**ROUGHLY EDITED TRANSCRIPT**

**ILRU**

**Expanding CIL Youth Transition Services**

**September 23, 2015**

**3:00 p.m. EDT**

**Captioning Provided by:**

**Closed Caption Productions, LLC**

**P.O. 278**

**Lombard, IL 60148**

**www.ccproductions.com**

**Phone: 844‑335‑0911**

**REALTIME CAPTIONING AND/OR CART (COMMUNICATIONS ACCESS REALTIME TRANSLATION) ARE PROVIDED IN ORDER TO FACILITATE COMMUNICATION ACCESSIBILITY AND MAY NOT BE A TOTALLY VERBATIM RECORD OF THE PROCEEDINGS.**

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

>> Good afternoon. This is Jeff Sheen with Utah State University. I will be facilitating today's webinar. I have a few items to cover before we get started, so thank you in advance for your attention and patience.

Thank you for joining us for our newest NCO webinar, Expanding CIL Youth Transition Services: Promising Practices and Funding Sources. Today's presentation is brought to you by the New Community Opportunities Center at ILRU. The New Community Opportunities Center is operated through ILRU with support provided by the U.S. Department of Health and Human Services Administration for Community Living. As always we will be recording today's presentation. So you can access it on demand from the ILRU Web site. The recording of the presentation will be up within 48 hours and on the Web site you will be able to access the PowerPoint slides, listen to the audio, read the captioning, or whatever works BAETZ for you. We will break several times during today's presentation to take your questions. There are a few different ways you can ask questions and I'll remind you each time we do take a break for the Q&A. If you are on the phone you can press \*# to ask a question, and if you're on the computer you can type your questions in that chat box and hit enter or click on the thought bubble icon to the right of the text entry box. We'll wait until the Q&A breaks to address submitted questions in the order in which they're received. If you are using the full screen CART captioning, that's the CCproductions.com link sent to you, you are welcome to use that chat box as well. Staff will then post those questions in the public chat on the webinar platform. Our presenter will try to get to as many questions as we have time for but do keep in mind we need to also cover the material in the presentation in a timely manner. Any questions we're not able to address on the webinar today will be responded to offline in a written format that will be sent out to participants. I'll remind you of all the instructions, especially the telephone instructions, \*#, when we come to each question and answer Section of the presentation. The material for today's presentation, including the PowerPoint slides, and the link to the evaluation form, were sent to you in the confirmation email you received shortly before the webinar. Of course, if you're joining us by computer, the PowerPoint slides will display automatically and you don't have to do anything. But if you are only on the phone today or if you're reading the full‑screen CART captioning, you may want to have the PowerPoint slides printed out or at least open on your computer. This will make today's presentation a lot easier to follow along with. If you didn't realize you needed the slides, you can get them again in the confirmation email attachment.

Also, please take a minute to fill out the evaluation form included in your materials in which we'll display again at the conclusion of today's presentation. For those of you who do these calls regularly, you know that the evaluations are easy to complete. We keep them short with only a few questions so that it's not a burden for you to fill out, but we really do want your feedback and we take your comments on how we can improve our trainings very seriously. Also, by completing the evaluation, you will be entered into a drawing to win an Amazon gift card. So please take a few minutes to fill out the evaluation at the end of the presentation.

Without further delay I would like to welcome and introduce our speaker Mr. Robert Hand. Robert has been Executive Director of resources for independence central Valley in Fresno, California, for over nine years. He is the former chair of the California Foundation for Independent Living, the California State Rehabilitation Council, and the City of Fresno disability advisory commission. Robert has over 40 years in the disability field, over 35 as an Executive Director. He has a master's degree in rehabilitation counseling from CSU Fresno. Robert is a coauthor and facilitator of leaders without limits and author of the board guide, leading community benefit corporations. He has made leaders without limits presentations across California, in Kansas, South Carolina, South Korea and at national conferences. He has taught leadership development for people with disabilities at Fresno State University in nonprofits and conferences across the U.S. and in South Korea. We'll now begin the presentation. Bob?

>> ROBERT HAND: All right. Thank you so much for much introduction. So let's move forward with this. Let's change to Slide number 2 and we'll look at what we're going to be addressing. I'm not seeing the slides change. I'm going to go ahead with it.

Following the slides make sure and just go to Slide 2. So the things that we're going to address are a promising practice for designing and implementing a program to teach work readiness skills to transition age youth with developmental disabilities, potential new funding sources for the services, a way to work with the Workforce Investment Boards, and use them as another funding source, and then to identify an approach for developing services and funding collaborations with parent training and information organizations.

We'll go on to Slide 3. If any of the ILRU people can hear that, and I assume you're doing what you can to change the slides. I'm just going to talk about them at this point.

Slide 3 ‑‑ yes? Okay. There we go.

>> SHARON FINNEY: Bob, I'm sorry. The slides are just slow to load. They are not advancing in the time in which you're speaking. I do apologize.

>> ROBERT HAND: No problem. So let's go to Slide 3, then.

So Slide 3 is about the new WIOA mandated services, and there are three parts of that we all I'm sure familiar with. One part has to do with transitioning from nursing homes and other institutions. Another part has to do with assisting people who are at risk of entering those institutions. But the part that we'll be dealing with is the third one, which is to facilitate the transition of youth who are individuals with significant disabilities who are eligible for individualized education programs or who have completed secondary education or left school. Again, I'm not covering what the details of that are. We can all read those regulations. We're going to be talking about how do you move forward with that.

