# Statewide Needs Assessment Process: One State’s Successful Committee Approach

Presented by Brad Williams on June 23, 2015

>> TIM FUCHS: Hi, everybody. Good afternoon. This is Tim Fuchs with the National Council for Independent Living. Thanks to all of for signing up for today's webinar and joining us today. Today's presentation is "Statewide Needs Assessment Process: One state's successful committee approach" today's webinar is brought to you by the IL-Net for CILs and SILCs and, of course, IL-Net is operated through a partnership among ILRU in Houston, Texas, NCIL here in Washington, D.C., and APRIL in Little Rock, Arkansas with support provided by the administration on community living at the US Department of Health and Human Services.   
Also as always, we are recording today's call so that you can access the archived version of it on ILRU's website. And that will be available within 48 hours, usually much sooner, so that if you want to revisit the content or share it with colleagues, you can.   
We will break several times during today's call to take your questions. And I will remind you of these instructions each time we break. But it's star pound to ask a question if you are on the phone, or if you prefer to ask your question live on the phone, but then you are all welcome to use the chat on the webinar screen. And, of course, you can do that by typing your question or comment in the text box underneath the list of attendees.   
We have a little bit of background noise. If you are on the presenter line and you are not speaking, if you could just hit mute until you do, that would help.   
So anyhow, you can hit your -- type your question at any time in the chat, but we will wait until the Q&A break to address it.   
I am also logged on to the CCproductions.com full screen CART and if you prefer to have the full screen of the CART captioning, you are welcome to use the chat there. You are welcome to type questions and I will voice them during the Q&A section.   
If you are on the webinar today, I think most of you, of course the PowerPoint will change automatically as we work through the program. If you are on the phone or on CART screen, you want to have a full copy so you can follow along. If you don't have that handy, it was sent to you in the confirmation email with the connection instructions and if you don't have that for any reason, you can email me at Tim@NCIL.org. And I will send a copy to you. You definitely want to have the PowerPoint in front of you for the call today.   
Okay, I also want to mention our evaluation form. For those of you that do these a lot, you know that at the end of each call, we have a link to the eval form and we take your comments really seriously. Please do fill that out. We made it very short so it's easy to complete. I hope you do that. Also, the folks at ILRU have been kind enough again to offer a $25 Amazon gift card to one lucky person that fills out an evaluation form. So I think those stakes are pretty good, of the, I think, 20, 25 or 26 SILCs that we have signed up today. You have pretty good odds so it can't hurt for a few minutes of your times to give us your thoughts. You might win an Amazon gift card.   
That's the end of my housekeeping instructions. We will get into the content. I'm so excited to turn it over to Brad. At this point, Brad hardly needs an introduction, whether you know him through his organizing work or the conference presentations or one of our IL-Net webinars, Brad Williams from the New York SILC has been sort of synonymous with the SILC and the CIL there in that state and has become known nationally. Brad, of course, the executive director of the New York state SILC and has been for, gosh, I guess over 15 years now. Before that, he ran a center there in New York and really has organized a lot of best practice work around the SPIL, around needs assessment, the whole SPIL process and making sure to get information from every nook and cranny in the state to improve IL there.   
Brad, so glad you are with us today and I will go to slide two and turn it over to you to get us started.   
>> BRAD WILLIAMS: Thank you, Tim and good afternoon, everybody. The value of a network is how we learn from each other as peers. I participated in a SILC Net five-part teleconference on the needs assessment process back in 2011. And it was very beneficial to me and the New York SILC. So I hope today is just as beneficial to you.   
Let's get started. So we have introduction and objectives for today. To identify SILC requirements related to needs assessment. To explain how needs assessment results and priority dovetail with SPIL development and sections of the SPIL. To review a committee approach to address a statewide needs assessment for SILCs, given the lack of fiscal resources.   
Now, I want to point out that this process will still work if your SILC has the ideal situation of oh, let's say, $10 to $20,000 to engage a consultant to facilitate a draft needs assessment report for you. Wouldn't that be fantastic?   
However, you may need the process as a way to accomplish this task with limited resources. That is, that will be the focus for today.   
SILC needs assessment requirement, under Section 704 of the Rehabilitation Act related to the state plan L outreach, the plan shall set forth steps to be taken regarding outreach to populations that are unserved or under served by programs under this title, including minority groups and urban and rural populations. A statewide needs assessment is an objective way to identify unserved in geographic areas in your state.   
Next slide. Continued. So needs assessment results and priorities are used with public input priorities to validate the content of the SPIL during development. It really is a great practice to combine needs assessment with public input to basically validate that content of your SPIL. Needs assessment priorities not addressed in the SPIL can potentially be addressed by the SILC in IL Network outside of the plan. This is something that I will address in a breakout session with a colleague at the NCIL conference. It's a whole other subject that one can do a full presentation on.   
