can help as you go forward. I see a question about the archive. It's always up within 48 hours, and often much quicker. And that will be on the ‑‑ on the on demand training page that paw will you just described on ILRU's Web site. Thanks so much, everyone, have a wonderful afternoon. We'll talk to you soon. Bye‑bye.