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PROJECT E3 ZOOM WEBINAR

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>> Good morning, and welcome to our webinar and our ongoing series in the broad theme of disability and poverty. I'm Terry with the Stout Vocational Rehabilitation Institute, as well as with project E3, which are the sponsors of these particular webinars. A couple of things, this morning's presentation as many of you may know but in case you don't remember what you registered for, what is possible when systems truly collaborate, where it's wonderful we have Richard Kriner, who is a customized employment coordinator with the Virginia Department of Rehabilitation Services, and Nancy Brooks‑Lane, a senior associate with Griffin‑Hammis Associates.

A little bit about for those of you that might be new to the webinar, how we do it, there will be the presentation and then when the presentation is done, Heidi who you see on your screen at least those of you that are, have some video, she will coordinate and moderate a question and answer session, and depending on how long the question and answer session goes, about the last five minutes, I will come back and talk about program evaluations and how you can get CRC credits for this particular presentation and a couple of other items.

Please put questions in the Q and A box, that way we can keep track, during the presentation, Heidi and the individuals who are helping with Q and A may answer some of questions, but most will be resolved and discussed at the regular Q and A session, as well as please add questions once we get to Q and A. So this is for your benefit. I think with that, we will get started. Thanks again for joining us this morning. If you have, again, if you have technical difficulties or ongoing questions, you can put those in the chat box and we will get to those as much as possible.

Thanks again, everybody for joining us.

>> Good afternoon. Welcome to a presentation on what is possible when systems truly collaborate. This is a presentation done in collaboration between the Virginia department for aging and rehab services and Griffin‑Hammis Associates, along with VCU, RRTC, for their drip grant.

>> My name is Nancy Brooks‑Lane, I'm a senior associate with Griffin‑Hammis Associates. And I'm excited to spend this time today with Richard to share with you some of the lessons learned, and next steps planning around this Virginia statewide customized employment training and technical assistance initiative.

>> RICHARD KRINER: To get the story started, I want to talk about Virginia and our vocational rehab program. To give context, and give a sense of the topography here in Virginia, as it relates to employment services, and some of the challenges that job‑seekers with disabilities have, and what we hope to achieve with our customized employment project, Virginia VA DARS is a state federal vocational rehab program. It is a program where it's eligibility based and we assist job‑seekers with disabilities and help them prepare for, enter or engage in employment. Participation is voluntary. In terms of the State of Virginia, our footprint, what we have with DARS, there is approximately 200 give or take 20 or so vocational rehab counselors throughout the state and 30 different field offices.

We have five distinct VR districts. In addition, most of the services that we are providing for our consumers as it relates to things like supported employment, customized employment, community support services or preEp services are things that we purchase from our CRP organizations, in Virginia we call them ESOs, employment service organizations and there is approximately 80 different CRPs around the Commonwealth that we are working with.

In terms of getting a feel for how exciting the work that we have been doing with Griffin‑Hammis is, how important it is, I want to talk about the paradigm shift. Shift happens, right? The bottom line is we need to be ready for change, and recognize that change and growth and having a dynamic process is part of putting together programs and services that are responsive to the changing times. In Virginia as we look at some of the things that have been going on, that have impacted our agency, have impacted in terms of the types of individuals we work with, the challenges, the complexity as well as the types of goals that we are shooting for, things like employment first, has had a significant impact. It's led to more individuals with I.D. DD diagnoses coming in for services, and it's changed the way that we have defined what is our measure of success. In Virginia with employment first, we are looking at competitive integrated employment being a priority. We are looking at supporting folks with making informed decisions about competitive integrated employment.

In fact, with DARS we are now at a point where the only closures that we have that we accept are closures that are in competitive integrated employment. Some of the other things that I'm sure folks that are listening from other states are going to be familiar with this, that have had a impact, in Virginia, would be the workforce innovation and opportunities act, which is really changing several different factors in terms of how we do VR. Firstly it's creating a situation where we are able to direct more resources to working with youth in transition, school youth with disabilities, and prior to them entering the VR program, helping them explore career opportunities, develop work readiness skills, ideally have some community work based experiences, the kind of things that I think three years down the road are going to have a high return on that investment, as folks exit out of the school and they are at a higher level of readiness to participate and benefit from the VR program.

In addition in Virginia we have unique programs and services, some are more innovative things that are shaping what is going on, for example, Project SEARCH would be one of those programs, Project SEARCH is a program we are working with job‑seekers with disabilities in their last year of high school, and they are going to participate in a community business typically hospitals, where they do a series of internship based experiences. This program runs concurrently with the school year. The intended outcome is paid employment, and competitive integrated paid employment.

Moving forward, in terms of again like some of the forces and dynamics and policies that are shaping VR that have set the scene for success with programs like customized employment, I want to talk more about employment first, and I would like to frame it this way. It's a, bottom line, better way of doing business, better way of supporting individuals in terms of addressing barriers, ensuring that they are making good informed decisions, and that misconceptions or fears related to losing benefits or misunderstandings about who can participate and benefit from VR services are addressed, that not only do we provide the right information to individuals that we work with, but that we ensure they understand the information, and there are two separate things. It's one thing to understand the roles and the policies but putting folks in a position where they can gain experience, have discovery, have new insights, and really have an applied in vivo type of learning experience, we believe is going to be a great incentive in terms of opening up more career opportunities for folks and getting them into real jobs for real pay.

Other things that we look at, when we talk employment first, better way of doing business, it's something that our businesses can benefit from. If you look at the numbers in terms of unemployment rate with people with disabilities it's lagging behind. We feel like that there is a largely untapped pool of human resources that businesses have not been able to adequately tap, a lot of has to do with attitudes and belief but a good portion has to do with the supports and services that we can provide. I believe things like employment first and WIOA are going to open the door in terms of the new service array, and the new target audiences we are able to start working with.

In terms of the community, communities benefit when there is more diversity, when folks that have disabilities are part of the workforce, they are more independent, they have a higher quality of life. They are participating and engaged in the community. We know those systems thrive, and it's reflective of the overall population. It's a ideal goal to strive for, but it's also something that will have a positive return on that investment for individuals, for businesses and for the community.

>> NANCY BROOKS-LANE: Absolutely.

>> RICHARD KRINER: As we also look at some of the shifts and some of the opportunities that come from things like employment first and WIOA, customized employment is absolutely one of those new programs that is a by‑product of changes in the rules and regulations, and expanding the service array that VR can provide. If you look at customized employment, I like to describe it as a unique opportunity that is available to us, and it is emerging at the confluence of the changing policies, changing beliefs, the changing opportunities, and as a service, what we can do and the intended outcome of customized employment is something that fits so much with what we know about the challenges, things that maybe in the past we weren't doing so good with, that we can now do better with. Customized employment is a way to work with individuals and come up with a individualized person centered plan for supporting them, helping them find employment in the community, and pay jobs, helping them find, it might be entry level work for somebody that's never worked before, but the promise of customized employment is it's entry level work and a career pathway that they can grow in. Entry level work and a job that offers a promise of increased earnings down the road, versus maybe the old business as usual model, where folks might be working in fast food or folding boxes or being a bagger. We want to get folks involved and engaged in the workforce, and put them in a position where their talents are an asset to businesses.