Next slide. Direct connection to the SPIL. Unserved and underserved target populations in geographic areas are directly connected to the SPIL. Section 1.2 (B) outreach to unserved, underserved populations in the state, Section 2.1B service provision priorities related to populations and SPIL objectives. And Section 3.2, expansion of network related to unserved and underserved geographic areas in your stateNext slide. So we get to an example. Our committee approach and the start-up. This is what we recommend, to start by activating a Needs Assessment Committee, also known as a NAC, with at least a minimum of six members. Initial members might include the SILC executive director or coordinator, a member of the DSE, formerly the DSU. At least one CIL representative, and three members who have interest and experience with disability issues, reports and/or data.   
Now, there might be more CIL representatives out of that -- out of those three, but you need to find individuals who are data wonks. You know, they have connection and access to information and data. Identify a member out of that group to serve as chair of the NAC, and if you have active consultants connected to the SILC, invite one to volunteer on the NAC. Consultants are important. If you don't ask, you don't get.   
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So the first thing you are going to have is an introductory meeting. You really need an introductory meeting before you get into your full fledged meetings because there's a lot to consider. At your introductory meeting, you discuss the purpose of the NAC. I mean, I think for all of your committees, you have a purpose. So you are going to want to put down the purpose of your Needs Assessment Committee, your guiding principles, so people get an understanding of what it is you are trying to do.   
You need to discuss preliminary key questions. Share and identify existing data sources. Discuss the need to potentially expand the NAC up to four more members, and suggest individuals to invite before the next meeting. Discuss and share links to needs assessments from other SILCs. What do you like about them   
Next slide.   
Okay. Committee approach. You are getting to the first full meeting. This doesn't look like much, does it? But I can guarantee you you are going to have your agenda full, your business full with grappling with these two items. In fact, one might just be enough. Certainly the two will take you at least an hour, and those two items for first full meeting will be, one, to review and come as close as possible to finalize your key questions to investigate. And the second item is to review and then expand upon existing data sources and reports. You have all of these members now. What do you know? What do we know? And start identifying all of this data, this potential data that you can tap into.   
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You then want to identify your mandatory key questions and we have to give an acknowledgment here to the California SILC and these questions were modified from their 2010 needs assessment. They have a more recent report, but for the mandatory key questions, you want to ask something like what geographic areas are most in need of independent living or IL services. And then something like, well, unserved, ethnic, minority and disability populations are most in need of IL services. And you can have -- and you can identify additional key questions, such as what needs must be addressed to strengthen your state's IL network? And what are the most important issues for unmet service needs faced by your state's people with disabilities who live or want to live independently.   
Now to say those two questions more directly related to a state, it would be something like what needs must be addressed to strengthen New York's IL network or what are the most important issues or unmet service needs faced by New Yorkers with disabilities who live or want to live independently.   
Next slide. Continued. So how do we answer each question? With existing data, survey and collective responses or both. Develop an existing data document to identify reports and data sources. Connect them to relevant key questions. So we have an example. We have question number one. That's the particular question that's connected to geographic areas most in need of IL services. So access VR. They happen to be our DSE, DSU and they provided data for the IL network in 2013/14, and how it was served by county. So they were able to break it down by county in an Excel spreadsheet.   
And then Cornell University provided people with disabilities in all counties of New York state. It was sent to Spiro data and it was further broken down by race and ethnicity in an Excel spreadsheet.   
Next slide.   
Continued. Question number two will. Had the unserved, the underserved ethnic minority disability populations, most in need of IL services. So Cornell had a full report. It provided a variety of information on disability. You just had to select your particular state's report. So there's the link for New York. And then the disability compendium, if you are familiar with that resource, they had their 2014 annual disability statistics compendium. You go to that particular site. You proceed for similar types of information and you have to select an area and search statistics by state.   
Next slide.   
So in this committee approach, we get to our second full meeting. You can see how we are beginning to -- we are developed our key questions. We are connecting data to these key questions, but now we are going to need to organize. So we are going to organize, you know, the business of second full meeting two break in logical work groups to investigate and draft work related to the key questions, and then identify what questions each work group will work on and what method or methods they will use to answer the respective questions. And we ended up, since we had four questions with two work groups. So work group one will investigate question one, which we abbreviated as Q1, related to geographic areas and Q2 related to the unserved/underserved populations using mostly existing data sources.   
Next slide. Continued.   
And then work group two investigated question three, Q3 related to the IL network and Q4 related to unmet need, the significant issues using surveys and collective responses. You know, so you see how the first two questions, the work group is investigating related to existing data and the second work group is investigating related to surveys and collective responses.   
For follow-up, both groups will develop work plans, use the month in between the next full meeting to make progress on assignments and meet by conference call and trade work online with track changes.   
Next slide.   
