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Nashville, TN

Meaningful Work:
Improving Employment Outcomes
for Youth and Young Adults with IDD

October 2, 2015
The Hotel Woodbridge at Metropark, Iselin, NJ

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Meaningful Work
Improving Employment Outcomes for Youth and Young Adults with IDD

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What do you want to be when you grow up?
Watch this at: www.tennesseeworks.org/success-stories

Individuals with Disabilities Education Improvement Act

...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...

To Read IDEA: http://idea.ed.gov

Our Charge
“Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

The Individuals with Disabilities Education Improvement Act

Transition is a “coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including...

- post-secondary education
- vocational education
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- or community participation”

We All Work in Tandem to Promote Successful Transitions
Opportunities for Meaningful Work

Read more at www.tennseeworks.org/success-stories

Raising Expectations Among Families

Employment Status After High School (up to 4 years)

- Learning Disability: 72%
- Other Health Impairment: 70%
- Speech/Language: 67%
- Emotional Disturbance: 64%
- Autism: 61%
- Visual Impairment: 58%
- Hearing Impairment: 57%
- Traumatic Brain Injury: 56%
- Multiple Disabilities: 46%
- Intellectual Disability: 44%
- Deaf-blindness: 39%
- Orthopedic Impairment: 39%

25% of people with a cognitive disability are employed

Source: http://www.statedata.info

Figure 3: Trend Line for Estimated Total Number of People Served by State IDD Agencies and Estimated Number Served in Integrated Employment

11,901 served in New Jersey
11% integrated employment
22% facility-based work
63% facility-based non-work


A Few Free Evidence-Based Guides

- Evidence-Based Practices and Predictors in Transition
  National Secondary Transition Technical Assistance Center
  www.nettac.org

- Guideposts for Success
  National Collaborative on Workforce and Disability/Youth
  www.ncwd-youth.info

- National Standards & Quality Indicators
  National Alliance for Secondary Education and Transition
  www.naset.org
A Sampling of Influential Practices

1. Access to the General Education Curriculum
2. High Expectations for Students
3. Youth Leadership in Educational and Transition Planning
4. Self-Determination Skills and Opportunities
5. Early Career Development and Work Experiences
6. Extracurricular Involvement
7. Friendships and Supportive Peer Relationships
8. Collaboration and Systems Linkages
9. Parent and Family Involvement
10. Caring Teachers and Mentors
11. Natural Supports and Partners in the Community

(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—
(A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to—
(I) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and
(ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;

Individuals with Disabilities Education Improvement Act

Where Do Students with Disabilities Spend Their School Day in New Jersey?

Trends in Educational Settings: Intellectual Disability
Delivering Evidence-Based Instruction

Trends in Paraprofessionals

What makes you a good student?

See this video and others at: https://vimeo.com/tennesseeworks

Relevance

IDEA (2004) and the Transition Mandates

The coordinated set of [transition] activities must:

(a) be based on the individual child’s needs;

(b) take into account the child’s strengths, preferences, and interests; and

(c) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

Involvement in Transition Planning

Percentage of Students Who...

- Do Not Attend Meetings
- Are Present But Participate Little
- Are Moderately Active
- Are Leaders in Planning

Source: NLTS-2 Wave 1 School Program Survey
Who Does the Talking?

Percentage of 10-second intervals that IEP team members talked during traditional educator-directed IEP meetings at the secondary level

- No One
- Student
- Multiple Conversations
- Support Staff
- Administrators
- General Educators
- Family
- Special Educators

Source: Martin, Van Dycke, Greene, et al. (2006)

Self-Determination Skills and Opportunities

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting
- Self-management strategies
- Self-advocacy and leadership
- Self-awareness & self-knowledge

http://www.waisman.wisc.edu/naturalsupports/pdfs/FosteringSelfDetermination.pdf

The Power of Early Work Experiences

2.5 times more likely

Providing Career Exploration Experiences

Start early...