>> NANCY BROOKS-LANE: Absolutely. The Medicaid waiver setting rule and WIOA speak to the importance of using best practices and evidence‑based practices, and then the new legislation that is just now being talked about regarding sub minimum wage actually names customized employment which of course includes discovery as a evidence‑based practice. It is becoming more strongly embedded in policy at the federal level, that of course trickles down to the state level, and other policies and practices that have to be aligned along with funding.

>> RICHARD KRINER: I like in terms of talking about customized employment part of the discussion includes looking at customized employment as being a individualized relationship between a employee, and employers, to meet the needs of both.

>> NANCY BROOKS-LANE: Absolutely. Is it not about a program, it's not about pity hiring. It is absolutely about, there are individuals that need to be included in the workforce to make communities stronger, more diverse, and for everyone to have these opportunities that we all value for our working life and a inclusive life when we are not working.

>> RICHARD KRINER: Yeah. It comes back to my point about a convergence, and that it's, in doing this and doing this work well and doing it with fidelity and honoring what the underlying intent of customized employment is, we are addressing more than one problem. We are helping folks get engaged in the community, give them meaningful work, and we are addressing significant skill gap needs that businesses might have.

>> NANCY BROOKS-LANE: Absolutely.

>> RICHARD KRINER: As I move forward in this next section of the discussion, I want to talk a little bit about more specifically what Virginia has been doing with our partner agencies, with Griffin‑Hammis to develop customized employment services, recognizing that we see this as a more of a long game kind of projects, that it takes time, and if we do it right we are going to put together a model that addresses the needs at all levels, whether it's addressing capacity, making sure that when we look at capacity we are not just thinking about getting people in seats in a classroom and getting didactic training and saying go and do it, but we want to create a model where we have the levels of supports available, the mentors, the supervision to move folks beyond just knowledge competency but get them to skills competency, so they can unleash a full potential as providers of customized employment and go out there and do this art.

>> NANCY BROOKS-LANE: That has implications for how we train individuals. We have to utilize best practices models around adult learning, and I'll speak to that a little later. And immersion into the process, where individuals go out and practice the methodology they are learning, under the tutelage of the subject matter expert, before they are expected to go out on their own and begin to implement the strategies and the methodology.

>> RICHARD KRINER: Easier said than done. I'm excited for the information you are going to share later on about the training model and how it ties to adult learning, and why certain things are in place and why they are so important. But in terms of the slide you are seeing here, what I did is I wanted to give us a framework to talk about what is going on in Virginia, not only some of the work that's already been done but work that is being done right now, and where things are headed.

What I'm using here is the systems change model, which is a model that has been used a lot in research to understand better systems change as it relates to employment first, and not only looking at how we build capacity, how we develop new services, but also how does things like policy tie into it, how does the concept of sustainability and scalability and buy‑in tie into all these things.

With the model, the underlying theme here at the bottom, you will see is inter‑agency collaboration, and I will say that is absolutely the glue of everything that we are doing, good strong partnerships that are codeveloping and working alongside one another towards a shared vision and a shared intended outcome. Under the circle titled catalyst you see information talking about leadership and values, and you move over and we get to strategy, where that gets to some of the financing, the policy and the goals and service innovation, and then our intended outcome there is the integrated jobs. I'm going to walk you through a little bit and give you examples of how our stuff fits into this.

>> NANCY BROOKS-LANE: Those important components, there has to be alignment, so between initiatives, policies that are addressed based on best practices, evidence‑based practices that then tie into the actual day in and day out work that organizations do around the systems change work.

>> RICHARD KRINER: It's a systematic process, we need to be strategic about it and need to be intentional about the things that we are doing.

>> NANCY BROOKS-LANE: Absolutely.

>> RICHARD KRINER: There is a saying, if you don't change course, you might just end up where you are headed, and I think the way to avoid that kind of stuff is to begin with the end in mind and have this model to guide the work that you are doing as you move forward.

>> NANCY BROOKS-LANE: Absolutely. There should be a sense of urgency from all of this that do this good work, it's about time, right?

>> RICHARD KRINER: Amen. I'm with you. On this next slide, before I get into some of the more pragmatic aspects of the work that we are going to be doing, I want to talk about values. I want to talk about ideals, and beliefs, attitudes and culture around individuals with disabilities' work and understanding the meaning of work and full participation and engagement in the community.

Let me start by talking about this picture. This photo that you see on here, I'm sorry, this drawing that you see was something that my daughter did, and must have been a week ago, I was sitting in my living room and thinking about how I wanted to talk about this specific slide. I was a bit stuck. I was in my own box so to speak, and when she presented this photo to me, I looked at it, I was like honey, can I use that for a training I'm going to do because it's giving me inspiration.

She smiled and gave me the thumbs up to use this. What got me about this was the emotion that it pulled out in me and looking at the picture, and seeing the mushrooms on there, and I came up with this idea that there is a analogy, when we talk about historically how we have thought about disability, the culture and the norms and the attitudes and we have thought about disability in work more specifically, I think in a lot of ways it could be compared to how someone might think about a mushroom, somebody that is ignorant on the topic of mushrooms walking around in the backyard you see a mushroom laying in the grass, you are going pull it up or think that is slimy, why is it there? I did research a mushrooms. The cool thing about mushrooms is there are hundreds of different kinds of mushrooms, and there is just as many uses for mushrooms, whether you are talking about medicinal kind of care, or holistic health, as a food source. One thing that caught my eye and this applies well to understanding the shift in perspective that we need to have when it comes to disability, I ran across a story of a young woman that was in South America, grown up impoverished, had been in abusive family and not able to get through school and had the fortunate opportunity to be exposed to somebody who taught her how to grow mushrooms. She took the business of growing mushrooms, you can grow them indoors, it is not intensive in terms of products and supplies, but she ended up creating this business out of this. One of her discoveries and she talks about mushrooms, if you look at it, it's something that can create positive out of negative. My example is, there was a area in the community where there had been a oil spill, and the ground had been contaminated. They weren't able to use the ground, they were not able to plant things in there but they planted mushrooms in the area. Mushrooms use waste. The environment that was a problem for us, the mushroom took it and leached it out of the soil. Not only when they test the ground, the ground had no longer traces of the contaminants but mushrooms were healthy and had know traces of contaminants. The mushrooms gave back to the community. If we think about how we look at disability and get away from the model of disability that deficit checklist thinking, we move more to a social model of thinking about disability, what we recognize is the barriers and obstacles aren't inherent to the disability. The barriers and obstacles are out there in the community. It's the barriers and obstacles exist because of attitudes, because of the environment, a range of things.