>> TIM FUCHS: Okay. That brings us to our first Q&A session. Thanks, Brad. We'll go ahead and open it up now. So, again, if you are on the phone, you can press star pound to ask a question, or if you are reading the CART or on the webinar, you can use the chat box to type your questions here. We've got plenty of time for Q&A today. So I hope you all will take advantage of it. And we'll give about 30 seconds to see if there are any questions before you proceed.   
Okay.   
It looks like we have our first question on the phone. So we will go ahead there first.   
>> PARTICIPANT: Hi, this is Heidi with Elapka SILC. And, Brad, you talked about when you were setting up the committee, it's page 7, I don't know what slide number it is. You talked about using the information from other SILCs to help inform your needs, you know, the needs assessment. I was just curious where you can find that information about the needs assessments done by other SILCs.   
>> BRAD WILLIAMS: Well, hi, Heidi. It's good to hear from you.   
>> PARTICIPANT: You too.   
>> BRAD WILLIAMS: Yeah. And what we did initially was just kind of go to some of the SILCs' websites and then just do searches because some of them do have searchable sites on their particular web pages. But what I do have, I do have a few-the SILCs that I was able to find their needs assessments and on the resources at the end of this presentation. But that was only for the ones that I was able to find. So there could definitely be more out there.   
>> PARTICIPANT: Okay. Thanks.   
>> BRAD WILLIAMS: Yep.   
>> TIM FUCHS: The next question comes from Teresa who wonders who appoints members to the committee?   
>> BRAD WILLIAMS: Okay. We have a protocol for our committee structure, for any of the New York SILCs committees and what ends up happening is with -- with NYSILC, basically, the chair of NYSILC appoints the -- you know, kind of works with the committee to -- and actually, you know, works to kind of agree on the chair. So you know, you can -- that's when I know on my panel, I say determine who the chair is, but in NYSILC, the chair of the council is who the chair of committees are, and then, you know, that's how -- that's how we kind of like determine, you know, who -- I'm trying to remember the particular question was I'm trying to, like, figure out how that question was who was -- who was the chair of the committee, or --   
>> TIM FUCHS: No, who appointed members to the committee.   
>> BRAD WILLIAMS: Oh, okay. So what happens is, so the chair -- the chair gets -- you have to figure out -- you kind of work out your process. And we have a process where we start with NYSILC members, because you want to start with the members you have and that's why it's also good to have additional members, because you might find that when you have you know, like the four additional members, you might find that there are members outside of the councils who are experts when you might -- and we have that with our council, who might be people you want to invite outside of the council. That's how we have in our composition. They might be someone you want to add to -- for expertise. I don't know in you have that kind of definition within your committee structure, but, you know, you might want to do, that but that's how we do. We literally, whenever we have a new committee, we literally have sign up and decide based on how many -- you know who is in interested and who, you know, has also kind of like the skill level. In this case, we are looking for people who know and have data and access to information and want to work on that particular committee and have the availability as well. But they really should -- you really should start with your membership base first and then work out from there. And then try to get -- in this case, I mean, you are looking for some very -- a particular skill set. You know, people who can access and tap data and know how to do some surveying. So that's something you might want to keep in mind>> TIM FUCHS: Okay. Great. Thanks, Brad.   
>> BRAD WILLIAMS: Mm-hmm.   
>> TIM FUCHS: Our next question comes from Soraya, Brad, do you have any specific examples of data sources or reports that could be useful to the committee or have you found data sources and reports are unique to each state?   
>> BRAD WILLIAMS: Well, there's certain reports, like from the disability compendium and from, like, Cornell University's employment -- and I can't remember their exact -- I mean, their employment division, where they have -- they have quite extensive information. And you definitely want -- anyone wants to connect with them.   
So, you know, there are particular sources and, you know, we can -- you know, if anyone connects with me, I can let them know who we have connected with, because there's some at the federal level. There's, some you know, regionally, you know, that you would want to tap into, but then at the same time, that is what your NAC is for, your Needs Assessment Committee. By having up to ten people, these individuals, each of them, have access to information.   
Everyone has information that comes through them to them and are connected to other avenues and has the potential of getting information, and it might be directly or indirectly, but that's where a lot of this information comes from. It's through your committee members and someone says well, yeah, I know someone at Department of Health. I can get access to information.   
And it -- your Needs Assessment Committee members help you to get deeper information and data. They serve them. They serve that purpose.   
>> TIM FUCHS: Great. Thanks, Brad.   
>> BRAD WILLIAMS: You know, the RTC, the revitalization employment services at Cornell and the other ROTCs are good for finding data and reports that you can use to defend some of the things that you find.   
>> BRAD WILLIAMS: Yes, the one located at the University of New Hampshire it houses the disability compendium if I'm not mistaken.   
>> TIM FUCHS: Mm-hmm yep. Okay. Good. If you have a question, you can type it in the chat or press star pound on the phone.   