- Career awareness activities
- Vocational education courses, clubs, and programs
- Volunteer activities or service-learning
- Community-based instruction
- Internships or apprenticeships
- On-campus work experiences (school-sponsored)
- Off-campus work experiences (school-sponsored)

Summer Employment and Community Opportunities...
Extracurriculars, Athletics, Service-Learning Activities

Sources: Brock & Carter (in preparation); Kleinert et al. (2007); Wagner et al. (2004)

See this video and others at: https://vimeo.com/tennesseeworks

School and Community Mapping

Indicators of Friendships and Peer Relationships During Adolescence

Frequently sees friends outside of school:

- Intellectual Disability: 22%
- Multiple Disabilities: 14%
- Autism: 6%

Never or rarely receives phone calls from friends:

- Intellectual Disability: 42%
- Multiple Disabilities: 63%
- Autism: 84%

Have NOT been invited to other youth’s social activities during the past year:

- Intellectual Disability: 25%
- Multiple Disabilities: 43%
- Autism: 50%

Disability category | Never visits with friends | Rarely or never receive telephone calls from friends | Not invited to other youth's social activities during the past year
---|---|---|---
Autism | 44% | 84% | 51%
Deaf-blindness | 27% | 64% | 35%
Emotional disturbance | 11% | 26% | 17%
Hearing impairment | 8% | 41% | 12%
Intellectual disability | 16% | 42% | 25%
Learning disabilities | 7% | 19% | 11%
Multiple disabilities | 30% | 63% | 44%
Orthopedic impairment | 20% | 47% | 30%
Other health impairment | 6% | 24% | 12%
Speech/language | 9% | 22% | 11%
Traumatic brain injury | 8% | 34% | 20%
Visual impairment | 15% | 33% | 22%

Wagner, Cashwell, & Marder (2003)
Other Indicators of Belonging

- ...she can call (or text or “Facebook”?) in the evening if she has a problem to discuss or exciting news to share?
- ...will invite her to a sleep-over?
- ...know when her birthday is and will make sure it is celebrated well?
- ...notice when she is not present at school or a social event and follow-up to find out why?
- ...take the initiative to call her and initiate a shared activity?

Where Can You Learn More?
(for free)

- How peer mentors can provide natural supports
- http://inclusiveeducationresources.com/peer-mentoring/

Improving Collaboration and System Linkages

<table>
<thead>
<tr>
<th>School Services</th>
<th>Transition Services</th>
<th>Adult Services</th>
</tr>
</thead>
</table>

Or

| School Services | Transition Services | Adult Services |

With Parents and Families

3.4 times more likely
Things our Families Wonder About...

- Supporting strong transition planning
- Understanding the impact of working on benefits
- Teaching skills and attitudes leading to employment
- Connecting their child to a job in the community
- Helping their child prepare for college
- Understanding the adult service system
- Selecting an employment provider
- Understanding different types of employment experiences
- Accessing waiver programs for long-term services and supports
- Receiving support from vocational rehabilitation
- Applying for legal conservatorship