If we want to make a change, if we want to unleash the full potential and all of the return on investment that we can get from our neighbors, our sons, our daughters, folks that we know in the community with disabilities, we need to shift that. We need to look at how can we ensure that we all are on the same page in terms of the vision and the values and beliefs, what is worthy, what is acceptable, what is not, and use that as a guiding point.

The way I loop this into the next slide is to say that in terms of our inter‑agency collaboration and leadership, I'm grateful and thankful for my partners that are sitting around the table working with us on this, we all share the same vision, we share the same values and the same belief that our investment in this work is about creating outcomes that benefit the community, that benefit job‑seekers with disabilities, that lead to quality of life self‑sufficiency, and businesses and communities that really are rewarded because there is more diversity and more participation.

>> NANCY BROOKS-LANE: Absolutely.

>> RICHARD KRINER: Some of the things, and to give you an example, looking at setting values‑based targets in terms of the work that we are doing today, with customized employment, we talked about as a group wanting to develop and demonstrate an evidence based model that is integrated fully and incorporated into each agency's programs. We felt we needed that proof of concept. Customized employment holds so much promise, but we anticipate there will be resistance in the community, right? In order for us to be able to get it to the point where it's integrated fully within our programs and across the community, we need to demonstrate to folks, we need to show them how it works, and reach them at the visceral level so they can connect to it and are willing to invest in it.

The other thing that we are looking at is that capacity component, so in terms of providing good services we need to have folks trained up, we have individuals that have the knowledge and skills competency to do this work but training goes deeper. You will talk about this in your slides, but that we have organizations that have invested in that transformation process so there are supervisors that understand the value and importance of customized employment but they buy into that, and that is a work with those who work under them, that they are supportive and are reinforcing good fidelity work versus being a barrier to doing that. Lastly we want to improve and just as important if not most important, on the competitive integrated employment outcomes for individuals with the most significant disabilities in Virginia.

>> NANCY BROOKS-LANE: We get hung up on the social construct of disability, one thing I love to do in training when folks talk about community based ideas that are still within a disability framework, and when we begin to think about how would we begin to think about options or solutions or opportunities with individuals who we care about and love and begin to think about those same community‑based resources, this generic ways in the community that we can begin to solve problems and create options for folks. There is a huge paradigm shift, and people, it takes a bit to move past that, so because it's so ingrained within our philosophy and thinking about disability, that it's got to be in this disability framework.

>> RICHARD KRINER: Yeah, it's huge. To share something personal as it relates to that, I've been working in the disability field since 1998, been doing VR work since 02, and I've been in the field, I've worked as a dedicated counselor for a long term mental illness, worked in the independent living program, before coming and doing customized employment stuff I was helping to develop specialized employment programs for individuals with autism. I've done a lot of work. Throughout my career, I've always found this work so rewarding. It's the only thing I could have ever done. I love this work. It is important to me.

But three years ago when my son was diagnosed with autism, and I started having nights laying in bed worrying about what is going to happen and how do I support him and all the challenges and obstacles to knock down and overcome, it changed the stakes for me. When we do talk about these values and attitudes, for me it's a must. It's not a nice to, it's foundational and it's core, because if we can't shift that in the broader community, by demonstrating the value and the return on investment to all different audiences, then we might as well be building a house without the foundation on shaky ground.

>> NANCY BROOKS-LANE: Right. Well put.

>> RICHARD KRINER: The other thing in terms of talking about the work that we are doing with partners, we have multiple levels as we are doing this, thinking about state leadership but also how do we engage other stakeholders, how do we bring the learning, the work, the investments that we are all contributing to at the state level, and bring it down to the field, and to people that are out there in the community doing the work, really involved.

In terms of talking about that inter‑agency partnership and how do we structure that and design that, we have multiple levels. I want to talk first about the state level, what we are doing, because part of groups working together and being effective is making sure that there is some ground rules, right? And we have some kind of framework that identifies what are our roles, what are our responsibilities, a framework that really ensures equal contribution, equal responsibility, and also ensures that there is a equal voice, that we have a format that allows for healthy discourse around differences of opinion or difference of strategy, or maybe even their system challenges that come up when you are trying to translate something from one agency to another.

>> NANCY BROOKS-LANE: I think that ties into, we don't use the same language.

>> RICHARD KRINER: My goodness, no.

>> NANCY BROOKS-LANE: That further adds a level of confusion.

>> RICHARD KRINER: It does. But let me tell you how this is a good example though of the quality of our partnership. DARS in this partnership has the lead role. But it's a inter‑agency partnership where we have got our behavioral health group, DB HDS, we have our blind agency, DBVI and the Department of Education all around the table. We have a MOU that outlines how we are working together. With DARS being the lead, we are the one getting out ahead of stuff and creating things.

I'll talk to you later about this, but we have created a milestones framework, and expectations in terms of providers and expectations in terms of products and activities and reports. That went live back in April. One of our goals was definitely on the DARS side, and we hadn't necessarily presented this to our DB HDS partner right away, but we wanted to parallel frameworks. We are drawing from the same provider community. We felt like if DARS is going to do customized employment and we are going to provide customized employment through the waiver, we need to have that consistency, so that there is no confusion, we are not reinforcing strategies and approaches that are counter to what we are trying to do. When we approach our partner at DB HDS and said we want to achieve this, there were obstacles, translating it to language but more importantly there was buy in, they said we want to be able to do that, we see the value. They came up with a way to implement that framework within their system, they had to translate it a little bit to fit within their system.

That is the quality of our partnership and our invest. I think that stuff when you model that to the community and they see that, those are things that are very important to translate down to the local level. If at the state level we can do that, we can have our VR counselors and our waiver folks and CSB folks and education folks sitting around the table and spending more time thinking about how can we collaborate, coordinate, braid and blend resources for the benefit of the individual we are serving, versus that is your job, that is not my job, that is your turf kind of thing. So shifting that kind of stuff.

>> NANCY BROOKS-LANE: It takes the confusion out of the system uses these acronyms, these terms, this system, others, and yet they are the same. If you can come together like you have described, and have that commitment, that buy in, and start talking about common language, you can move forward.

>> RICHARD KRINER: That starts with being able to operationalize, what is this service going to look like, how are we going to measure success, what is our vision for that, and strong partnership, thankful for that. Also talking about how we can have partnerships that reach down to the local level, the other thing we started in Virginia and this is a work in progress and something that as we move into our phase 2 work with Griffin‑Hammis we will be able to debug and build for success, but one of the things we did start doing is creating a forum where we can bring together representatives that work in provider agencies that worked in our schools, that worked with waiver around the table, and we can talk about what is going on in terms of developing frameworks, developing tools, implementing services, where there might be challenges, and give them an opportunity to have input, but then also use our partners from out in the field that when we bring them together, to be our feedback loop to talk about what is going on out in their communities, and that way we can, it can help inform how we go about continuing to enhance services, provide technical assistance, whatever it might be.