I know this was likely our introductory session, and let me check to make sure no one has a question. We will have, I think two, more Q&A breaks before the end of the call. So there will still be plenty of time to take questions.   
>> BRAD WILLIAMS: Yes, I did want to add real quick too, that like through this -- like the values of one of your needs assessment members, one of our needs assessment members was able to connect to Cornell and obtain not only, you know, American community survey, ACS sample data on the number of people with disabilities per county in New York state, but the extended breakdown by race ethnicity. That's extremely valuable information, especially when you are looking at unserved/underserved populations. So that came through one of our members.   
You know, it did come from Cornell but it came through contact one of our committee members. Will   
>> TIM FUCHS: Great tip. I don't see any more questions or anyone typing. So Brad, I will go ahead to slide 15 and we will continue.   
>> BRAD WILLIAMS: All right. So work group one, WG1, you can tell we like to abbreviate, approaches to organizing. So how does work group one, WG1 use existing data to answer question one, Q1, related to the unserved/underserved areas. So, again, an acknowledgment to the California SILC for the method I'm going to describe from their 2010 report.   
By conducting an analysis of penetration rates and inundation indexes of the counties in your state, served by the IL network. The penetration rate determines the extent the IL network in its services are reaches the identified population in a given county. It is calculated by dividing the total number of consumers in a county for an IL network by the total number of civilian people with disabilities identified for the county, and this is done from data source such as statistics from an American Community Survey, the ACS, from US Census Bureau.   
And the calculation must be done for every county in the state.   
Next slide.   
Okay what we have -- well, I think a couple of our columns are off there. But what we have is this is a penetration rate example. All right? Where the first column is a selection of counties. The second column is the people served by the IL network. The third column are people with disabilities per county and the fourth column are the penetration rates.   
Now, the formula is A divided by B equals the percentage, where A is the people served by the IL network, that's the second column, divided by B, which is the people with disabilities per county. That's the third column, equals the percentage, the penetration rate which is the fourth column.   
So if we examine Albany county, which is the first bullet up, there the IL network served about 2400 people, and there's just over 36,000 people with disabilities in the county. They had a very, very good penetration rate of 6.6%.   
Then if we look at Cortland county, the IL network served become 3300 people, and there is just about 5600 people with disabilities in the county. They had this absolutely amazing penetration rate of just about 59%. What in the world are they doing in Cortland County?   
Then we had the remaining counties which I was very purposeful in selecting. So you look at like Bronx, networks served 2200 people and they have 194,000 people with disabilities. The penetration rate of 1.13%.   
Now, they would be a downstate, high density, urban population. That's underserved. They have a federal center there.   
Look at Genesee County, the IL network served 156 people. They have about 8500 people with disabilities in that county. Penetration rate is 1.83%. They are an upstate low population, you know, rural setting. No federal center. They are unserved. And Livingston county would be the same, 99 people were served and they are 1.56%. And then Queens is very similar to the Bronx at 1.14% underserved. They have a federal center there.   
But Suffolk is unique, that the IL network has served about 1800 people, 113,000 people with disabilities. A 1.62 penetration rate. They are unserved because they don't have a federal center and underserved. So I can -- I hope you can see how this works. And the lower the penetration -- so the lower the penetration rate, the greater the need.   
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Penetration rates account for differences between unserved and underserved, as well as urban and rural areas. The five counties identified with the lowest penetration rates, ranging from 1.13 to 1.83% are a mix of downstate/urban high population density and upstate rural low population areas.   
Next slide. Continued.   
This analysis accounts for civilian population in your state. It is also important to include your state's institutionalized population. In an ideal world, data will be available online through a state Olmstead compliance issue, however you may need to submit Freedom of Information Law, FOIL requests to state agency public information officers to obtain necessary data.   
You know, when you have the work of your NAC, you are just going to have to plan this. It's a logistic, as you are searching for your data sources, you are going to then -- maybe you are fortunate and do you have something in your state in terms of Olmstead compliance and you will be able to obtain state -- your state institutionalized population figures or not. And then you are going to have to submit FOIL requests and realize that it takes, you know, 30 days to submit that FOIL request and get a reply and that more than likely, that state agency is going to exercise its right for an extension after 30 days and then tell you when they are going to produce that data after the 30 days, but then they really, by law, are supposed to produce it after that extension and the date that they give you.   
To know what data to request, you will first need to identify your state's institutional settings. This data will be needed to calculate the inundation index.   
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Again, you need to acknowledge the California SILC. An inundation index expresses a number by county, hypothesizing if everyone identified in an institutional setting was successfully transitioned out into the community, how would the current service capacity of the IL network proportionately compare to the inundation for each respective county. It is calculated by dividing total number of individuals identified as being institutionalized by county for the identified year by the total number of consumers served in a county by the IL network for the identified year. The calculation must be done for every county in the state. And this is -- this is very clever, because, I mean, think about who we are in terms of independent living and what we do.   