Slide number 4, if we can get to that, we're going to emphasize in this presentation new ways to work with the youth, and especially youth with intellectual disabilities. Services that can help them transition from schools and to keep them from having to move to more restrictive environments.

One of the things I want to say about that, is we talk about the WIOA‑mandated services. They do specify certain ages. They do specify students having the program plans, the education plans, but one of the things to keep in mind is that Centers for Independent Living serve everybody. So everybody with disabilities at whatever age, if the service is needed and appropriate. So for some reporting dealing with the WIOA, which none of us know what that's going to be yet, but you may have to track their categories. But for the concept of serving youth with disabilities, we know we can serve any of them.

So, again, I'm going to start off talking about youth with intellectual disabilities. That population is also, of course, referred to as having developmental disabilities. This is on slide 5. And more recently the term neurodiversity is being used a lot and being promoted by some groups because it addresses the actual aspect of the disability and rather than referring to it as something limiting such as developmental disability. It refers to the idea that many of us respond many different ways through our neurosystems and this just recognizes that there's a huge diversity of ways people can operate that way.

So I'm going to be addressing Slide 6 and generally saying that historically CILs have only minimally served this population. It does happen in some centers, it happens more than others, but as a whole there tend to be silos, and this is on slide 6, where sort of funding streams determine who is serving what population. And there are usually, and ‑‑ well, I mean, there are available in all areas various types of funding to serve the youth with intellectual disabilities, or neurodiversity. In California, of course, we have special funding through the landerman act, but all states have access to the Title XX funds. There are sometimes education funds. And in some states, the state or even the counties allocate certain monies for this, to serve that population. And there is no reason that CILs can't access that the same as anyone else can. Even though that isn't historically our funding, and I think one of the things many of us are realizing is that so often we've stuck to the IL funding, but in reality we need to be looking at all sorts of funds that fund various populations that we serve. So why not go for that funding as well.

So let's move to the next slide. I worked in the, and I'm going to use the term for this, developmental disabilities, I worked in that field for 30‑some years, starting, of course, when I was five years old. This is a population that can really benefit from the IL philosophy., especially with the growing emphasis on autism spectrum disorder. Consumers and their families, they want more options. There is also a national move as well as a move, I think, in many of the states, certainly in California, to eliminate subminimum wage certificates and, instead, look at inclusive employment. And historically the services that are funded in that field are very restrictive and they're much more in reality about protecting people than about inclusion and independence. And so if you look at Slide 8, we talk about that centers for independence are uniquely situated, I think, to help with that and to provide much more relevant services to youth with intellectual disabilities. Again, because the population ‑‑ or the organizations that traditionally serve that population are all about doing things for youth instead of with youth. It's all about the professionals, the organization, even, for that matter, family members determine what the youth want and what they need and they set that up for them. They determine what they can't do as well as what they can. And CILs, I think, have a wide array of services, and we emphasize, of course, self‑determination. And I think we are uniquely prepared to work with that population and to help them truly use forward with inclusion and self‑determination much more than the vast majority of organizations in that service field. Certainly there are some organizations that do an excellent job all around, but the vast majority that I've seen, and I was a CARF surveyor for about 12 years, are really quite restrictive.

So let's go to the next slide, Slide number 9. One of the ways I'm going to propose as the best way to start your work with this population is through job preparation skills. That's primarily because, as I've said, that's an area that's getting emphasize right now nationally, doing away with sheltered workshops, doing away with subminimum wage. And one of the things we have to be careful of, too, and I have talked to numerous groups, numerous Independent Living Centers about starting to work in this area, and a lot of them are concerned about, well, do people with intellectual disabilities, can they do these various things? But we, too, have to watch ourselves about labeling people. They are no more the developmentally disabled than others who are the people in wheelchairs. Each of them are individuals. So rather than labeling them, we have to look at each person and be willing and able to approach them as individuals and understand particularly that had we communicate with the various people with many intellectual disabilities is very crucial, and so you have to work on that. You have to learn about the population and how best to communicate depending on where they're at intellectual and with various physical [ INAUDIBLE ]. Let's go to slide 10. If your CIL doesn't already have a job training or preparation program, it's really not that difficult to either develop one or to purchase one. And on Slide number 10 I have listed several government sites and nonprofit sites, disability.gov, doleta.gov, they all have descriptions of training programs of various kinds. You can also purchase assistance, there is any number of organizations that do job placement, such as my own organization, RICV. So you can go to one of those either who is nearby that may just help you out or actually, as I said, purchase the service from one of them. I say it's not difficult to develop. Obviously there's a lot of things to keep in mind within each state there may be legal guidelines and government guidelines that you have to follow. In some states, to do actual job placement you have to be CARF certified, but often you can do preparation in a number of categories, such as soft skills training or transportation training to get to jobs that you don't have to call work skills, and, therefore, you don't have to meet the CARF requirements. Certainly that's true in California, that how you state what you're doing determines whether the CARF requirements come into play, and so we can do a great deal in the job preparation area without having to worry about any kind of accreditation issues.

Let's go to Slide 11. So when you're looking at designing a job preparation system for this population, obviously it needs to be designed to appeal to young people. So at RICV we do job placement. Most of those are going to be adults. And that has obviously its own kind of design. But we have a separate program for youth that's designed to interact in the ways they are more likely to, including a lot of social media type things, but also just how it's presented for youth.

