

## Independent Living Research Utilization



*We create opportunities for independence for people with disabilities through research, education, and consultation*



**Independent Living Research Utilization**

**[www.ilru.org](http://www.ilru.org)**

# **IL-NET**

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## **Liberation to Leadership: The Role of CILs in Transforming Communities**

### ***Review of Day 1 & Post-It Feedback***

**September 16, 2015**

**Berkeley, CA**

***Facilitator:***

**Paula McElwee**

# IL-NET

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## Liberation to Leadership: The Role of CILs in Transforming Communities

### *Using Disability Liberation Theory In Centers for Independent Living—One CIL's Approach*

September 16, 2015

Berkeley, CA

*Presenter:*

Amina Donna Kruck

## Reminder: What is Disability Oppression/Ableism?

- Ableism: a form of discrimination or social prejudice against people with disabilities
- **It stereotypes people** with disabilities as less or non-productive, and by its own terms dis-values and further disables us.
- All people are both the objects and perpetrators of prejudice.

## The Peer Power of the CILs

- CIL Core Services & Social/Civil Rights Model
  - Peer support is a cornerstone of the IL movement. Peers normalize our experience. “One in a million” becomes “One of many.”
    - Role models
    - Cheerleaders
    - Shared experiences and understanding
    - Sense of belonging
  - Independence skills
  - Resources – I&R
  - Advocacy – Skills + Action

# Lifting as We Climb – The Gift that Goes on Giving



- It is about waking up!
- Understanding ourselves better
- Realizing those ableist concepts are not us and how they have held us back
- Helping others get it, that those stereotypes are not them either
- Reminding each other who we really are
- Cheering each other on as we pursue our goals

## Identifying how Oppression/Ableist Internalized Messages Contribute to...

- Believing that negative message/concept is us
- Not feeling worthy, feeling like a burden
- Low self-esteem
- Lack of self-confidence
- Getting stuck
- Being unable to make decisions
- Not trusting our own judgement
- Getting caught in patterns of victimization

## Changing How We Think About Ourselves

- Understanding how Oppression/Ableism works can move people from the personal perspective to the political perspective and empower leadership
  - New sense of identity
  - Civil rights perspective
- Meeting others with a variety of disabilities and learning this together. Light bulbs go off faster.



## CILs Want to Empower Consumers...

- To take personal responsibility
- To achieve their goals
- To advocate for themselves and others
- To advocate for community and policy improvements
- To become leaders in the disability liberation movement and their wider communities

Learning how Ableism/disability oppression works provides an empowering perspective that the typical “counseling” or (worse) “case management” experience does not.

Learning in CILs breaks the isolation and we can feel part of a community. It’s the “man behind the curtain” (His name is Ableism!)

## Where Else Will a Person Learn to Identify the Influence of Ableism/ Disability Oppression?

- Disability stereotypes abound in our culture and disempower people with disabilities
- **Media: We rarely get to see ourselves actually reflected in the media**
  - Lack accurate representation—Just another character that happens to have a disability
  - Hidden disabilities rarely portrayed
  - We are rarely in advertisements

## Media—Agents of the Oppression/Ableism

- Newsletter article language:
  - Victim of...
  - Wheelchair bound...
  - Susan *suffered* her injury at the age of 18...
- Movie portrayals
  - Non-disabled actors playing disabled roles—a sure path to an academy award

# We are More than a Medical Condition!

- **Medical Experiences**

- "Patient"
- The search for a cure – what if we aren't cured?
- Focus on "Impairment" as the problem
- Lack of partnership between professional and consumer: "compliant" vs "non-compliant"
- "Expert" knows more than "patient"
- "Expert's" time is more valuable than the "patient"
- Unpleasant and frightening experiences: hospitals, children's hospitals, research "subjects," abuse, forced to witness abuse.