We are looking at a penetration rate in terms of our capacity of our services to impact the civilian population and we are going to compare it to the inundation of our ability to get our peers who are institutionalized back into the community, which is now our fifth core service, right? Which is, you know, our other important, very important work. And it really is all inclusive because it's the civilian population and the institutionalized population.   
Next slide. So we have continued -- this is an inundation index example. Column one is a sample of counties. Column two is the number of institutionalized people with disabilities. Column three are people served by the IL network and column four is our inundation indexes. And the formula is A divided by B equals the number. It is a number. It's not a percentage.   
Where A is a number of institutionalized people with disabilities, which is column two, and that's divided by B, which is the people served by the IL network, and that's column three, and that equals the number, the inundation index which is column four.   
We look at Albany County again, they have almost 3700 institutionalized people with disabilities, and the various settings that were identified. If you divide that by -- if people served by the IL network which is about 2400 people, you get an inundation index of 1.54. That is very respectable.   
Then you look at Cortland County again. They only had 528 people who were institutionalized, and they served almost 3300 people with disabilities. They have an amazing 0.16 inundation index.   
Then you look at Genesee County. They only have 662 people with disabilities institutionalized which by the way, there will be some -- many of us will say, well, one person institutionalized is too many. But we're looking at this comparatively, but 662 people with disabilities institutionalized and compared to 156 people served by the IL network, and you see the inundation index begin to rise, to 4.24. Okay?   
And you can see how the differences begin to happen. Albany is somewhat a combination of a city with some rural update. Cortland is mostly upstate rural. Genesee is definitely an upstate rural county. And then you get into Bronx, Queens and Suffolk. And you see when you look at the number of institutionalized people with disabilities, you are going between 17,000 people, 20,000 people, 15,000 people. The IL network in terms of people served ranges from 2200 people, 2500 people, 1800 people. And the inundation index goes between 7.8, to 8, 8.4.   
Then we get to livington County and they have a little over 1200 people with disabilities institutionalized and the IL network only served 99 individuals. They have an inundation index of 12.33. What we realize is that it does not have to be the largest number, but the ratio between the capacity to serve that can make the difference. The higher the inundation index, the greater the need.   
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So what do we do with all of this information?   
The lowest penetration rates and the highest inundation are put in a relative rankings and combined, they identify the top ten areas most in need of IL services. Note that Livingston County has a low penetration late and a high inundation index and thus would be high on the list. The analysis is based on objective data and reconciles urban and rural needs. The list should appear in Section 3.2 of the SPIL, expansion of the network.   
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That just took all that time just to answer and talk about question one.   
(Chuckles).   
So now we are going to talk about question two. How does work group one use existing data to answer question two related to unserved/underserved populations.   
We use existing data, of course, but this time around we said, you know what, you know we made the decision populations and themes from the data sources, and once a member selected a theme population. We agreed to write a brief what we know narrative related to the topic and people with disabilities based on that data.   
Committee members acknowledged. For most part we are not research scientists or statisticians but volunteers contributing to the process.   
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So rather than analyzing the data and trying to cherry pick the data and present or represent the data and then in some way make a case for the populations, we're going to write briefs. We are going to write narratives for the populations.   
So here's health and disability. Here's a draft of health and disability. It identifies aspects from the data that highlights how the target population is a priority. So it goes and talks about the importance of obesity for people with disabilities, in this case New Yorkers with disabilities, and then diabetes and its implications.   
Next slide. I won't go into the specifics of this, but this is a different approach. That's continued and then from the data, we are just shocked that smoking could be such an issue for people with disabilities, but it is. And so that was added in and then it was decided that we should say something like there's a significant cost attached to supporting an addictive habit, such as smoking that will lead some people with disabilities on fixed incomes to further sacrifice healthy eating choices and lifestyles. You know, basically we look to establish a need based on data in the narrative.   
Next slide.   
Will continued but these are then the footnotes.   
Next slide. And more footnotes.   
Next slide.   
So kind of an alert. So how a needs assessment priority becomes a SPIL objective and a project. So using the health and disability example, it can emerge as a priority in Section 1.2B of the SPIL listed among other identified priorities. So in the bullet, health and wellness, including medical and healthcare and most integrated setting issues of people with disabilities.   
It gets identified as a priority.   
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With enough support and resources, it can become an objective, you know, in the state plan. So in this case, objective 5, improve the capacity of the IL network to address priority unserved and underserved populations from the statewide needs assessment by providing eight $25,000 capacity building self-sustaining grant opportunities.   
Next slide. Continue.   
The state ended up distributing an RFP to the field for the grant opportunity. An independent panel reviewed and awarded 10. So there ended up being two additional capacity building grants to centers to serve the identified unserved/underserved populations, and there were other ones identified, like veterans with disabilities, young adults with disabilities. Minorities with disabilities, and, of course, healthy living projects with disabilities.   