The other thing that's often ‑‑ you need to do is to have several variations of your program training, particularly dealing with people with different intellectual functioning levels. So in general for a lot of our trainings we just may say, here is the training and everybody takes it. But in this case there may need to be modifications you're going to look at for the training based on different intellectual abilities and particularly different communication abilities, because often people are quite capable of understanding what you're presenting but they just may need it communicated in a different [audio dropped off]

The other thing that's come up when I've talked with some of the CILs about this is that they have been concerned that they're going to sort of be inundated with a lot of people that they don't really feel they can serve. [audio dropped off]

but in reality a CIL can always sets its own criteria. So you may be getting referrals from however the state has their referral system for that population.

But you can decide which ones meet the criteria that you have so you don't have to take everyone, not to be excluding people, but rather to say, if we can't provide a viable service, we're not just going to have the person there. And that may vary over time. You may start only being able to prepare certain ‑‑ or to serve certain individuals, and then as you get better at it, as you expand your ability, that may expand who you can serve. Although we've found that the majority of young people who do get referred are at the functioning level to gain by it because obviously there's some sort of system, case management system or whatever, that is making the referrals, and so they're also screening them based on who they think can benefit from the service.

Again, having various types of training systems based on the ability of the people is very important.

So let's go to Slide number 12. I'm going to talk a little bit about our RICV BRIDGES program. That's our youth program. So we have a very extensive program that serves youth with disabilities, and as we go through this, I'm going to talk about some of the other aspects of it. But here we're going to talk about specifically what we developed ‑‑ what we call our WRIL program, Work Readiness Independent Living Program. And so what it does, it combines employment preparation skills with Independent Living skills. And so we're taking the kinds of things we already do and working with youth in Independent Living, but expanding it and focusing it much more on which of those skills are going to help them prepare to be able to work. And so even though it's related to what we already have, the Independent Living aspect of our youth program, it's very specialized and very focused dealing with work readiness preparation. And it's been vendorized through California's department of developmental services, which in California means that you get vendorized by a regional center, because we have regional centers throughout the state. But, again, what we did, and what they say to us is, why should we purchase services from you because you already provide Independent Living? But we've been able to show them that this is something different, this is something much more focused on the work preparation aspect, something that's much more intense than our people get who are in just Independent Living skills. And so we've been able to move forward with the vendorization that way.

So that's Slide 12. I know we're still a little behind on the screen, but I'm going to go on to Slide 13. There we go. We jumped to it. And I'm just going to look a little bit here at the outline of our Work Readiness Independent Living Program. Obviously I'm not going to go into extensive detail about it, but I'll show you some of the areas that we address in this program. So, we're talking about youth who presumably are not ready to be employed at this point but are making the commitment to do so. So we start out with talking about making that commitment. You have to be ready to change and to make improvement. You know, we cover what employability skills are they'll want to develop if they plan on getting jobs. One of the things we emphasize a lot is time management. I mean, we know that for all youth that tends to be an issue, but youth with intellectual disabilities, it really is ‑‑ if they want to actually make progress. So we talk about that. We talk about the whole dress for success aspect of it. And then, again, a real emphasis on self‑image and attitude. Now, obviously a lot of that is Independent Living skills, but by focusing it on how those skills apply particularly to work readiness, it becomes a different program. And then we get into more details. So effective communication, and this has to do not only with how they communicate to potential employers, or employers once they're hired, but how they listen and how to make the communication effective in a work setting. We talk about appreciating diversity at work for themselves and for others as well. And a big part of it, of course, is customer service. Whether you're actually working directly with customers of the business or in general, the concept of, if you're going to work, the idea is to help the business do better in their customer service.,.

Let's go to 14. In Section 5 we talk about conflict and conflict resolution. Again, within the area that tends to be a big issue if some problem occurs, not just with the employer, but with other people, making sure our people that we're training don't run into problems at work within that. We talk about teamwork, stress triggers and making sure you know about controlling your emotions. You're going to have those. But how do you work with it? We talk about communicating using technology. If any of you do child placement, I'm sure you talk about these sorts of things, such as not having email addresses that ‑‑ wildperson@aol or something and try to send a job application. We talk about what you put on Facebook and how employers may see that. So that's covered in some of those. We go into safety tips. And then a Section on work ethic and how important it is. It's fine to say you want a job and you want to make money, but if you don't have a good work ethic and continue that on, you're not going to be successful. We talk about employee evaluations and that that's going to occur and what that means and how you should address it. And then top reasons people get fired. So if you're going to get a job, let's know right offhand what employers are looking for and what things may cause you to lose that job.

Okay. Let's go on to Slide 15. So, again, just a statement in that that obviously this is a very basic employment preparation. Introduces topics, again, that are often referred to as "soft skills this is not any sort of details employment program teaching people specific work skills, you know, secretarial skills or janitorial or Executive Director skills or whatever, but rather general preparation skills of what kinds of things should people have if they're going to be prepared to go into [audio faded off]

and on to slide 16.