# Influence of Families

- **Families**

- We often don't see ourselves reflected in our families.
- They are hurt by ableism too.
- If there is a family member with a disability, how are they treated? Is it ever discussed? Do you get accurate information about their condition?
- Some identities can only be validated by peers, though family can be helpful allies.

# The Power of Peers for Positive Identity Development



## Vertical Identity ↓

Family

Race

PWD/Parent of ↔ **Horizontal Identity** ↔ GLBTQIAA/Parent of...

Ethnicity

Religion

Family Stories

*A rendering of Solomon's theory of identity development*

## ↔ Horizontal Identity ↔

- Solomon posits from his experience as a gay man who has studied families with children with disabilities
  - “ I was reminded how isolating an exceptional identity can be unless we resolve it in a horizontal solidarity.”
  - Some identities can only be embraced in a truly positive manner through peer support – others who understand through shared experiences of oppression fosters a sense of “normalcy” and disability pride.
  - A parent of a child with a disability can get a sense of solidarity from other parents of children with disabilities.

\*Excellent book: Solomon, A. (October 2013). *Far from the Tree: Parent, children and the Search for Identity*. P. 13. *Scribner, A Division of Simon & Schuster, Inc.*

# Teaching Oppression/Liberation Theory is a Perfect Fit for CILs



- Medical condition → Person
- Invalid → Valuable
- Victim → Survivor → Thriver
- Personal → Political → Activist → Leadership
- Isolation → Space to share experiences → Validation  
→ A sense of community → desire to help others → Advocate
- Abnormal → Everybody is different
- Next Step → Celebrate Difference/Diversity and Involvement with Other Oppressed Constituencies



# Sense of Identity & Internalized Ableism Effects

- Progress on goals
  - Career/ work / education
  - Home
  - Partnerships / marriage – safe, nurturing or not
  - Parenthood
  - Heart's Desires realized!
- Expectations—our own and others
- Relationships
  - Huddling with “our own kind” when we are stronger if we diversify
  - Avoiding hanging with others with disabilities

## Internalized Ableism Effects

- Health
  - Whether health issues are attended to
    - Is the medical facility accessible
    - Lack of trust of medical professionals
    - Inability to self-advocate
    - Feeling like a burden or a bother
  - Addictions
    - Avoidance of uncomfortable feelings
    - Lack of proper treatment
  - Will to live – better off dead?

# Sense of Identity & Internalized Ableism Effects, cont'd.



Ability to—

- Be resilient
- Cope with difficulties
- Protect ourselves
- Believe in ourselves and our value
- Know and use our rights

## Internalized Oppression Hurts Others

- Internalized oppression can manifest—
  - ...by not validating people with unseen disabilities.
  - ...by not wanting to “hang out” with or be involved with others who are disabled.
  - ...by attacking our leaders within the disability community – this can be destructive for constituent groups.

## Unseen Disabilities

- People with unseen disabilities struggle to find a sense of “peer”ness or belonging.
- It is important that they feel recognized and included.
- Often they lack understanding from friends and family members.

## Those Needing Personal Assistance

The pressure of needing help all the time:

*"It's better to give than receive."*

*"This tells me I am a failure."*

- Those needing care givers / personal assistance really benefit from learning about these concepts. Especially women in our culture who are typically expected to take care of others.
- Real dependence on others = real safety issues that are ongoing.
- Self-concept of being too needy → being an employer and manager.
  - Think of all the people who are employed because of your "need."

# Double Jeopardy Hurts from More than One Oppression

- Negative stereotypes and prejudices double the impact on a positive sense of identity. For instance:
  - Gay and disabled
  - Aging and disabled
  - African American and disabled
  - Latino, lesbian, and disabled
- The healing path is similar and peers are essential for development of pride.