In the end, healthy living projects were funded at the following centers, BILS in the Bronx, NCCI at Plattsburgh and WILC at Putnam in white plains. So 4 out of 10, 40% were healthy living projects. That's not bad.   
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>> TIM FUCHS: Okay. So that brings us to the end of Section 2. Excuse me and our next Q&A session. So we'll go ahead and open it up. Again, as I'm sure you all remember, you can press star pound if you have a question on the phone or type your question in the chat. I will give about a 30 second break while those questions come in.   
Okay.   
It looks like we have a question on the phone. We'll start there. Go ahead, caller.   
>> PARTICIPANT: Hi, this is Liz at the California SILC. And I didn't pay Brad to say all of those nice things.   
Brad, does the DSE distribute the funds for the grants? Do they set up the contracts? And if so, will how do you balance the ideas that you all come up with versus their capacity to execute them?   
>> BRAD WILLIAMS: Hi, Liz and thank you for what has been great guidance and this is why we shouldn't recreate the wheel because we all have expertise as peers to share with each other and, you know, California -- what California developed has been a great source of guidance for us in New York. And so that's why we definitely give you acknowledgment. It's been wonderful.   
So in terms of the process, we have it set up so that the DSU, the DSE, has their administrative responsibility which financially -- the financial piece is part of that we define it in the state plan for what we want to see for each objective and do it to the fullest extent possible so that if there is an RFP to occur, that goes out to the field, those elements can be incorporated into the RFP.   
They then draft the RFP and include as much as we provide to them in that, including targets, a whole bunch of over items into that RFP. And part of it is -- that's a very good question, Liz, because we often have babbled back and forth in terms of why shouldn't we be a part of drafting the RFP? Why shouldn't we be a part of the RFP -- or the award panel? And we've gotten into conflict of interest gray areas.   
And what we have worked out and I know it gets different in each state, because actually, it's a very good -- it would be a good cooperative agreement, but, you know, in our state where we settled was that we would define the terms as much as possible in the SPIL so that it goes to this and the DSU does the RFP and then there's a comment period that can make adjustments before it then goes out to the field and it then goes out to the field.   
But that is how it has played out in New York. And it's worked, but I know -- I know that for a fact, I think we have had even a discussion, it is different in California and perhaps in other states. Will have I answered your question?   
>> PARTICIPANT: How did you decide that you were going to have -- you said it ended up being ten grants.   
>> BRAD WILLIAMS: That's a very good question, but, yes, go ahead.   
>> PARTICIPANT: Was that something -- just how did you determine you were going to have ten grants?   
>> BRAD WILLIAMS: We learned and we -- we have learned through the different cycles and after we went through one cycle with unspent part B monies and we didn't have a sufficient section of how to assess unspent part B monies, and how to have an appropriate time frame of finding out how much was unspent and then getting a report back and then having you go through a process of what to spend it on, and then having to have a public input process -- a public hearing and input process, and having to amend the state plan, and then the next thing you know, it's the next state plan. Right?   
>> PARTICIPANT: Right.   
>> BRAD WILLIAMS: We then said, okay, we're going to put a section, one that says other -- other financial -- I can't remember it off the top of my head of what you do, the only responsibilities. And we said this is what we propose we will do with unspent part B. Any time other -- we want it on a yearly basis and/or if it's decided, you know, during this time period that unspent part B monies come in, we want it for more RFP if it's in blocks of 75,000 for more RFP opportunities for our capacity building, number one, or systems advocacy, are two primary grant opportunities. And that's how it happened. And what would happen is, it would just be the next one or two awardees on the list. So it wouldn't even have to be another opportunity. It's just however of the money that was available, it would just go to the next awardees.   
>> PARTICIPANT: Thank you.   
>> BRAD WILLIAMS: Yep.   
>> TIM FUCHS: Great. Thanks, Brad.   
All right. Next question comes from Pete with a straightforward question that I'm sure does not have an easy answer and that I think is on a lot of people's minds. He's wondering how you all define institutionalized.   
>> BRAD WILLIAMS: That's a great question, and we had to do it by settings. So you are going to have to do it by committee and -- it's going to be a great discussion because only your committee and your state can make that determination and you will have to -- for instance, when it comes to your mental health network, okay, when it comes to psychiatric centers, of course, but then you get down into other settings and you are going to have to make a determination.   
When it comes to peers with intellectual disabilities, if you have developmental centers, oh, my gosh! But when it comes to, like, group type homes, you have to make a decision, right?   
You know when it comes to -- when it comes to nursing homes in assisted living, okay. When it comes to -- and this is another one, corrections, all right? That's a very important one, because -- all right. Well, wait a minute. Corrections. I mean, if you are -- I mean I used to run a center for ten years. I know because where I happened to have my particular center, there was a major -- I mean a maximum -- oh, gosh, maximum security facility in one of the counties and so you know you would be providing services. And then if you see the statistics, the US Department of Justice on the one that I was aware of, said at least 31 or 33% of the people in state correctional facilities are people with disabilities -- have disabilities. You know?   