We have started doing that. We are also looking, our goal is, and we had the benefit of having some of this in place already because we were using a local teaming community of practice model in certain communities for our autism projects, but creating that community of practice at local field office levels, where again we can have VR, we can have our vendors, our CRPs at the table, education, waiver, other partners in the community that can be a part of this, and it can be a way that folks can support each other as they are learning, growing, they can contribute new knowledge, understanding, cross fertilize in terms of discoveries, and look at this as being the catalyst for broader change in the community, a way to model it and be that mirror that other providers can look at, and they can learn from, even if it's just vicarious learning, because now they have a peer that is investing in this. They are showing up. They understand the value. It's going to increase their readiness to adopt these kinds of practices.

>> NANCY BROOKS-LANE: There is a lot of power in learning from peers, which is what the community of practice is grounded in.

>> RICHARD KRINER: It's powerful. I know we have done more of that work with the autism programs, but if I wasn't convinced two years ago, over the last two years as I've observed the work of some of the teams, to me, that is high, high on the priority list, the value, just watching the energy that comes out of that, and seeing folks that in the past had looked at each other as competitors, sit around the table and support one another, and trust one another and respect one another, and have that sense of interconnectedness and being a part of something bigger, and I think that's the kind of thing that is going to help move the needle along with the other components.

Moving forward, I wanted to briefly talk about some of the products that we have started to realize from the work we have already done, and frame this as, this is just a start. We have got good stuff coming out, but we feel we are looking at this as a long game, not something that one and done kind of thing. Some of the products are geared towards looking at this coordinated system of supports and recognizing that customized employment is a program that at its best is going to involve a lot of different players and organizations and agencies. So taking that interconnected and coordinated ecosystem approach, we have done things like at the VR agency having meetings with our business development team, which is our business service unit side of our VR program, our AT experts, our folks that are running our work incentives counseling program, and making sure we are already planning ahead for how to maximize their expertise as we roll this stuff out.

We are looking at standards of practice that are designed with fidelity of service in mind. We want to make sure it's done well. That is something we are going to be exploring more too in the next grant, as we look at some of the fidelity scale administrator training and some of the other ‑‑

>> NANCY BROOKS-LANE: Right, through the grant that we are working with y'all on.

>> RICHARD KRINER: I'm excited about that. We are looking at things that are built for the marketplace and what I mean by that is, if we are going to develop customized employment as a VR agency and going to do rate setting, if we expect quality service, we need to fund it at a rate that is commensurate with the types of work that they are doing and types of outcomes they get and that we reinforce agencies that are investing in this, and getting positive outcomes for us.

>> NANCY BROOKS-LANE: The skill sets are very different.

>> RICHARD KRINER: Yeah. I don't think I realized that until I had a chance to go through the training, and now I've sat in a lot on work that is being done at the field level, and consult on cases, interact with individuals that are receiving the service, and the providers, and understand some of the learning curves, the growing pains, and the growth that is going on, that when you look at customized employment, I know folks say this sometimes, we do good SE and if we do, it's the same thing as customized employment, but I would say definitely in the Griffin‑Hammis model we are using with the discovering personal genius, there are unique aspects to this and you need to do it right and following that process.

>> NANCY BROOKS-LANE: With fidelity.

>> RICHARD KRINER: With fidelity. Those are examples. I'm not going to get a lot into training because this is something you will talk about more. We are developing training programs and working with experts and looking at building capacity within our state, so for the long term, we have ways to continue to develop expertise. Snapshot of the training, our first round of training we had 128 trained, 118 of those folks went to to get their certification in customized employment through ACREs. At this point we have 20 to 30 ESO staff that submitted documentation to our agency and said I want to start providing this service. I hope that number will grow more and more over time as we are doing this work and investing in organizations.

>> NANCY BROOKS-LANE: Quickly, for those who don't know, ACRE is the association of community rehabilitation educators. It is a national organization for those of us who train and educate those individuals who are going to be working in the area of best practices around employment and individuals with disabilities. So it is important as a national certificate that indicates competency around learning this methodology.

>> RICHARD KRINER: I need to bring you around with me everywhere I go. The alphabet soup I get in trouble all the time with my jargon.

Training in TA, we have talked about, focused on the provider community but recognize that we need to look at this holistically and making sure our vocational rehab counselors and office managers and leadership within the agency are trained, and maybe not getting the same kind of training we are doing with providers, but get the information so that they know how to purchase a service, and case manage it and ensure there is fidelity, and contribute at the appropriate level as a voc counselor.

>> NANCY BROOKS-LANE: Right.

>> RICHARD KRINER: More coming in round 2, which I'm excited about. I'm going to slide through these, I feel like you and I have covered this stuff and you are going to go into more detail. But this is general overview of the products that we have created. If anyone that watches this presentation would like to see this information, my contact information is going to be at the end of the training. I would be happy to share any examples of products, policies, guidelines that we have created in Virginia that we are using. This goes into information about who we are targeting, again I'm not going to read this out. But we had a very specific target population that we wanted to look at, really from a pragmatic perspective of where is the best place to start with customized employment and looking at folks with the most significant challenges to employment, and individuals with ID and DD. More information, we have talked about the training, so we have set up standards with providers. It is tied to the certification that you were talking about.

This is an example of our milestones format that we are using. A little more information here, in terms of the ideas, the values, and process how we want to implement it, recognizing that with customized employment we want to implement it as a complete service, rather than just having discovery as maybe a stand alone, we want to look at if we have got somebody we have identified them as good fit for customized employment, they have made a informed decision to follow this pathway, that we are making good decisions, so when somebody starts down this path, we are very likely to follow it all the way through and come out with a customized employment result.

Other things that we want to make sure of too, recognizing with customized employment that we want to allow for wrap around supports. As we are working with somebody, whether we identify that there would be somebody because they have SSA benefits who would benefit from learning about work incentives or getting a profile to understand what will happen when they go to work, and be in a position where we can plan ahead and take advantage of whether it's work incentives or other strategies to ensure that they have a supported gradual transition into employment, and we are able to maximize the benefit of those benefits. Looking at assistive technology has been a good option, and rolling that into the discovery process, and as a matter of fact, the tool that we use, which is developed by Griffin‑Hammis, the discovery staging record, I love that tool because it has prompts in there for us, so as we are doing that work with the individual, we are asking, is there something that would be important, do we need to make a referral and how can we integrate this into the work that we are doing.