I think one of the important things to think about within this is that this can be a standalone class on a fee basis, fee‑for‑service. So it could be given not only to your primary funding sources ‑‑ I talk about there is Title XX, there is education, whatever, but it could also be a class that other service organizations send their people to. So if you do have a program that serves people with intellectual disabilities but ‑‑ even if they do job placement, they may not feel like they're preparing them well to be ready for that placement. So this could be sold on a fee service on a class. Now, ours is a one‑to‑one and one‑to‑three, but of course it could be done that way or in somewhat larger groups. Or it could also be part of a broader program for preparing people for work and then doing job placement. So our situation, we're designed so that if the people are ready we can refer them over to DOR and they can even go back into our full job placement program so they would be moving out of this job preparation into a separate program. For job placement.

I think we're getting a number of questions. So why don't we go ahead and move to the next slide, 17, Jeff, and I'll let you address questions.

>> JEFF SHEEN: Thank you, Bob. Everyone, I do want to apologize for the delay in the slides. We do have the I.T. support folks working on that delay. Bob, it does sound that on occasion a few sentences are fading out toward the end. I don't know if you are turning your head or what. We are having a little bit of an issue with that as well.

>> ROBERT HAND: I'm probably turning my head and moving. I will try to stay a little more still.

>> JEFF SHEEN: Your audio is nice and strong when you're directly into the phone. So that's good.

So this is our first break for questions, and we do have a couple, Bob, from the chat box, and then we'll go to the phones. The first question we have is in regards to working with consumers who may not be their own guardians and if that has created any issues for these types of services.

>> ROBERT HAND: In our situation here it has not, but historically, and again, as I mentioned, I worked with this population for many years, historically it has in a couple of different ways. So if someone has a guardian, then you have to work with a guardian as well, and you have to make sure that you're getting the commitment from the guardian to be doing these things and moving the person forward. To me, the more difficult area is when people ‑‑ and I don't think the majority of them need to have guardianship ‑‑ but when they don't, you can be working with a person and then later somebody can say they should have had guardianship. So the authorizations they gave to you are not good. To me, those are the laws that are really tricky because you're taking ‑‑ the person does not have guardianship, so you're assuming they can give the authorization to work at a job or to move forward, to do the training, and then later somebody may question the authorizations they gave. But if they have guardianship, you do have to work closely with a guardian or you're going to be ‑‑ you'll be finding yourself in potential problems down the road.

>> JEFF SHEEN: Thank you for that response, Bob. Another question we had that came in on the chat box, back on in issue slide 11 you mentioned that centers can set criteria to work only with those youth who can benefit from the services, and we have a question whether you could give an example or two of what you mean by "setting the criteria," what type of criteria could you set?

>> ROBERT HAND: Well, we do an assessment of ‑‑ part of it is their interest, but other parts are their ability to work with and understand areas that we're addressing. So in the assessment process, if you find out you're going to be talking about areas that they're going to need to understand about, say, communicating, and they in the assessment process you're finding that they're just not understanding what you're talking about, even if you've tried a couple of ways to do it, then that might be one of the areas where you would determine they're not going to be able to work with you. Another area has to do with their ability, let's say, to focus on what's going to appear to be reality. If you go in and you're talking with them and the person, you know, has a reading level of 4th grade, and they're insisting what they want to be is an astronaut and that's what they want you to train them in, then those are kinds of areas where you're probably going to say you're not going to be able to help the person at that time. So it really, for us, has to do with their ability to interact with our staff in the focus of work readiness. If they appear totally incapable, at least at that point, of doing that, of interacting with our staff, then we won't end up helping them at that point. The other thing has to do with the assessment process has to do with that commitment we were talking about. So we'll have referrals, and then they're saying, well, they're only going to work with you if you pick them up and take them over to training or to wherever you're going to work with them. And we say, well, we can't prepare a person to work if they're not ready to be prepared to get in a bus. You know, we'll help them, we'll train them, but if the only thing they're saying is we have to provide transportation, then that's an area where we feel like the right kind of commitment isn't there.

>> JEFF SHEEN: Thanks for that response, Bob. Another question we've had come in on the chat box, are there any alterations you would need to make to the curriculum, to the training, for youth with physical disabilities?

>> ROBERT HAND: Not really because we already serve a wide range of youth with physical disabilities. Now, I think when you're talking to them about the careers they're going to look at, obviously that's a factor. But we already serve a number of youth with physical disabilities. So our curriculum would be designed for that.

>> JEFF SHEEN: Great. Thank you. Then a question about, you mentioned that you received funding from developmental services, but could you review real quickly, I think you had it on the slide, but some of the other sources of funding that you receive to support this program?

>> ROBERT HAND: Well, the ones I'll be talking about as we move forward is work investment boards and parent training and information centers. Those are in our next categories. But the initial one is the developmental disabilities funding.

>> JEFF SHEEN: Well, let's take a quick check with the operator and see if there's any questions that have come in from participants on the phone. Again, if you're on the phone and want to ask a question, you can press \*# and it will put you in the queue. So, Patricia, do we have anybody on the phone that has a question?

>> OPERATOR: We have no questions in the queue at this moment.

>> JEFF SHEEN: Okay. If you want to ask a question for the next round, we'll be breaking in another few slides, but let's go ahead and get back to the material and, Bob, we'll have you will continue with the next Section.

>> ROBERT HAND: Okay. There we go, Slide 18. So the job preparation and assistance in job placement for youth with disabilities can be part of your core Independent Living skills training, it can be purchased through Vocational Rehabilitation, it can be purchased through state or county or developmental disabilities funding, or the other one is a Workforce Investment Board. So if you go to Slide 19.