To Learn More Visit: http://www.pacer.org/publications/ncsetbriefs.asp

Chambers of Commerce as Natural Supports?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Youth with Disabilities</th>
<th>Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>co-sponsor a job fair</td>
<td>35.6%</td>
<td>55.4%</td>
</tr>
<tr>
<td>co-sponsor a job shadowing day or career exploration event for youth</td>
<td>50%</td>
<td>58.4%</td>
</tr>
<tr>
<td>help match youth to job openings in the community</td>
<td>27.1%</td>
<td>46.3%</td>
</tr>
<tr>
<td>create a directory of employers with jobs or internships available to youth</td>
<td>35%</td>
<td>51.4%</td>
</tr>
<tr>
<td>provide feedback to teachers on their career development/vocational programs</td>
<td>43.1%</td>
<td>55.9%</td>
</tr>
<tr>
<td>offer mock interviewing or resume writing practice for youth</td>
<td>40%</td>
<td>53.8%</td>
</tr>
<tr>
<td>include information about the school’s vocational program on our website/newsletters</td>
<td>71.9%</td>
<td>76.5%</td>
</tr>
<tr>
<td>help raise funds for the local high school(s) to expand their employment</td>
<td>22%</td>
<td>29.6%</td>
</tr>
<tr>
<td>invite guest speakers from the high school to talk about the employment</td>
<td>56.3%</td>
<td>63.6%</td>
</tr>
<tr>
<td>offer “job shadow” experiences to youth</td>
<td>56.9%</td>
<td>75%</td>
</tr>
<tr>
<td>provide paid or unpaid work experiences for youth</td>
<td>36.7%</td>
<td>52.3%</td>
</tr>
<tr>
<td>speak to other employers about their positive experiences hiring youth</td>
<td>50.9%</td>
<td>58%</td>
</tr>
<tr>
<td>meet with schools to talk with youth about what businesses are looking for in youth</td>
<td>43.1%</td>
<td>52.3%</td>
</tr>
<tr>
<td>develop on-the-job training programs</td>
<td>22.8%</td>
<td>26.1%</td>
</tr>
<tr>
<td>the benefits of hiring youth</td>
<td>55%</td>
<td>54.4%</td>
</tr>
<tr>
<td>tax incentives for hiring youth</td>
<td>45.8%</td>
<td></td>
</tr>
<tr>
<td>ways to recruit youth as employees</td>
<td>48.3%</td>
<td>51.5%</td>
</tr>
<tr>
<td>supports provided by schools to employers who hire youth</td>
<td>50%</td>
<td>46.3%</td>
</tr>
</tbody>
</table>

Source: Carter et al. (2011)
1. Strengths, Gifts, and Passions

Jobs are usually found on the basis of strengths and potential contributions. Every person has gifts, talents, and qualities that could benefit someone or an organization in one or more ways. Here are:

2. Work-Related Experiences

Prior work experience can be really helpful. But it’s not essential. Everyone starts somewhere. Talk about any other jobs or other experiences that made you valuable in your current role at work.

3. Job Interests

When a job match has someone’s interests, work can be much more motivating and enjoyable. Of course, not every job has to be a perfect fit. Think about the aspects of work that make it a good fit. That’s what we’re going to talk about.

4. Possible Places and Connections

- Write a beautiful resume
- Connect with potential employers
- Can keep just about anyone encouraged
- Interview people everyday
- Great at making introductions
- William's gift

5. Support for Success

At some point, we’ve all needed help finding, keeping, or coping with our job. For people with developmental disabilities, it’s important to think about the support they will need on the job. Get in advance, use to learn more about the support you will need for your job.

6. Our Next Steps

- What are your next steps?
- What questions do we have for the PTFW support team?

- Identifying or changing so a job to make you more successful
- Extra training for an employee so they know how best to support you
- For each level of support they think would be helpful, who do we know in our congregation who could help?
- Ask other people to help think about the kinds of things you’d need to do.
Intellectual disability is “a disability characterized by SIGNIFICANT LIMITATIONS both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.” AAIDD definition (2010)

Autism spectrum disorder is characterized by:

- **DEFICITS** in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
- **DEFICITS** in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
- **DEFICITS** in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

DSM-V Definition

Rethinking our Introductions

How much is each trait characteristic of your child?

<table>
<thead>
<tr>
<th></th>
<th>Somewhat</th>
<th>Extreme</th>
<th>A Little</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoyment</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindness</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thankfulness</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>79%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courage</td>
<td>78%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resilience</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forgiveness</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Control</td>
<td>52%</td>
<td></td>
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</tr>
</tbody>
</table>

Selected Items from the Assessment Scale for Positive Character Traits-Developmental Disabilities (Woodard, 2009)

Two Promising Pathways

Launching New “Community Conversations”
A Pressing Need

87% of parents in Tennessee want paid, community employment

A Compelling Call

32% of New Jersey families have at least one relative with a disability

19% of people in NJ have disabilities

An Asset-Focused Conversation

What can we do to as a community to increase meaningful employment opportunities for people with disabilities?