So then it's like, okay. So you are going to want to consider that. And so you have to wresting with those decisions and then identify -- start by identifying your institutional settings and come to agreement on that because then you are going to either be able to directly obtain the data for those settings in those -- in the given year, or you are going to have to put out FOILs for that data.   
Did I answer that question?   
>> TIM FUCHS: Yeah. Very well. I think so, Brad. So I don't see any other questions. And Peter says, yes, you did answer that. So thank you   
Let me just check quickly the phones. Nope. I will go to slide 31 and we will continue. We will have another Q&A break before we end today.   
>> BRAD WILLIAMS: Okay. So for work group two, approaches so organizing. You know, how does work group two use surveys and collective responses to answer q3 for the IL network and Q4 related to unmet needs/significant issues.   
Create survey instruments that ask questions designed to provide answers through collective responses.   
Next slide.   
So we have a consumer survey example. What are the most challenging issues you face day to day. Check all that apply. We have medical/health coverage, employment, transportation, finances, paying bills. You can see all the different choices here. And as opposed to just going through all of them. You know, there's many different ones and as a committee, you are going to have to utilize your expertise in identifying all your questions for your consumer questionnaire and for your center questionnaire. And you are going to get to a point where you are going to be going back and forth on the value of the questions and what you are looking for. You know, is this really what we want to know or consultant constantly says, you know, what do we know? What do you want to know? You know? And that's literally what you want to get at. You know, is this the right question? You know? Is this question necessary? All right?   
You know, the number of questions you ask. If you put out a survey with too many questions, no one is going to -- very few people are going to respond to that survey. So you really have to be mindful of that. So you have to think about these things, and then you have to think about the choices, you know, the value of the choices. And often what happens is you start then with a draft and you start with weeding through what is appropriate, what you are having people answer, and then you might have to do like a preliminary testing. So once you think you have your survey instruments down, you are going to have to do a test. You will might be doing like a test based on access, right? To make sure that it's accessible or language access, but you also want to get people to test it for readability and is it -- are these good questions? And you would do that for the center survey and you would do that for the consumer survey. And if -- if you get people to validate, yeah, that's a good question, you know what, that was really confusing. I had trouble with that question, you know. Or, you know, it's good but, you know, you really should add this or you should add that. You know, that's how you can improve your survey instrument in questions.   
So you go through a process. But next slide.   
Continued. So based on just that previous in 2012, a collective response to that one question, consumers indicated their greatest challenges were: Finances, paying bills, transportation, employment. Then we analyzed those responses by general geographic areas, trends.   
I think we might have had either seven or eight regions of New York state. And then from those regions, we were able to put them in by rural urban or suburban and I can't remember if that was done by ZIP code. There's some way we were able to do that trend analysis. But it allowed us to be able to do rural, urban and suburban. And so rural -- hello?   
Rural saw it as finances, paying bills, transportation, and then social, support from family and friends.   
Urban, employment, finance, paying bills, transportation.   
Kind of makes sense because there tends to be more transportation available in urban areas. It's just could being that transportation schedules may not necessarily be on time or there might be issues with them and then suburban, transportation was on top with finance, paying bills and then employment. So it's interesting to note regional differences.   
Next slide.   
Sorry about that glitch. It just sounded like the whole audio just left from my endCenter survey example. List of potential barriers to effective service delivery of existing services and most significant barriers in asking people to identify a maximum of five barriers. So, again, there's a list. And if you are creating this, you are working with people first in your committee to identify, you know, what do we think are potential barriers in a list? And so we have, like, a lack of financial, cooperation between providers, a whole bunch of staffing issues.   
You know, lack of space, you know, and you can go on and on. But you, I think, see the point here. You are trying to identify what are potential barriers. And then eventually at some point, you get some feedback maybe from centers, maybe some consumers to see if you are on mark before it goes out.   
Next slide. Continued.   
Now, for this particular section, I mean, there was, you know, a more in-depth, you know, narrative response, but the major barriers, you know, to this question. You know, to current expanded or new services were lack of financial resources and the restrictions that were a part of current. And the other high ranking barrier was lack of transportation for consumers.   
You can refer to the 2012NYSILC feeds assessment report, appendix V for a copy of the two surveys contributed to consumers. It's on page 34, and to the center network, which is on page 40.   
We're going through this process right now. We are looking at these exact survey instruments and updating them, fine tuning them and then they will be going out for testing before they then go out, you know, for real to get collective survey responses.   
Next slide. Continued.   