So one of the biggest demand by youth with disabilities, and this isn't necessarily now here youth with intellectual disabilities, although they can fall into this category, but this is youth with all disabilities, is employment opportunities. And so CILs, we can expand our opportunity to work with this and to help in that area by working with the Workforce Investment Boards. And these are often called the one‑stop centers, and that's, I mean, an aspect of the Workforce Investment Board. But you may have it referred to do in different ways. They're called WIBs. But they are available all over.

So let's go to Slide 20. So, again, this is a separate program. As many of you know, our federal government, as well as the states, have a brilliant system of providing whole lines of different funding, many of which may serve the same or similar populations, but in general most of us just don't know about all of these various funding sources. So when it comes to work preparation and job placement, there are Workforce Investment Boards, to my knowledge, in all states. And they have new mandates now just like department of rehabilitation or Vocational Rehabilitation does, developmental disabilities does. They have a new mandate to emphasize employment for youth and a specific part of that is youth with disabilities. So all of the Workforce Investment Boards can apply for what's called disability employment accelerator grants, DEA, that are very specifically aimed at employment for people with disabilities. Now, not specifically for youth with disabilities. They can be for all people with disabilities. But because their new mandates are for youth with disabilities, there is a lot of emphasis in that, and there's a lot of emphasis at working with community colleges. So these accelerator grants sometimes have that emphasis, but particularly if you have good relations with a community college and you can develop it with the work investment boards, there's no reason not to be a part of that system.

So let's go to Slide 21. So if you're not familiar with them, they primarily serve the Workforce Investment Boards low‑income individuals, and often long‑term unemployed. So it's not that if you just look at them it's going to say, you know, we're working with or providing job skills for people with disabilities, but obviously many of our people, the vast majority, probably, are low income and often long‑term unemployed or if we're talking about the youth, no employment history. And so they're going to fall under those categories. And the other good thing about it is just like many of the Vocational Rehabilitation programs, the Workforce Investment Boards have funding for job skills assessment, for vocational training, for soft skills training, as well as for job placement itself. So you have a potential to get funded within any of those areas that you feel comfortable working in and many of the Workforce Investment Boards, I put most, I don't know if that's aggressive or not, but I know that many of them contract for at least some of those services. Some of it they may provide themselves with their own staff, but many of them contract out and they certainly all of them have the capability of contracting for it. So if you can develop relationships, you can get grants directly from your Workforce Investment Boards or subcontracts within those areas, either a whole range dealing with assessment preparation and on to placement, or just some specialized category. And, again, because the youth ‑‑ they've always served youth with disabilities, but because they have a new mandate to emphasize that, I feel that this is an excellent opportunity to start developing those contacts with them and move into that right now.

So let's go to Slide 22. Again, just the statement that I think we're a natural fit for helping that just for the reasons I was talking about, that even though they, in theory, serve people with disabilities, whether adults or youth, many times your Workforce Investment Boards are really not designed to do what they need to do to help them, and so their placement rates, or even job preparation rates, are horrible for our populations. So Independent Living Centers have an ideal role to play in that.

So on to 23. So if you want to become a resource for your Workforce Investment Board, to me, I've seen two primary steps to take that basically you probably already have in place, but you're going to need to determine how to emphasize that, how to organize it. So this is on Slide 23. So you can do it by internally organizing youth with disabilities who are seeking employment. One of the things that appears to have happened in the past is youth with disabilities who have gone into the Workforce Investment Boards, and these are typically people 18 and above, you know, into the 24‑26‑year‑old range. They haven't got the services they want but they just sort of fade away then. And so there's no way of knowing without a lot of research who is trying to get those services and not getting it. But if internally, whether you already have a youth program, or if not, if you can start organizing what youth you have with disabilities who you think are ready for ‑‑ they don't even have to be ready for job placement. They can be ready for the preparation for that. And you can go to your work activity ‑‑ work investment board and say, "We have this number of people wanting those services that fall within this age range and with these disabilities," then you're going to be in a strong position to work with them. And again, demonstrating that you're the good centralized source because they are supposed to be seeking out youth with disabilities who want to be employed and, again, who are ready to at least take the first steps on that. So what we did, and we have sort of a deliverables grant with our Workforce Investment Board, is show that we have the contacts with the people with disabilities. Now, our grant includes both youth and adults, but the emphasis is with the youth. And so by showing that we already had them in ‑‑ already have this job preparation program, but we're ready to move forward with them and help them, in effect, get the numbers that they want to have in the category of youth with disabilities.

So on dish Slide 13 ‑‑ so one of the areas that will really help if you want to work for the Workforce Investment Board ‑‑ I'm sorry, we're on Slide 24. I don't know where ‑‑ there we go. Is to also look at these things. There's a new requirement for businesses that do business with the federal government, and even for local governments who do business with the federal government, to hire people with disabilities. They're supposed to be shooting for 7%. Now, there's not a real enforcement of that, but it is something that will be reported. So if your local Workforce Investment Board is not addressing that well, then they're going to have issues documenting that they're doing that. So if you already have contacts, particularly with local government entities, and that can be schools, it can be counties or cities or whatever, so you feel like you can show them that you have ‑‑ plus if you have been working for businesses in any area, then you can show them that you're going to have those contacts for them. And, again, many of us have spent a lot of years developing those contacts. So we're in a good place to do that already.