>> NANCY BROOKS-LANE: I'm going to shift into a little bit of the details of the work that we do involving the training. The piece that I think is critical is the trainings that we provide are competency‑based. That is very different. There are expectations for knowledge transfer and actual demonstration that the individuals involved learned the methodology, and it's more of a didactic setting, and I'll show you some photographs of the folks who have been through that, but also it's very much experientially structured, that we are experiencing and testing out and practicing in the safe environment, the training setting, with subject matter experts, what the methodology is, so that people understand, once the training has been completed, that, I'm not just looking at this through the lens of my past experience, which may be very disability oriented, or my lived experience where my world view could impact what we are talking about with best practices. So I love that piece, and for folks to have earned the ACRE certificate, they have to pass the post testing.

The beautiful piece about competency based testing though is that when we base the testing on what we know works, that there is data that shows, yes, if we use this methodology, people learn how to implement discovering customized employment, so that improves the quality of services we provide. We are implementing what data has shown works. It also raises at the national level standards, so that the work that we are doing is grounded in what data has shown works.

The technical assistance piece differs from the competency based piece in that we are talking about performance improvement. So as the individuals learn the knowledge through the competency‑based training, we then continue to practice that methodology, under the tutelage of subject matter experts. We measure, so we use the metrics to show improvement. It's immersion. We are actually getting out and practicing. It can be unfair to have a classroom‑like setting and then say, okay, you have sat in on this training, you know what we are talking about, so go out and do it.

Well, that is not fair as people are learning things, so we focus on practice. I don't know any profession that doesn't have periods of practice before the individuals go out and actually do the work in real life settings.

The final piece is that it provides a roadmap for continuous quality improvement, because we always want to incorporate learning new data that comes out, as we continue to test out and move forward with what's the best greatest way to help people have working lives, so there may be emerging practices that we test, and we find that there is great data that shows, yes, this might work, and we move that into best practices because there is some consistency, and then to evidence‑based practices because we use a scientific model to show that, absolutely, this methodology results consistently if done with fidelity in these outcomes.

>> RICHARD KRINER: Nancy, I would say what you just outlined there is something critical, one of the things that we have learned is for organizations that are looking to develop customized employment services, that they need to come in eyes wide open, and make sure their expectations are in line with that model, and I think sometimes folks just think they put somebody in a class, they learn the information and they are going to go do it and do it great. But there is a method to developing that experience. It's something that requires more than just learning. It requires going out there and using those skills and having those expert mentors to help folks hone in and master the interventions in practice.

>> NANCY BROOKS-LANE: Absolutely, making sure people know what the expectations are, if you are going to be selected to be a part of this training, then these ....

(no audio, the video froze)

>> NANCY BROOKS-LANE: Commitments you have to make. The other thing that is critical is we have got to make sure that the manner in which we are supporting people to learn is also best practices. Adults learn very very differently than what children, teenagers learn, the methods, the approaches, adults have lived and worked experience. They have been independent. They daily solve problems, and are very self‑directed. They have either established several view or are in the process of and all of this impacts their motivation to change.

So we utilized adult learning theory, Malcolm Knowles is one of the pioneers, and what research found is that individuals who are a part of a learning environment, and that is exactly what we have been talking about with the work that Griffin‑Hammis is doing, they need to know the reason that the information is being taught. They also need to have task oriented processes incorporated into learning the methodology. That includes practice. The content has to be relevant to their life or work, and that it's a less formal process. There is a give and take. Participants are actively part of how we move through the process of learning, along the same vein they are respected as equal partners in the process of learning. And interactions, engagement has got to be part of the process too.

The next slide shows a little bit of what the classes look like, the educational process looks like, where people are actively involved. This has to do with field work, where the participants had to go out and assess the business needs and culture. So I'm going to quickly again go through some of the information around what the mentoring looks like, as we work together in the process of transferring knowledge. The informational interview is one of the methodologies, I'm going to show you some of the work of what the project participants went through. Through informational interviews we are focusing on businesses and job‑seekers, not CRPs, not a pity model, but we are actually beginning to dig into learning about the world of business. Remember we said the skill sets to do this work are very different. They involve understanding the work culture, speaking the language, having a presence. So we will talk more about that as we do the training. But it's a very different set of skills from care giving, which is important, making sure people are safe, in buildings, but that is not going to result in the person having a quality life.

Doing the informational interviews with businesses, we are looking at the history, the culture of the business, unmet needs, employee training, what does that look like, the values and missions of the organization, the product or service they are providing, community involvement and that is key, but again that shows a different world view than a business that doesn't give back to the community, and are just looking at their business as a profit center. Community involvement is really, has grown more and more in the 21st Century because people want to give back. They want to do more. They want to make their communities stronger. That is an important piece of kind of how we look for cues that this organization is going to get what we are talking about with a diverse workforce. So we do research on all these factors before we begin to go out to seek business.

We also look at any kind of expansion goals that they want to move into. So this is the field work. This is where the teams went out, they chose businesses that they went through an informational interview with, there are distinct questions that are taught regarding employer engagement and how we dig into learning who the small business owners are, and the mission vision of the business, and finding out unmet needs. So after each community‑based activity or field work as we call it, where people go out and practice the methodology, they come back, they do a presentation to the group, talk about what was learned, what worked, what didn't work, kind of a self‑assessment of how they felt they did, any additional support they would like for us to provide, as they are learning this methodology. So it truly is part of that practicing before you are put in a situation, to implement this methodology, with job‑seekers.

It's really powerful. I wanted to point out, this particular, this was part of the debrief of a team, the Power Point that they presented to discuss with the participants in the particular region where this team participated. It was a informational interview in a woman's clothing boutique. One of the values of the owner was that it was important for her to source clothing that is eco friendly and produced in a socially conscious manner. That's important, because what we immediately realize, this business owner has a world view, they care about the environment, and they care about the working conditions under which people make clothing.

Someone with those values is going to more than likely get the importance of inclusive communities, diversity, increasing the workforce where everyone has an opportunity to earn a living and have a working life.

We also found out, as this team did such a great job of completing the informational interview, that there were needs, what were identified by the business owner was that she needs an assistant, and she would train that assistant, the expansion goals are that she wants to open up her business to local artists in all the different ways that art can be created from clothing to visual arts to jewelry, and she wants to be able to sell their products in her store, and again support the local businesses, the local artists in the area where she lives and works.

Those are the kind of things we look for, because they get it. That is an indicator. The next one, I'll quickly move through, this was a really interesting store that customizes shoes to a particular structure of an individual. What we found as the teams went out and met with this particular business owner and find out all about those components that we just looked at, the slide before, when we looked at the vision mission of the business, expansion needs, etcetera, was that this particular business owner needs assistance with health and sports events. He is very involved in the community, gives back. So he needs help with that, and also assistance in the store, especially during hours where there are a lot of patrons coming in, and he is tied up in some of the business expansion and design of what he wants to further grow as a business. So that was a powerful opportunity as well.