## Steps to Empowerment

- Consumers, volunteers, board members, and staff need to understand that healing the effects of oppression involves—
  - Understanding what oppression/ableism is
  - Recognizing the negative stereotypes and identifying which ones have been internalized
  - Contradicting stereotypes
  - Ability to share our stories/ hurts/ indignities
  - Ability to discharge off the **feelings** that go along with the hurt



## Ways ABIL Uses Liberation Theory

- CIL Front Line Staff
  - Training to be better prepared to work 1-on-1 with consumers
- Leadership Development
  - We incorporate this into our peer mentor volunteer orientation and ongoing training
  - Structured Disability Liberation Workshops
- Integrated into Disability Awareness Presentations

## Benefits for CIL Front Line Staff

CIL staff may or may not have a social work or counseling training and may not have exposure to oppression theory.

- We encourage new staff to attend Disability Liberation workshops
- This gives understanding of the value and importance of listening and allowing their consumers to tell their stories and express feelings.
- This helps staff identify their own prejudices about different disabilities.
- Helps them be more supportive and more able to identify where and why their consumers get stuck.
- Staff become better advocates because they understand the social and political ramifications of oppression.

## Tips for Front Line CIL Staff

- Allow consumers to tell their stories and discharge off feelings in safe place.
- Keeping relaxed attitude of delight & respect contradicts internalized feelings of being a burden or a bother.
- Discharge off your own feelings elsewhere so you can let them have theirs! Explore early memories of need & help.
- If the person is discharging off feelings, don't interrupt them or distract them. This is the healing taking place.
- If they distract themselves and change the subject and stop discharge, you can reassure them that feelings are Ok, or repeat what they said that first brought the feelings up.

## Tips for Front Line CIL Staff cont'd.

- Keep an eye out for people describing themselves in terms that mirror negative stereotypes & interrupt them.
- Teach them about Oppression / Ableism.
- Invite them to participate in a Disability Liberation workshop.
- Ask them to tell you what's good about themselves.
- If they have been discharging big feelings, when they are done, offer them an "up and out" question to redirect attention off the distress. (For example, "Tell me the name of a song you like?" or "What are you looking forward to?" — Something totally unrelated and easy to answer.

# Leadership Development with Peer Mentor Volunteers— Peer Mentor Volunteer Orientation



- So they can identify their own prejudices.
- They get a chance to explore their own internalized oppression.
- They understand value of letting their mentees tell their story & express feelings, thus becoming better listeners.
- Helps them be more supportive to their mentees, more able to identify where they are stuck.
- Mentors become better advocates. The move from personal perspective to community perspective means they are more likely to be moved to take action as self-advocates, teachers of self-advocacy, activists, & leaders in their community.

# Leadership Development through Group Workshops



- Provide safe place to explore concepts of ableism/oppression, internalized oppression, experiences, understand role of emotional discharge in healing hurts.
- Place to have a structured conversation by taking turns.
- Method to uncover oppression that has been internalized and its effects while contradicting isolation in a peer environment.
- You can decide whether to include allies or restrict to people with disabilities only.
  - Family members often benefit as well.
- Way to experience what liberation looks like.

# Disability Liberation / Attitudinal Barriers Workshop Sample Outline

- Who are we really?
- Disability Oppression/Liberation theory – who cares?
- Causes and results of oppression.
- RC theory about hurts. Oppression isn't just intellectual; it is set in with emotions. Discharging off hurts helps us think better.
- Disability stereotypes – ouch! Brainstorming Session
- Results of oppression

## Workshop Sample Outline, cont'd.

- How oppression affects peoples attitudes about people with disabilities.
- Internalized oppression and its effect on people with disabilities.
- Liberation! What a person with a disability can do to liberate themselves from disabling attitudes.
  - Identifying internalized oppression messages/ identities
- What is an ally and how can they help fight oppression?



# Exercise for Workshops Trading Time



- Trading time on a variety of topics (Helps people process information and stay present with attention.)
  - To start the day: “How was your morning?” Helps bring people’s attention out.
  - Negative disability stereotypes
  - Positives about people with disabilities
  - Earliest memory of anyone with a physical or mental difference.
    - Helps identify where attitudes about disability and people with disabilities were formed.