Round 1

Round 2

Round 3

What might we work together in compelling ways to make this happen here in Lawrenceburg?
What are the best ideas you heard this evening?

Whole-Group Harvest

273 ideas generated that night

A Creative Crowd

393 citizens contributed

606 more citizens contributed

1556 ideas generated

2000+ more ideas generated

See this video at https://vimeo.com/128290120

Inviting the Community

Who Might You Invite?

- Advocacy Agency
- Arco
- Boys and Girls Club
- BSA/ GSA
- Business Owners/ Leaders
- Center for Career Development
- Chamber of Commerce
- City Civic Organizations/Agencies
- Clergy and Faith Communities
- Community Arts
- Community Non-Profits/Disability Agencies
- Department of Intellectual Disabilities
- Director of Education Services
- Disability/ Medical Centers
- Down Syndrome Association
- Employment Specialists and Job Coaches
- Epilepsy Foundation
- Families
- Family Support Centers
- Habitat for Humanity
- Job Developers
- Job Training and Tech Centers
- Neighbors/Friends
- Newspapers/ Radio
- Recreation programs
- Residential Support Providers
- School Administrators
- School and Community Recreation programs
- School Board
- School District Directors
- Social Workers
- SSA
- State Representatives
- Supported Employment Providers
- Teachers and staff
- Time Banks
- Transition Specialists
- Transitional/Independent Living Centers
Tracking Attendance

- Splashthat
- Evite
- Eventbrite

http://germantowncommunityconvo.splashthat.com

Setting the Atmosphere

Structuring Engaging Conversations

6:00-6:15 Welcome
- Attendees settle into seats (perhaps after getting food and/or drinks).
- The facilitator/host introduces purpose of event and outlines the conversation process.

Structuring Engaging Conversations: Context

Posing Your Questions

- Pose only one or two questions
- Ask questions that push people to think about what they can do to elicit change
- Avoid questions that explore barriers or clarify values (why or should)
- Choose questions that will resonate with your community
- Write the questions in a way that encourage action and commitment (What can we do...? How might we...?)
Structuring Engaging Conversations

6:15-6:35 Round 1: Conversation about question #1
- The facilitator poses question to group and encourages attendees to participate in discussion with others at the table.
- This question is designed in advance by the facilitators to elicit solutions, strategies, and resources that address the topic.
- The designated “table host” initiates the conversation and writes down key points made during the discussion.
- This discussion lasts 15-20 minutes.

6:35-6:55 Round 2: Conversation about question #1
- After 15-20 minutes of discussion, everyone except the table host moves to a different table and continues the discussion about the same question for another 15-20 minutes.

6:55-7:15 Round 3: Conversation about question #2
- The facilitator poses a new question that encourages attendees to consider what they might do to resolve the issue, or what the group can do to create change in their communities.

After the three rounds of discussion, each participant will have personally met and shared ideas with as many as 12-18 other people.

7:15-8:00 Harvest
- A large-group discussion of the best ideas, resources, and strategies is held. Ideas are posted on a large poster-sized piece of paper for the group to see.
- In most situations, the facilitator or another organizer shares the key points of the conversation via e-mail with the attendees at a later date.
Ideas to Consider

The following ideas were shared and discussed as possible “next steps” to consider:

• Mayor Dean could do a public service announcement (PSA), challenge employers, and implement local hiring incentives.