>> RICHARD KRINER: Nancy, as you talk and share these, it strikes me that the characteristics of somebody that would do good with this work, like somebody that is able to look at things out of the box and has a curiosity for discovering things, like little Columbos going out there and learning all this new information, that if you just went into a business and on the surface didn't pay attention to this stuff, that you would never know.

>> NANCY BROOKS-LANE: Yeah. There is a transformation in how you begin to look at this great work we do, it becomes a economic development model, not a disability specific model. It also becomes a model of where you go and you start to look for opportunities and business needs that aren't being met. Sometimes the business owner doesn't even recognize a part of the stressors because he or she is so busy in the day‑to‑day functions of what have to be done for the business to move through the day.

Informational interviews are also used with job‑seekers. It is an opportunity for the job‑seekers, once they begin to identify through the discovery process emerging vocational themes where we can meet with them with individuals who do the kind of work that they are interested in. They can, we go to where in the community that genius is, people who do this work, who have this knowledge. They can help provide insights regarding what it's like to work in this particular types of jobs that the person is showing an interest in, where the particular job‑seeker's skills would fit in to specific aspects of that particular world of work, and where they would be a good match.

So again it's going to the genius, going to where the people know what it's like to work in these particular areas. Quickly, the visual resume' is a very different process. What we look for is trying to create imagery and content that is going to get at the interest of the person who would be hiring. We are not talking about labor market processes, going to vacancies where jobs are being recruited for, particular job descriptions that are not flexible. We are talking about customizing employment based on what we have learned during the discovery process.

One thing we know more and more from progressive business owners is that they are wanting to hire more, or I guess I should say, they want to do smarter hiring. That involves getting to know who the person is, in terms of their characteristics and personalities that can enhance the culture of the business, and what they look for in an employee.

So, the critical piece with that is for the visual resume' to show more about who the person is in terms of their characteristics, their personality, and the visual resume' can tell the story of the individual as it relates to work that they are seeking. So using high‑resolution action photos with descriptive narratives, that really get to the skills of who this person is, that is so much more powerful than a one‑dimensional paper resume'. This absolutely shows so much more, it's richer information about who this person is, and who can make a valuable employee in this community garden, that this is just one slide of the visual resume'. So I think that's pretty apparent.

Finally, I wanted to demonstrate by sharing with you that job proposals come after the vocational themes have been identified, the informational interviews have been identified, in terms of what business might be a good match, and the skills of who the job‑seeker is match well to the needs of the business. So this is a great, brilliant proposal that one of the teams in this first year project came up with. The business had a nostalgia theme. They had a museum that showed all the various aspects of the past from toys to clothes to just a variety of nostalgia from the past, and that is the area that the business was focusing on, that a museum, they had a classic movie theater that played old classic movies, and an ice cream parlor.

As the training team that we were working with went out after the informational interview, they came back with an idea, because we were working on, take the information you have learned regarding the informational interview, and develop the job proposal.

So they came up with this fantastic job proposal that ties in to either a business within a business, or resource ownership, that brings into the fold candies from your childhood, candies that may have been available in the '60s and '50s and later. And with it being a business within a business model, as opposed to resource ownership, this is how it could look, that the, through braiding of funding, of the various state organizations, that are part of this project, they looked at the job duties which would be assisting customers with purchases, stocking the kiosks and the main inventory, and the kiosk is part of what would be purchased for this individual to be able to have a business within a business, that would be their charge. The wage, $8 an hour, at least, and the equipment, again, if you think about all the money that goes into Medicaid waivers and other funding sources, to get, to purchase the kiosk for the business, in keeping with the nostalgic theme, this vintage cash register, vintage candy scale, and then the old‑fashioned candies, it totaled $3,550 for a person to set up a business within a business that show overseas with a product that fit well with this particular existing community business that they hadn't tapped into. So product expansion fits with this nostalgia theme.

I'm going to finish real quickly, these are some of the accomplishments that were achieved during the first year. We completed home visits to show that that is a very different process than maybe you are familiar with more of a social work type of home business, the discovery home visits looks very different. Also, we helped customized employment team consultations plannings, worked with job‑seekers and employment specialists, completed discovery activities and crafted discovery profiles, practiced informational interviews in the local business community, provided TA owned organizational transformation moving into best practices, hosted CE meetings with job‑seekers and support teams, met with DARS staff to discuss CE and job‑seeker criteria, provided consultation to high school transition staff and provided follow‑up distance consultation as, as the grant ended, we didn't want to lose contact in the process of where we were when we were having the, in the state visits.

So, I know that is a lot of information to go through, but hopefully it gives you enough of the grounding around systemically what is going on to make this happen, and then what the training looks like, so that we are actually helping people learn this methodology, helping them practice it before they are expected to go out and use it in a real job situation, so they are with safe people in safe places, learning these skills.

Then growing the project from one year to the next, and I know that you will hear more about year two of the project.

>> RICHARD KRINER: Very excited about. Lot of good foundational learning we are going to use and leverage that as we move into year 2 and figure out how to build a better mousetrap. It's been a fun experience. Thank you, guys.

>> NANCY BROOKS-LANE: Yeah, thank you.

>> Thank you for a great presentation, Richard and Nancy. I will now turn it over to Heidi, who will manage our question and answer phase. Thanks very much.

>> Hi, everybody. I hope you liked the presentation, there was a lot of information in there, as Nancy mentioned it was pretty chockful, so that is a lot for people to absorb. I thank everybody who gave questions so far. I want to remind you to put any questions that you might have in the Q and A box. If you have any technical difficulties, pop them into the chat box. But for our questions about content of the webinar, throw those in the Q and A. We will do our best to answer as many as possible. Today as our guest we have Vicki Brooke from our partner organization Virginia Commonwealth University, she is going to tackle some of the questions that you have today, and I'm encouraging folks to go ahead and ask them now. I have a few of my own but we want to make sure to get to as many of yours as possible. Go ahead and feel free to pop them in there at any time. Vicki, thank you for joining us, it was fun last time we got together, wasn't it?

>> Yeah, it was great fun. I'm back again.

>> Fantastic.

>> Can you see me? No?

>> Can't see you yet.

>> Maybe it's better not to see me. Does the host have to do something?

>> I might have to. Let me see.

>> Working on it.

>> You don't need to see me. We can get started.

>> Why don't you go ahead. I'll work on making you visible, Vicki. (chuckles).

>> Very cool. I'm going to start with Regina's question, asking is customized employment like job carving which we used to do, if not, how are they different?

>> I think one of the big difference, and I don't know if we have another question I think I saw related to discovery, that is really the big difference, the big piece here. Let me answer both those questions at the same time.