## Exercise for Workshops Trading Time , cont'd.

- Imagine what your infancy was like. How did your family treat you? (You know your family even if you don't remember, tell a story)
  - Helps identify learned attitudes towards needing help
    - all babies are “disabled”

## Exercise for Workshops Trading Time, cont'd. 2

- How long: 1 minute to 1 hour
- Good to use throughout a workshop
- Explain the rules:
  - One at a time.
  - Take turns that are timed.
  - Decide who goes first.
  - Listener looking for lost treasure. No interrupting!

## Tips for Sharing Stories

- Kinds of stories
  - Earlier the better – easier to empty out a bathtub by pulling the plug than bucket by bucket.
    - What's your earliest memory in any way at all related to...( i.e., doctors, people with physical or mental difference, being called...)
- People are not good at listening for long, especially without a turn so...
  - Take turns and time them
  - Holding a hand can be reassuring

## Helpful Tool: Offering Contradictions

Why? Stimulate discharge of hurts → Leading to clearer thinking

- Useful whether caused by outward oppression or internalized oppression
- These are statements of believable reality not affirmations.
  - Not: "I am lovable."
  - More like: "I may not be totally unlovable." or "Some part of me somewhere is totally lovable."
- You know they are working because the person discharges.
- Re-Evaluation counseling has developed some for different constituencies. ([www.rc.org](http://www.rc.org))

# Contradiction Example for Persons with Disabilities



*"I cheerfully promise that from now on I will always remember that my body/mind is wonderful and that I am fully human, that I am totally admirable and lovely to be close to, and I will confidently expect to be cherished exactly as I am by all human beings."*

[www.rc.org](http://www.rc.org)

## Contradiction Example for Reluctant Leaders

*"I am obviously completely incompetent and completely inadequate to handle the challenges which reality places before me. However, (fortunately or unfortunately), I happen to be the best person available."*

[www.rc.org](http://www.rc.org)

## Contradictions We Can All Remember

- Listen with an attitude of a treasure box being opened before you.
- Beam relaxed delight toward the speaker.
- If the person is blind, get their permission to set up a signal when you want to express delight (i.e., a gentle squeeze of the hand)



# Workshop Demonstration Using Contradictions



- Demonstration in front of the group – demonstrates the use of contradictions and discharge – 3-10 minutes.
  - Remind group of confidentiality
  - Invite a volunteer to come up and demonstrate use of contradictions with you
  - Hold hand with permission and ask them to identify the internalized negative false pattern
  - Help the participant repeat an identified contradiction and stick with what brings discharge. Adjust as needed.
    - Point out the discharge to participant and group as a sign of choosing the right contradiction and healing taking place.

## Workshop Demonstration Using Contradictions, cont'd.



- Thank the participant when done. Ask class to give them a hand for their bravery
- Give the participant an “up and out” question when done to take attention off the distress. (i.e., Tell me the name of a song you like? – Something totally unrelated and easy)

## Note About Confidentiality

- Whether working 1-1 or in groups remind participants of confidentiality.
- This means that no one discusses casually what comes up in a “session” when someone is discharging. **This includes not bringing it up to the person themselves.**
- A relationship may be established where there is a mutual agreement that they will help each other notice when they are acting, thinking, or behaving from an oppression pattern rather than reality.

## When a Referral May be Needed

- Feelings are nature's healing process. Look at any 2 year old.
- Feelings usually come and go, though they may be really big.
- If a person continues over and over to express one feeling only, they may be stuck in a pattern and not really healing from the emotional discharge. In this case they may need a referral for formal counseling.