• We could provide education and training to employers regarding:
  • Modifications, strategies, and other resources to support them with hiring new—or supporting existing—employees with disabilities
  • Creative strategies such as job sharing
  • Benefits of hiring people with disabilities, including tax incentives
  • Disability awareness
  • Identifying and overcoming attitudinal barriers to employment

• Provide education and training to people with disabilities regarding:
  • “Strategic self-disclosure” – when and how to share about their disability
  • Pathways and strategies for getting hired and/or promoted
  • Important job-readiness skills
  • Navigating insurance and benefits issues (e.g., how to get and/or keep health insurance)

• Provide education and training to parents and youth regarding:
  • The transition process and how to leverage this toward employment
  • Community resources available to support employment
  • Communicating high expectations and holding high aspirations for employment
  • Advocating for strong transition services in schools

Transportation solutions shared at tables included:

• Faith communities could use existing buses and possibly get volunteer support for driving (need to creatively address liability issues)
• Enlist Hands On Nashville for volunteer driving support
• One-Stop Career Solution (www.doleta.gov/disability/onestop.cfm), which exists as part of the Department of Labor’s Employment and Training Administration

Successful Models

The following successful organizations or ideas represent efforts after which our “next steps” could be modeled:

• Alignment Nashville, a local example of successful collaboration
• Best Buddies, which has a model for mentoring employees with disabilities
• Business with success stories, which would enable us to showcase employers doing innovative things
• Best practices from other cities, but learning from other locales that are “getting it right”

Potential Partners:

The following organizations were discussed as potential partners to help implement “next step” efforts. Developing existing relationships, or forming new ones, could go a long way to expand Nashville’s economic and workforce capacity.

• Access Ride
• Nashville Poverty Council
• Metro Nashville Public Schools (MNPS)
• Nashville Chamber of Commerce
• Campus for Human Development
• Tennessee Disability Pathfinder
• TN Business Leadership Network

Example Ideas and Strategies Shared at the Event

Example Ideas and Strategies Shared at the Event

Example Ideas and Strategies Shared at the Event

Recommended Employment Resources:

• Nashville Community Conversations group now has a Facebook page (www.facebook.com/NashvilleCommunityConversations)
• If you are interested in conducting your own Community Conversations, download this free guidebook: “Launching Inclusive Efforts Through Community Conversations: A practical guide for families, services providers, and communities” from www.waisman.wisc.edu/naturalsupports/pdfs/Community_Conversation_Guide.pdf
• The following on-line resources may also be helpful in your work:
  • Job Accommodation Network (http://askjan.org)
  • Alliance for Full Participation (www.allianceforfullparticipation.org)
  • Disability.Gov’s Employment Portal (www.disability.gov/employment)
  • EEOC’s Info on ADA Amendments Act of 2008 (www.eeoc.gov/laws/statutes/adaaa_info.cfm)
  • Campaign for Disability Employment (www.whatcanyoudo.com)
  • National Collaborative on Workforce and Disability (www.ncwd-youth.info)
  • Resources for hiring people with disabilities (www.thinkbeyondthelabel.com)
  • Employment & Training Administration’s Disability Program (www.doleta.gov/disability)
  • Office of Disability Employment Policy (www.dol.gov/odep)
  • Disability & Employment (https://disability.workforce3one.org)

Other government-sponsored disability resources (www.doleta.gov/disability/sites.cfm)

Non-government-sponsored disability resources (www.doleta.gov/disability/sites1.cfm)
Families

- Increase parent participation
- Educate families of work benefits
- Inform families on postsecondary pathways
- Apply early for adult services
- Educate parents on realistic options
- Educate parents on disability services
- Educate families/people with disabilities on self-advocacy
- Host family transition trainings
- Teach independence to people with disabilities/families
- Offer family training
- Offer support groups for families and people with disabilities

Employers

- Educate employers on legalities
- Educate employers on best practices
- Develop long-term employment supports for people with disabilities
- Improve employer disability knowledge
- Provide employment networking opportunities
- Improve job development
- Publicize employment incentive programs to employers
- Create job application alternatives
- Utilize small businesses/entrepreneurs for hires
- Develop jobs related to strengths/abilities
- Publicly recognize willing employers
- Inform of existing programs/resources
- Seek employer commitment to hire
- Accommodate workplace environment
- Offer temporary trial period
- Provide mentors for employers