Discovery is not assessment. We think of assessment as, you get a certain score, some do well, some don't do well. Discovery is really that, you are just really trying to get a vision of that individual, of their interests, wants, preferences, likes, dislikes, support needs. So you are not going to get that by using any of our educational or vocational standardized tools. It is really being in the family's home, and as Nancy was saying, not like a typical home visit that you might have in a typical educational or social work program that you learn, but this is going to be going into the home and having the individual go about some of their activities and learning from that.

When we talked about job carving in the past, we did negotiate different tasks or we carved out certain tasks to match what our individual's strengths were, where a lot of customized employment you may go into a situation and there is no job description. So you are really starting from scratch. You are going into that business and maybe you have some insight on what are some of their business needs, and you are really starting from that ground, from that base floor kind of building up from there a whole job description.

>> Vicki, that means that discovery is different in that it's not using a standard across the board instrument. It is more tailored to the person to find out more about them as an individual and how that is going to match up with job opportunities that may come up, or that are created. Is that ‑‑

>> Yeah. In our minds, typically assessment means a particular score or you are in or you are out or where discovery is just something very broad. You are just gathering information about that individual, that is going to help you kind of do that match for employment.

>> It makes sense and ties in with what Richard was saying about thinking outside the box, and taking the time to get a feel for what the individual is going to be really great at, what they are interested in. I don't know about the instruments previously have been great about finding or tailoring to someone's strengths. You can get a lot of good information from an assessment, but you can't necessarily find out what somebody is going to stick with or what their interests are, so it's going to be, people are going to retain those jobs.

>> Yeah, think about the communication support needs, what a lot of our folks have. A lot of those instruments don't really give way to people who communicate differently. So by being able to be out in the community and experience that, or seeing somebody who responds behaviorally to something will give you clues on what they are communicating to you.

>> Right. It will definitely give you information about what is going to be sustainable for folks, both on the employer and on the employee end.

>> Exactly, yes.

>> Super. Well, we took care of Janis's question too with discovery. Pam has a question, can you give examples of what you are asking your C.O. Ps to do to support this, agenda items, talking points. I believe that goes back to when Richard was talking about pairing up with partner organizations and getting the common language together and figuring out ways you are going do things together and that community of practice helps give a platform for folks to get on the same page with each other, if they are going to braid services, especially if they have different acronyms and different languages. I think what Pam is asking is about what C.O. Ps might do to support those braiding and blending of services.

>> Customized employment is really a new way of doing business, so having that community of practice and talking through how it's different, it's different this way or it's different that way, or what is the Department of Rehab Services' role in this whole process. Then if you are working with a individual who is in public school still, bringing in the school program and how that fits into the IEP, so really, Richard talked about the alphabet soup, there is a lot of alphabet soup. They very easily talked about your personal genius, but really I haven't heard that except associated with customized employment. They also talk about discovery in terms of hanging that with intent, it would be hard for department rehab services to pay you to hang out with intent. I would say, it would be hard for me to pay somebody to hang out with intent. But unless you define that, what does that mean, that is not ‑‑ I kind of get it, but you would want to make that to be meaningful to the whole community of practice, so we all have an understanding what we were doing there.

>> Can also put it into language that promotes that activity, while making it not sound like you are going down to the soda shop and hanging out listening to the jukebox.

>> Yeah. We are not just hanging out. What are the meaty things that we are willing to look for and get some information on, yeah.

>> Right. Vicki, I think I may have enabled your camera. You want to check it real quick?

>> Start video?

>> Yep.

>> There I am.

>> There you are.

>> Hi.

>> Having faces talking instead of disembodied voices is (overlapping speakers) you are showing the spirit. That is fantastic.

We took care of Pam's question. Another one, who are on the COP teams, the community of practice teams? I think that is within what we were talking about before, who would sit on those teams, who would be involved, I think sometimes a lot of people feel like maybe they don't get included or it's only top tier management who gets to participate in things. With communities of practice, in my experience in them, it's been pretty much a kind of across the boards, different levels of people in terms of jobs, different job titles, partially it's so that folks can learn from one another. What is your take on that when it comes to VR communities of practice when braiding and blending services?

>> I would want the boots on the ground people. Maybe that is where my heart is. But those are the people who are going to be implemented on a day‑to‑day level. Maybe we will have other people that come into our community of practice, and talk from a VR perspective, but I'd want the employment service organization to know about the braided funding with VR, or I'd want the local public school who had a IEP know who the rehab counselor is and I want the rehab counselor to be able to have a relationship with the public school, and how they interface. Yes, we want administrative types to share their knowledge perspective, but really the community of practice should be the people who are implementing the practice, it seems.

>> Agreed.

>> I think those are the strongest ones that I've seen.

>> Again learning from one another, and when Richard was talking about having different acronyms for the same thing in different agencies, it seems logical to have that community of practice, so you can come to agreement on which terms you are going to use, and your common language about what you do. I've worked in several places where they had acronyms, one place had, they called thing TA, and it could be a teaching assistant, it could be total analysis, it could be something else, TA. It depended on the context.

>> Certainly.

>> Which one it was. I think even, and that was just in one organization. I think that getting that common language, again, the communication, and community of practice that I've been involved in seem to build really good relationships with people. You do that bring building out to other organizations, and then you can really help one another better, if you have kind of that connection.

>> You all are so good at all of that, you really are. The other thing I would add is that what we didn't say is that individuals with disabilities should also be part of that community of practice.

>> Right.

>> I would want to know from their perspective how they want this program to be introduced into the community. So if I'm not directly with my employment specialist when they are doing it, what is my employment specialist saying, how are they presenting the program, how are they presenting individuals with disabilities? They have a big stake in all this.

>> Right. Right. With people with disabilities I've heard it from other groups of people who are, people who do work around these groups, nothing about us without us.

>> Yes.

>> Having people have that stake in it, and having a say in how it goes, because none of us really like having our agency taken away, do we?

>> No. But I think we would all feel more comfortable being directed that way, I think sometimes we forget to be more inclusive with that.

>> Um‑hmm. Absolutely. Let's see. It is 12:21 my time. So we have a number of questions to get through. We have some announcements too. So we are going to try to handle as many of these as possible. Otherwise, we will take these questions down and make sure that we have them answered within our community of practice.

>> Heidi, why don't I do the announcements real quick.

>> Sure.

>> Then come back to the questions.

>> That will be great.

>> Hopefully can stay on for a few minutes as well past the half hour time. There should be a link, if not, Jennifer will be posting in the chat box so if you would like a CRC for today's webcast, the link that is in the chat box where we will get added shortly contains the steps to request the CRC, it can also be found on our webcast page, projects E3.com, and tomorrow, as we do after all the webinars, you will get a E‑mail with these instructions as well as a evaluation form for today's webinar, but again if you have questions about CRCs, please send those to project E3, TC at gMail.com. We can post that in there as well. That is it on those kinds of pieces.