So let's go on to 25. So if you want to work for the ‑‑ with the Workforce Investment Board, you could do some modifications for your job skills training and placement programs, even if you're already contracted if you do something with Vocational Rehabilitation or department of rehabilitation, you can modify that for the Workforce Investment Board. You can contract with them to supplement existing services. So if we place someone who ‑‑ we're funded by the department of rehabilitation ‑‑ we can't bill the Workforce Investment Board for that placement, but our grant allows us to do job development work with the local governments and businesses. So we get paid for that aspect by the Workforce Investment Board, and then for the placement itself, by rehabilitation board. And so again, they give access to your consumers, and particularly youth with disabilities, to a wide array of resources because they have those resources. As I said, they have monies to do evaluations, to do training, to provide equipment or uniforms or any of those types of things to get people certified in areas if they need to.

Okay. So that's the Workforce Investment Board. Let's go to questions on this on Slide 26.

>> JEFF SHEEN: Thanks, Bob, again, if you're on the phone and would like to ask a question, you can do so by pressing \*# and Patricia will assist you with getting your question into the queue. There has been a few questions, Bob, that have come through on the chat box, some have been about resources regarding working with students that are deaf or deaf‑blind and it looks like those have been answered by peers. And there's a question about the age group. We have a question about can the age group be beyond 26 years of age? They have a peer group that runs from 24 to age 45.

>> ROBERT HAND: Well, again, if you're talking about the WIOA, it has its own definition. But if you're just talking about a program you designed, yeah, it could be any age group. And that's true for working with your programs that fund people with intellectual disabilities and it's true for working with Workforce Investment Boards. Even though I've been talking specifically about programs for youth, those things are available for all people with disabilities that fit their definition. So age would not be a criteria.

>> JEFF SHEEN: Thank you. Then a question about the WIB funds. Can they be used for start‑up or is it a fee‑for‑service kind of situation or does it depend on the program?

>> ROBERT HAND: It really depends on the program. The WIBs have funds in effect to my knowledge they could contract with you in any way that you want. Now, the specific grant I applied to, the disability accelerator grants, you have to ‑‑ the WIB itself would have to apply. They can list you as a subcontractor. It has to have very specific goals. But, yes, that could certainly include start‑up monies for you to get the program going, as long as by the end of the year there were going to be results based on those goals.

>> JEFF SHEEN: Thank you. Let me check with Patricia. Are there any questions from the phone, Patricia?

>> OPERATOR: And we do not have any questions in the queue at this time.

>> JEFF SHEEN: Bob, one other question came through before we switch back to the content, and just a question about some of the recruitment techniques that you might use to get youth involved in the program.

>> ROBERT HAND: Again, it depends on which programs, because we provide a whole range. So we're already in schools. Not all of our high schools in this area, but we go into many of them. So that gives us that recruitment part. We also work with some youth from ‑‑ in after‑school programs. So, again, we have a natural recruitment opportunity. And then I'm going to be speaking next about the PTIs, the parent training and information centers and we've had a relationship with them for years, and each though in the past they worked only with the parents, obviously that gave you access to the youth. So we use all of those areas and, of course, more than that, even though the department of rehabilitation. There are certain youth they're involved with funding educational opportunities, and so that's another form. We're also very active with our community college here, and so we get a number of referrals from them. So it's that whole range. But we are in the high schools already, and that helps a lot.

>> JEFF SHEEN: Thanks, Bob. One question before we switch back to content. There was a question that came in about if the career services group is not real effective to work with about going to VR or Vocational Rehabilitation, directly for some of the WIOA funding. What are your thoughts on that?

>> ROBERT HAND: Yes, generally the VR programs have their own criteria for contracting or vendorizing, but I definitely think you should, as ‑‑ as I said, here in California it's called vendorize. We're set up as an organization that the department of rehabilitation pays us to do job preparation and job placement. And every state will have some form of that. And so exactly how they do their contracting will vary from state to state, but I think that's a very natural way to look at it, to get those funds, yes. One of the things I haven't said but we all know it, and it's worth, I think, putting out there is that every one of these is their own bureaucracy and so even getting a contract, even getting vendorized, there is always a lot of work to do, and you have to learn how that particular system works. So you could have a job preparation program and it's working well with this funding source, but you're struggling with another funding source and you're going to have to redesign things for them. It's, to me, way more work than it should be, but that's true as you look at voc. rehab or your developmental disabilities funding stream or the Workforce Investment Board.

>> JEFF SHEEN: Thanks, Bob. There is a question that came in. I will hold that one until our next question‑and‑answer segment, final segment here in a bit, and let you go through the rest of the slides.

>> ROBERT HAND: Great. Let's go to Slide 27, then. So for particularly nonemployment services, in other words, other kinds of Independent Living services, I think a funding source that very few people use, I don't think any of the other Independent Living Centers in California use it, is the Parent Training and Information Center or PTI. So let's go to slide 28.

Now, I notice that I said in this slide that there are PTIs that cover all areas of the United States, and although I thought that was true at the time, I did some more research on it, and they're in 30 states, not all 50 states. If anyone wants to get a hold of me later, I have the list. Although, you can, of course, get it off of the Internet. So only 30 of the states applied for this funding. So in some cases there's one center that's serving a whole state. In other cases there are multiple centers. I think California has, I think, five of them, if I remember correctly. So this is not going to apply to all of you if your state does not have a PTI in it. But, again, 30 out of the 50 have them. They have their own channel of federal funding that's through the Department of Education. So, again, here's another funding source for populations that we often serve youth with the disabilities that goes through a different system.