Schools

- Provide work-based experiences
- Offer employment preparation classes
- Offer occupational diploma
- Emphasize career goals in IEP
- Provide earlier career development
- Use vocational assessment tools
- Provide alternative assessments in schools
- Increase employment presence in schools
- Provide intermediary between schools and employers
- Create a student summary of skills
- Develop soft skills
- Create peer networks
- Host family transition trainings
- Use person-centered planning
- Improve IEP planning and implementation
- Offer additional diploma options
- Offer vocational training

Engaging Communities

- Share success stories
- Create employment portal (website)
- Create central location for resources/info
- Provide mentors
- Inform of existing programs/resources
- Educate on employability/value
- Provide advocates
- Share resources in community
- Engage media outlets
- Form employment task force
- Foster stakeholder collaboration
- Set high expectations
- Engage faith-based communities
- Set realistic expectations
- Use person-centered planning
- Increase community participation in disability events
- Assuage fears/stereotypes

What Did People Think About Their Community?

People in our community are generally receptive to employing people with disabilities.

91 92 93 94 95 96
What Did People Think About Their Community?

Strong partnerships between employers, community agencies, and families currently exist in my community.

- Strongly Disagree: 7%
- Disagree: 29%
- Agree: 59%
- Strongly Agree: 7%

What Did People Think About Their Community?

Members of our community need help learning how to support people with disabilities in meaningful jobs.

- Strongly Disagree: 7%
- Disagree: 22%
- Agree: 59%
- Strongly Agree: 7%

What Did People Think About Their Community?

The conversation tonight improved my views of the capacity of our community to improve employment opportunities for people with disabilities.

- Strongly Disagree: 23%
- Disagree: 45%
- Agree: 32%

What Did People Think About the Conversation?

I learned about resources, opportunities, or connections in my community that I previously did not know about.

- Strongly Disagree: 25%
- Disagree: 49%
- Agree: 26%

What Did People Think About the Conversation?

I was able to identify things I could do to enhance employment outcomes for people with disabilities from this conversation.

- Strongly Disagree: 41%
- Disagree: 37%
- Agree: 19%

What Did People Think About the Conversation?

I am leaving this conversation with specific steps I plan to do to increase employment opportunities for people with disabilities.

- Strongly Disagree: 31%
- Disagree: 31%
- Agree: 33%
What Did People Think About the Conversation?

This conversation will contribute to increased employment opportunities for people with disabilities in our community.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>43%</td>
<td></td>
<td>32%</td>
<td>25%</td>
</tr>
</tbody>
</table>

What Did People Think About the Conversation?

This conversation was a good investment of my time.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4%</td>
<td>19%</td>
<td>77%</td>
<td></td>
</tr>
</tbody>
</table>

What Did People Think About the Conversation?

I would invite someone I know to attend another event like this one in the future.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>43%</td>
<td>32%</td>
<td>63%</td>
<td></td>
</tr>
</tbody>
</table>

What Did People Think About the Conversation?

Follow-up events or actions on this issue are needed in our community.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5%</td>
<td>23%</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>

Beyond the Conversation

- Document the event
- Share back your findings
- Bring together the planning team
- Identify 2-3 promising next steps
- Draw in volunteers
- Celebrate early successes

Follow Up Card

Name: ____________________________

I am interested in being part of a team that focuses on next steps after this community conversation.

Feel free to contact me to help implement next steps. I can offer the following skills, resources or talents:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

>50% said they would do more
Questions to Consider

What makes your community unique?

Who is essential to include?

What barriers to employment exist for youth with disabilities in your community?

What do you hope will be different in your community?

Where Can You Learn More?


Resources

http://www.waisman.wisc.edu/cedd/pdfs/products/community/LaunchingInclusiveEfforts.pdf

http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/

http://www.tennesseeworks.org/minigrant/


