**OUTLINE**

**APRIL CONFERENCE 2016**

**WHALEN- CRAIG – COLLIER**

**DISCUSSION**

**THE IDEAL….**

1. WHAT DOES THE IDEAL YOUTH PROGRAM LOOK LIKE?
	1. Daniel- Southwest PA – Washington PA – working on a job shadowing program – working with a for profit organization – employment services – disability mentoring day. 700 stunts going into different businesses – expand it to more than one day
	2. Patrick - Southwest Florida – cross examine into strengths and weaknesses- volunteer opportunities – identify what their interests are – paid internships community activities –exploration before they go into the actual career / job need employers to be more flexible and more involvement to be more comfortable with the situation.
	3. Program totally run by the youth – planned implemented and expanded by the youth – peer youth

**HERE ARE OUR IDEAS**

* 1. Any youth program has to be based in the IL philosophy – IL is a lifetime thing. - It doesn’t end at 22 or 24. With the WIOA comes a much needed emphasis on self-determination – we need to get into the classrooms and teach IL History – even job club needs to have the IL pieces such as self-determination and self-advocacy incorporated into it.
	2. Leadership component must also be incorporated. Youth goes out of the program understanding that they are leading the way and that they need to be an example to others, that they are an example that need to be proud
	3. Program design – need to have a good program design format that you can plug all of these important elements into and then share with your schools and state VR program.
	4. You have to **NAME** your program! It may seem like a simple and small thing but it is important for the youth and VR/ Education staff
	5. You must include tools that measure effectiveness.
		1. First determine what kind of staff can develop outcome models.
		2. Define the outcome model.
		3. What are we trying to measure- what do you want to say about the success of the program.
		4. Think of the questions you want answered then work backwards, how you want to measure effectiveness, don’t be afraid to look at failure this is critical to improving the program design.
	6. Make sure you are looking at employee outcomes, what are the staff doing with recording data, what is the satisfaction rate of the consumers in the program, if the results are poor it may be that we have the an issue with the staff
	7. Interview consumers and determine what they want from the service. If possible include youth in the program design phase.

**ROAD TO YOUR IDEAL PROGRAM**

WHAT STEPS DO YOU TAKE TO DEVELOP THE IDEAL PROGRAM?

* 1. Need to start with a good basic program design outline, think about the value proposition of your service and how you will put it out there to everyone.
		1. **Who** are you serving – be specific! Age groups, how the groups will be divided if they will be divided,
		2. **How** will you serve them
			1. Be sure to mention what program design elements will use, curriculums, group based learning, individual learning, mentoring, etc.. how many students you will serve at one time, will you divide them by age groups for example?
		3. **Where** will you serve them
			1. Will you serve them at school, in the classroom, in group settings, individual (mentoring)
		4. **When** will you serve them
			1. At school (make sure your program is nimble and flexible that can be modified to meet the needs of the classroom)include time frames
		5. **What** training will your staff have
			1. Good training is critical, research what training options there are out there – check out the NCWD/youth site
				1. <http://www.ncwd-youth.info/professional-development>
				2. **It is important to get mentoring for your staff. Find out what other CIL’s are doing, reach out to them, use mentoring provided by APRIL, etc…**
		6. **How** will you measure the success of your program
			1. How will you demonstrate that your program achieved what you described earlier in your program description regarding what you will accomplish through your interactions with the youth? Are you going to use a tool? What tool? WE used a pre and posttest that the youth consumer. <http://www.ncld-outh.info/Downloads/Am_I_Learning_to_Lead_Self_Assmt_Youth.pdf>
	2. How do we get there? When you started your work life, what you dreamed that you wanted to do when you were five, how many of you knew that is what you wanted to do …. People don’t grow up knowing that they want to do youth transition services. Here is a website that is full of good information on transition services for youth.
		1. <http://www.ncwd-youth.info/>
	3. We are using curriculum based programming – we are using two different curriculums ( Montana)
		1. **9th and 10th grade** - communication – IL History – team work – self-determination – self advocacy – Curriculum = **AMP** – achieving maximum potential
		2. **11th and 12th – grade curriculum**
	4. Data collection – all of Michigan Center’s use the same data base program – using beta software – to develop a specialized module to track data and to measure a pre and posttest that the youth complete themselves.
	5. In selection of staff, you need staff that understand the measurement of the program is essential and not just an add on to the program. Data will show that. Therefore, staff will need training and management emphasis on data entry. The data will need to be accurate, up to date, and consistent. Quality Control will need to occur on a regular basis.
	6. What kind of data. An outcome model will need to be defined. What are you trying to measure; can they be put into specific indicators?
		1. In more simple terms, what type of information do you want to be able to pull out/report on? How to you leave flexibility to account for unforeseen reporting? How do you not overburden staff with entering the data itself.
		2. Think of the questions you would like to answer and work backwards. What do I need to know? What would I like to know? What would I like to be able to say we do?
		3. How do you want to measure satisfaction, how do you want to complete follow-up, what type of service level information is needed?
		4. How do you want to measure the effectiveness of the program? Are you afraid to show failure? Are you ready to analyze and adjust? Looking back with the data is an effective way to determine the success of the program.
		5. Example. If an employee is showing poor outcomes, how do you analyze it.
			1. Is that employee poor at data entry - More training, management emphasis What is the satisfaction rate of their consumers? - Good, points to data entry issues, Poor - Points to larger problem with staff.
			2. Where is the specific training issue, this can lead to discussions and evaluations with the employee.
			3. This is not to replace management, it's just another tool management can use to narrow and focus the programs efficiency and effectiveness. i. e.
			4. How do you collect it?
				1. In Michigan we have the ability that all our centers/staff are trained and certified in the use of Netcil.
				2. Therefore, we expand our system to take in the program defined youth outcomes. The key here is we are not shaping the program and services to fit the database; we are shaping the database to fit our designed program.
				3. We have broken down the areas into the modules already created, looking at several priority reads. From the NCWD/youth website we chose these five areas to collect data by group:

1) Thriving 2) Connecting 3) Leading 4) Learning 5) Working

* + - * 1. Each student can achieve different levels of outcomes on each question/module.
				2. System allows for pre-post testing in each priority area of interest. With all the information documented, it allows for easy access contact back to youth such as YLF members to determine long term outcomes.
				3. Once system is out of beta stage, it will be then moved as a permanent module in the system. This module will also compile all necessary information to billing if done as a fee for service arrangement.
				4. Where is this data collected? It is collected in two major areas. i. We have the ability to look at the data locally or on a state basis. The goal here is as the project is designed, the data language will be flexible enough to handle both methods.
				5. This gives applications beyond the specific CIL
	1. NCLD.org – measuring success with a **pre and posttest**. Here is a link to a document that we are piloting
	2. <http://www.ncld-outh.info/Downloads/Am_I_Learning_to_Lead_Self_Assmt_Youth.pdf>
	3. **This document is used before the youth begins services with our center and then upon completion of services.**

**WHAT IS WORKING FOR YOU?**

In Pennsylvania – WIOA has been a new stepping stone to reach out to our state VR program. WIOA has changed their mind set.

**BARRIERS**

1. WHAT STOPS YOU?
	1. Here is the assessment we used in Michigan for the Vocational Rehabilitation Agency staff this helped to open their eyes to what training the transition counselors need and desire– this assessment is completed by the youth transition professionals
	2. <http://www.ncwd-youth.info/ksa/assessment-for-professionals>
	3. **When working with state VR it is a good plan to always have at least two folks working with them. We have formed a team in Michigan with two CIL directors and a few leaders from the State VR office**.
2. We got into the schools meeting with teachers, student teachers or if you can get a special ed. director on board things will go very fast = transition specialists are also a good avenue to pursue.
3. You have to be prepared for what happens once you are in the schools, if you do it well there will be more and more demand for your staff. It can be overwhelming.
4. It is important to work closely with Vocational Rehabilitation Services and Schools. Under the WIOA State VR is expected to work collaboratively.
5. Get the teachers and educators talking about what their fears, concerns, struggles are and demonstrate how you can fill in that gap and get better results. It is important that the youth are connected to the CIL’s.

**SATISFIED CUSTOMERS**

1. HOW DO YOU MEASURE SATISFACTION?
	1. Again it is important to collect consumer satisfaction data at different points in the service.
	2. It is also important to collect information from teachers, parents, VR counselors
	3. Keep open and honest communication

**CAN *WE* DO IT??**

1. Collaboration – collaboration – collaboration – CIL’s can bridge gaps with VR and education!
2. Communication – open, transparent and FREQUENT
3. Process – make sure they are well defined, reviewed, practiced, reviewed, and practiced.