We also post all the recordings of all these webinars, including all the question and answer, it will probably take a couple weeks to get all that done, and the CRCs can take up to a couple weeks to get all those out to you. So with that, Heidi, I will hand it back to you.

>> Sounds good, Terry. Thank you. Vicki, I'm looking at the questions, we have two about ACRE. Somebody wanted to know what the acronym stood for, and somebody asked if certification is part of your model or optional, I think they are asking that of the presenters, Nancy and Richard. Is ACRE certification part of that model. I'm not sure if you are going to know the answer. But I'm pretty sure you can tell us what ACRE is.

>> It's the association for community rehabilitation educators. Not all training is ACRE certified. But so we have VCU offers on‑line course work. We have to submit our course work to ACRE. They approve it, and then you become ACRE certified and you follow their processes.

We are not the only ones who are ACRE certified. There is programs all across the country. But usually if there is a training and it's ACRE certified, it will say that in the training. The nice thing about ACRE certification is it's a national certification. So it's portable. Like your CRC credits, ACRE is similar to that.

>> Super. I have two questions that I think merge into each other. I'm not sure if we can answer them or not. They are talking about the website from the agency that has more information, I believe that is for the training program. That is Richard and Nancy mentioned it in there. I think we have to take that one off line, do research and see if we can get that Web Page out to you.

>> Richard was talking about the Virginia training, but it's also the Griffin‑Hammis training. I can get those both to you, Heidi.

>> That sounds good. We will put them in the E‑mail for the CRC info tomorrow. Janet asks have you set up any customized employment jobs and if so can you explain what positions they are?

>> Holy cow. (chuckles).

Yes.

>> In one paragraph or less.

>> (chuckles).

>> I would say, I don't supervise, I don't manage, but I have like 18 employment specialists, and a project director over them, who are all doing customized employment. There is many jobs, many clients as they have on their case loads, they have jobs. Almost all of them, I would say, are all customized employment positions. They are jobs that did not exist before the employment specialist contacted that employer. They developed it together, after completing a discovery process with the individual they are serving.

So yeah, there is no one particular job or one particular industry.

>> That makes sense, if you are trying to tailor it to the individual and have sustainability and longevity, there is probably not, the book from the federal government that talks about each of the different job descriptions and what the employment outlook is, there probably aren't a lot of customized jobs that would neatly fit under those categories. But really whose job ever does?

>> Exactly. Very true.

>> Everybody usually puts, and other duties as assigned. All of us have a little bit of that in our jobs.

>> Probably bullets within those, that it's within that organization, but I've taken that and developed a new job description within it.

>> Right. A lot of times job descriptions have broad language, so it can include some things that they may not have thought of when putting together the position description. Let's see. Richard said they are only accepting CLU closures in Virginia. Is this for this model or VR in general? Would like to know more about how they assessed it [inaudible]

>> I lost your audio. But Richard said they are only accepting CI E closures?

>> Yeah, in Virginia.

>> That comes back from the federal government from, well, not so new anymore but WIOA legislation, that they are going to a model where there is no sub minimum wage. So the positions have to be competitive integrated employment. Virginia, yes is there and it happened in our state after the, after WIOA.

>> That sounds good. David asks, can you discuss at all what some of the range of costs for discovery services are that CRP are charging? I don't know if that is something that we can catch in the few minutes that we have left. David, I think we are going to go ahead and have that question recorded and we will get a answer to you within our community of practice. But thank you for asking.

Does VCU offer any other ACRE training on‑line?

>> Yes.

>> Well, that was quick.

>> I will send Heidi the web link for it.

>> Sounds good. Judith asks where can we find links to learn more about the evidence based research on customized employment that was spoken about in the presentation? That is a really important part to have it be evidence based. Any tips?

>> Okay, so we currently have a grant on, a research grant on customized employment. I will say that customized employment was in federal legislation before there was really good research on what customized employment is. They talk about how it stands on the shoulders of supported employment, which was used in that legislative language, but what does that mean? What does discovery actually look like? As a provider, would I ask the same question. What are the fundable activities related to discovery, and it can't be hanging out with intent, because nobody wants to fund you for that.

A lot of that research is going on right now. There is quality indicators related to customized employment. I will give that to Heidi, too. Heidi, are you making a note of this?

>> I am.

>> You are? Good.

>> Looking at the time we are right at the half past the hour. So this is the time where we thank everybody for coming, and we hope you will come to our next webinar. We will be holding a webinar next week on the 5th. For that webinar, we are going to be, rebroadcast our most popular webinars that we have had. The title of it is here. Thanks for your patience, everybody. It is motivational interviewing and vocational rehabilitation, theory to practice.

We ran that particular webinar originally in November, but with the holidays approaching, we know that not everybody is able to make it. Here is another chance for you to join us. We will be running the rebroadcast of the webinar, and typically we will have our question and answer periods when we have an original broadcast, so we are just going to be playing a rebroadcast of that motivational interviewing and VR theory to practice. It was a great program especially for folks who want to get some information about motivational interviewing, if they are starting to use that in their agency or if they wanted to know more about it. So we will have a link in the E‑mail tomorrow for that, if you would like to register for that.

Thank you, Vicki, so much for being here today. It was great to chat.

>> We have to take this on the road, Heidi.

>> Right?

>> Yeah.

>> Somebody in the questions asked if we were going to have one in Hawaii. I think you and I should (overlapping speakers).

>> We would be glad to do that.

>> Run that by Terry and see what he has to say.

>> As long as I can come along, that is all that counts.

(laughter).

>> One last thing. That Heidi alluded to, all of the webinars that we started last year about this time, we have recorded all of the webinars and they are all on the project E3 site. We have done, again many of them in concert with Virginia Commonwealth University, some original content, but as Heidi said, motivational interviewing, customized employment that we have been doing the last few sessions, we have one on rural employment, an excellent series on benefits planning with Lucy Miller courtesy of Virginia Commonwealth. Coming up, there will be, we have a couple of sessions on transportation by individuals from Kentucky, some soft skills training, and again, the recorded sessions, if you are in need of CRC credits, they are wonderful material and great content and if you are in need of CRC credits, you can view our recorded webinars, take the evaluation, and that can qualify you for one CRC credit as well.

Again, these are all free. CRC credits are all free to you, so that may be of benefit to you. Again, the topics if there are others in your agencies or others in the community that may have an interest in these topics, please share our website with them and direct them to the material. Is it quite wonderful and very very good material.

With that, I don't know, Heidi, anything you need to add?

>> Nope. Just want to thank everybody for coming again. It's great to have you.

>> Thank you for inviting me.

>> You're welcome.

>> All right.

>> Thank you, everybody. We will see many of you next week, we believe and in future webinars. Everybody have a good day.

>> Stay warm.

>> Bye‑bye.

>> Exactly.

(end of webinar at 12:35 p.m. CST)