Now, they've historically acted as a training resource for parents of children with disabilities, and that was really their full obligation for about 15 years we've had a very good relationship with our PTI here, and so we've worked with the parents and the youth for many years, but for many of them it's been strictly working with the parents.

Okay. Go to Slide 29. But the new funding that they have starting in October has two new mandates for part of it. One is they must provide direct services for youth with disabilities. So, again, I think a great situation for us, because many of them have not done that at all in the past, and that they must coordinate their efforts with Independent Living Centers. Now, I was told that by our PTI ‑‑ my reading of it says they have to coordinate with existing service organizations. So it may or may not be specifically Independent Living Centers, but again, I think we're in the best place to work with them.

So let's go to Slide 30. And I think that CILs, if you want to get into this, if you have one, if you're one of the 30 states, then you need to be proactive and initiate contact. The CILs that I have talked to about this have said they're not even sure who their PTI is or they know about them enthuse they've had virtually no contact. But because of the new mandates, this gives us a chance to go in and work with them, and I'm sure these new mandates aren't going to be enforced immediately, but they know they're there. They had to submit a grant that says they're going to address these areas. So by your Independent Living center contacting them and saying, hey, we know you have this new mandate now, we'd like to help you out with it, you're in a good position for a proposal.

So let's go to 31. Again, it's kind of the same thing. I would suggest going to them at least ‑‑ even if it's not the details, but saying you would like to propose funding from them. You can demonstrate that you already have a strong youth program. Or if you don't, offer to work with them to develop a joint program. Again, noted that many of them have worked almost exclusively with the parents and family members. They really aren't designed ‑‑ they don't have the internal design to be doing a lot of work with the youth, and they're supposed to start doing that now.

On to 32. The part of that is as I've read their material and their mandate, it's pretty vague about exactly what they're supposed to be doing. So, again, I think some of them are struggling with what that is. So you can assist them with that. Some of the things the mandate includes is they're supposed to help youth to understand their disability and to get past those barriers to be successful in life. They're supposed to understand their rights in education, particularly in developing Individual Education Programs, IE Ps. They're supposed to assist youth to find and contact the resources needed to transition from high school on to either college or work or other things. And helping youth to learn to advocate for themselves. Obviously that's what CILs do, whether you have a specialized youth program or you just help whatever youth come in your door, you're doing this already, and so the option of just finding another funding source to do it with, such as your PTI, I think, is an obvious step.

Let's go to 33. So these are three options for finding new funding to work with youth with disabilities. But there are other options as well. We have a number of funding sources for our programs. Some of those overlap with the youth and they get part of that. Some of them specialize for the youth programs. One of the things I think is important, though, is to integrate these programs with your existing Independent Living program. You know, it's often easy to see programs strictly on the funding source. Obviously we all have to fund accounting, which draws these lines between the programs we have based on the funding, but effective programming means integrating the services throughout. So even if you have a youth program funded by a particular funding source, and you have another ‑‑ you also have your youth program funded by, say, 7C funds, even though in some ways they have to be separated for the funding, in other ways they can be integrated to make sure you're taking ‑‑ you're getting the most out of all of it. So as I said, we have Independent Living program. We also have funding through the Workforce Investment Board. We have funding through the PTI, through the developmental disabilities department, and those have to be separate programs, and yet the youth can flow from one to the other, getting whatever they need out of each one. And many of our youth need a whole range of services from benefits to transportation, self‑advocacy and a lot more. So this helps out by being able to move from one to the other.

Going on to 34, again, it's just that emphasis that if we're talking about effective youth programs, even if you have a separate youth program, it's critical to integrate that with your full Independent Living center. One of the things that has caused issues in some programs where there's a youth or a job development or whatever, they've set it up as such a separate program that it's drawn them away from Independent Living and Independent Living philosophy, and what we want to do instead is integrate it in, and you do that, number one, by fostering good communication among all of your staff to make sure they all know what resources are available in each of your programs, ensuring that your youth participants get information on, have access to all of your programs. So you don't want them coming in and only giving them the youth information. You know, give them the assistive technology information and the transportation and the housing, if they're a little bit older and whatever, to make sure they get all of it. Then also, of course, including youth in your overall organizational planning and in your board representation. I don't know how many Independent Living Centers have young people on their boards, but it's a critical, critical issue. The youth not only are the numbers increasing of youth with various disabilities such as autism, but they're becoming much more active and wanting much more out of life. You know, the people who are 50 years old now that we're serving, and it's a shame, but often they were told not to expect much, and we're trying to help them increase their expectations for themselves. But the present youth already have those expectations, and they're wanting more and more out of life and, again, I don't think there's anybody except Independent Living Centers who are in a good position to help them move forward with that.

Okay. I think that wraps it up.

>> JEFF SHEEN: Thank you, Bob. Go ahead, sorry to cut you off.

>> ROBERT HAND: No, get. I think we're ready for questions.