Once the surveys are completed, identify plans for their contribution. Identify deadlines, stakeholders to expand distribution, website and social media plans and a strategy to provide access. It could be access in terms of, you know, access for our peers, plus also language access. Identify a policy of what is a completed survey. Is it 100% or 75% of the questions completed and returned?   
Do you provide an incentive to encourage participation? Say like a gift card. If so you may have to obtain additional information from consumers and/or centers, develop messaging and a process to randomly select a winner or winners, including notification and certified delivery of the gift.   
I mean, you may be selecting and notifying and awarding a gift to someone who you don't even know from the network. So, you know, you have to be able to be able to identify a process. Because of this -- I mean, it's not that we don't, but you really have to be sure to protect data confidentiality.   
Next slide. Pulling it all together. Follow up conference calls and meetings will be necessary to report back the progress of the work groups. A lot of rolling up your sleeves and of the work really gets done in between the conference call meetings. It transitions. The conference call meetings are almost where you communicate to the full group the progress that has been made and then you make a collective decision of, oh, okay. This is where we are at, well, that's good. Let's continue and, you know, make any decisions about ways to troubleshoot anything that comes up, but you then put yourself in a certain direction and it's really the time in between that the work groups get busy.   
Major accomplishment, you know, really is, you know, the completion of the work group assignments. You know, it's answering the key questions. It provides draft data and charts. It's completing those narrative briefs and summarizing collective survey responses and doing trend analysis.   
You know, there's a lot of components and coordination that has to happen, really. A small group, individual, or technical writer must take the lead to build the draft report. When the draft report is concludes, the NAC can review it online or meet via conference call. The final report is submitted to the SILC, the timeline, ten months.   
Next slide.   
Resources. So there's needs assessment and overview by James Altschuld and David Kumar.   
It really defines the process and then there's that SILC-Net needs assessment five-part teleconference series that I participated in. I know Liz participated in it and several others. Really provided, I know, myself with a sense of how this is done.   
And then it is a matter of seeing what your colleagues are doing in terms of needs assessment. The California SILC, I have identified there, they have on their website, their 2014-2016 needs assessment.   
Next slide, Michigan SILC has their 2014 statewide needs assessment available. We have our 2012 needs assessment online and we're engaged in our 2015 needs assessment and I was able to find Idaho SILC 2005 needs assessment.   
Next slide.   
>> TIM FUCHS: Thank you, Brad. That's our final Q&A. So we will go ahead and open this up again. You all know the drill by now, star pound on the phone or you can type your question in either one of the chat boxes. Excuse me. And as usual, give about 30 seconds just as questions roll inOkay. I don't see anything yet. We will have plenty of time for Q&A. This is a very manageable collection of SILCs today. I hope you use this as a work group opportunity to borrow from Brad's experience.   
I will give about 30 more seconds, just to see if questions come in. Otherwise, I will begin to do the wrap-up and, of course, as I do that wrap-up, you will be welcome to add your questions then too. Will.   
>> BRAD WILLIAMS: I was just going to add, you know, at the NCIL conference, I will be presenting with a colleague. When you identify some clear needs and priorities, you know from like your needs assessment, and there's just no way. It's so expansive a need that, you know, you really can't do anything related to it in your state plan. What do you do and how might you be able to handle that, you know, maybe outside of, you know, state plan, given lack of resources and maybe the breadth of the issue, say like employment and poverty and working with your IL network. So that's something, that you know, we will talk about at the NCIL conference.   
>> TIM FUCHS: Great. One of our guests shared that one method they used to gain support is through the use of public service announcements. That's another tip there.   
>> BRAD WILLIAMS: Excellent.   
>> TIM FUCHS: Well, goal ahead and start the wrap-up. Again, if you have a question, don't hesitate. It's easy enough for me to add that to the call before we break.   
So here on slide 41, Brad's been generous enough to offer his contact information and I would like to just remind you all of mine as well. So in addition to Brad's here, Bradw@ny SILC.org and his phone number, please feel free to reach out to me with any questions. My email is Tim@NCIL.org.   
And so if you or a colleague has a question that comes up as you sort of digest and think about today's content or read through it in a few weeks, don't hesitate to reach back out to us. That's what we are here for.   
And I also want to go to slide 42. This is the link to the evaluation form. And so I do hope you will fill this out. This same link was included in the confirmation email that was sent to you with the connection information today.   
I know a few of you today are participating in small groups but I really do hope each one of you will respond and share your thoughts about the call today.   
Well, Brad, I don't see any additional questions. So we will close, but, please, folks if something comes up, let us know how we can help. I really do appreciate you all taking time out of your days to join us today. Brad, another great presentation. Thanks so much for sharing New York's process with us. I appreciate your time and it's great to work with you. Everyone, have a wonderful afternoon. We'll talk to you soon. Bye-bye.   
>> BRAD WILLIAMS: Thank you. Bye-bye.   
>> TIM FUCHS: Thanks bye-bye.   
(End of webinar)