>> JEFF SHEEN: We've reached the final Q&A segment, so I would encourage anybody on the phone that hasn't had a chance to participate and ask a question, we have a little bit of time here before we get off the call, and while we have Bob available it would be a great time to ask any questions. So \*# will put you in the queue to ask a question and I'll check with the operator here in a minute. I also want to point out on the chat box, and this will be made available to everyone, Sharon Finney at ILRU has placed a link where you can find the parent training center in your state if there is one and she attempted to post a link on the regulations about the PTI mandate. Bob, it doesn't seem to go to where the specify ‑‑ the specifics. Do you have a source for where folks can go and check out the regulations you're referring to on the PTIs?

>> ROBERT HAND: You know, I have it. That's not something I have in front of me. I have the list of the awards. I found it at that same site, but what I'm probably going to have to do is send it in to you separately and we can post it.

>> JEFF SHEEN: That would be an excellent solution to that. So we will do that for everyone that's asking about where to locate the actual regulations as well as how to locate their PTI in their state.

Going back to a question that came just at the end of our last segment, when you're working with schools, Bob, have you done any kind of direct contracts with the schools, like a nonpublic school contract? How has that worked for you? Do they pay directly for some of the services?

>> ROBERT HAND: Unfortunately, we don't have a contract. We've talked about it with several. I've heard of some that do, but we don't have that at this point in time.

>> JEFF SHEEN: Okay.

>> ROBERT HAND: I think it's something worth looking into, definitely.

>> JEFF SHEEN: Okay. And then we do have a question about collaborating with existing programs, subcontracting with them, and still having the center be the primary contact with the PTI. Do you have any thoughts on that?

>> ROBERT HAND: I'm sorry, repeat it again. I didn't quite get it.

>> JEFF SHEEN: Could we collaborate with existing programs and subcontract with them and have the ILC as the primary contact with the PTI?

>> ROBERT HAND: Oh, yes, yeah. We do it in many different way, and our PTI situation, what they actually do in our case is fund one of our youth staff. So basically she ends up working for both us and them, and we do it that way. But I think there's a lot of options in how to do it, and one of them would be for them to just subcontract that part of the program ‑‑ that part of requirements to the Independent Living center and let them be the contact and let them work it out in effect from there and be the primary contact [audio faded out] with the youth themselves and even with family members.

>> JEFF SHEEN: Thank you. Let me check with the operator. Patricia, are there any questions from the phone?

>> OPERATOR: And I'm showing no questions in the queue.

>> JEFF SHEEN: Okay. Bob, one question that just came in: Do you have information about the school contracting that you could send and that we could link to or is that something that's readily available on your end?

>> ROBERT HAND: Not contracting with schools because we don't do that.

>> JEFF SHEEN: I apologize. I misread the question. On nonschool contracting. Do you have resources or guides on how to go about that?

>> ROBERT HAND: I don't ‑‑ if we're talking about like the PTIs or the Workforce Investment Boards, those areas. I mean, I would certainly be willing to work with anyone on that. As far as guides of how to do it, unfortunately, all of those are so new I don't think we're going to find written guidelines. Most of the PTIs to my knowledge have ‑‑ except for our relationship with ours ‑‑ have not contracted with an Independent Living center. Workforce Investment Boards, I suspect there is very, very few that have contracted with Independent Living Centers. So I don't think you're going to find any kind of written guide on how to do it. Again, I'd certainly be willing ‑‑ anybody could call or email me and I would help them step through ideas about it.

>> JEFF SHEEN: That's very generous of you, Bob. I appreciate that. And I do want to point out that Bob has been very generous. He has shared his contact information on slide 36, and so if you have other questions you can certainly contact him as he has mentioned. Sharon Finney just posted that there is some information on some different youth trainings and she's posted a link there in the chat that will be made available to everybody as well.

I don't see any more questions coming in. We've got a little bit of time left, but if there are no more questions, I will go ahead and start to wrap up. And I'll do one last call to the operator to see if anybody's had a question from the phones.

>> OPERATOR: I'm showing no questions.

>> JEFF SHEEN: Okay. Go ahead, Bob.

>> ROBERT HAND: Let me just say that I haven't looked through all of the detail here, but at IDEA.ED.gov, and there's more to it, I'll send you, but it's under the Department of Education. They have just a Section on Parent Training and Information Centers, explaining what they are, what they do, their requirements, that sort of thing.

>> JEFF SHEEN: thank you.

>> ROBERT HAND: Just go to the department of Ed and put in Parent Training and Information Centers. It will come up.

>> JEFF SHEEN: Great. Well, thank you. I want to thank Bob for a wonderful presentation, for a lot of information, a lot of new opportunities to develop relationships that can lead to funding for these types of programs. I think that's been very useful. I work with youth and the Independent Living Centers here in my state, so I have been taking notes as well. On the slide now you do have Bob's contact information, and he has said if you have questions later today or next week you can contact him using that email address. Also on the slide you'll find a link to the evaluation form for today's webinar. Please do take a minute to fill that out. I know a number of you are participating in small groups but I hope each of you will take a moment to respond. In doing so you will be entered into the drawing for the Amazon gift card I mentioned earlier. With that, we've reached the conclusion of our presentation. I will keep the evaluation link open so you can click on it for the next little while. And, again, I just want to thank, Bob, again for wonderful information and a great presentation and thank everybody for joining us today. Being a little extra patient with the lag that we had on the front end. And I hope that you all have a great afternoon. Thank you!

>> ROBERT HAND: Thank you, Jeff. Appreciate it.