## Using Internalized Oppression Patterns to Set Personal Strategic Goals

- Taking on leadership is always and reliably a contradiction to internalized disability oppression.
- Peeling the onion. It never ends!
- Ask the question – where am I holding back?
  - ID the internalized oppression.
  - Don't let fear hold you back.
  - Take action to step forward, while discharging feelings along the way.
  - Get allies to cheer you on. Don't do it alone!

# Disability Liberation Theory

## Instigator of Disability Pride and Activism

- Helps people see their personal experiences in a new light → From “invalid” to Valid and Worthy.
- Moving beyond self to a sense of shared experiences within a diverse community of peers.
- Which empowers to self-advocacy → community advocacy → and leadership through—
  - Mentoring
  - Participating in public policy advocacy
  - Joining boards and councils
  - Pursuing careers and other interests as self-advocates

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## Liberation to Leadership: The Role of CILs in Transforming Communities

### *Developing Community Leaders*

September 16, 2015

Berkeley, CA

*Presenter:*

*Robert J. Hand*

# Resources for Independence Central Valley (RICV)

- RICV is the independent living center that serves five counties in the Central Valley of California
- RICV has a very active strategic plan system
- The board sets goals, and the staff set measurable objectives for each goal.



# Resources for Independence Central Valley (RICV), cont'd.



- About 5 years ago one of the goals set by the board was:
  - **“People with disabilities will be full participants in our communities.”**
- They were making the point that they wanted to go beyond just making specific buildings or services accessible.

# Resources for Independence Central Valley (RICV), cont'd. 2



- The staff thought, “How can we affect the system enough to make people with disabilities full participants?”
- When we looked at communities we found that community leaders made decisions without access or independent living philosophy in mind.

## Advocacy

- Advocacy has been about asking those in charge to do what is right.
- But, in reality, community decisions are announced, then people with disabilities protest them.

## Advocacy, cont'd.

- It's true that we have laws that protect the rights of people with disabilities—the ADA, IDEA, Architectural Barriers Act.
- But what matters is how the laws are instituted in each community, in each situation—they're often ignored.

## It Is Time for Us to Act More Effectively

- Implementation of the laws and regulations is still not perfect.
- Protests continue on significant issues.
- Input is often **reactive** instead of proactive.
- Aggressive activism confronts a problem from the outside.

## The Next Step

### **Could we override this system?**

- The independent living movement is ready for the next phase.
- The next step in affecting change is to address the problems from the inside.

**As Edwin Markham so poignantly said. . .**

**He drew a circle that shut me out –  
Heretic, rebel, a thing to flout.  
But love and I had the wit to win:  
We drew a circle that took him in!**

Excerpt from the poem "Outwitted"

## The Solution

- The solution is to help people with disabilities become decision makers in the community.
- But which ones?
  - Elected officials?
  - Business owners?
  - Government supervisors?



## Easiest Start with a Significant Impact

- We have discovered that the best place to start while making a significant impact is in
  - Local and state policy councils
  - Nonprofit boards
- We asked constituents to let us help them get appointments but they didn't feel confident enough to be on those boards

## Our Solution?

...A leadership program to develop and encourage persons with disabilities to become community leaders

- We started our own Community Leadership Academy.
  - The Community Leadership Academy teaches parliamentary procedures, leadership skills, open meeting laws, and much more.

## Community Leadership Academy

- This is an example of one system to train community leaders
  - Any center can design and start their own program or they can contact RICV to replicate ours

## Academies in the Community

- As of now, community leadership programs have been started in:
  - Columbia, SC
  - Hayward, CA
  - Salinas, CA
  - And are about to start in San Rafael, CA and Kansas
- Also, an adapted version of a Community Leadership Academy has been created in South Korea

## How to Start

- There are a few steps to starting a community leadership academy, the first place to start is by identifying how to select individuals.
- How do we pick individuals who will become community leaders?
  - Someone who can be part of the change!
  - Someone who can make things happen!

## What do we look for in community leaders?

- People who are willing to work with “the establishment,” like Jackie Robinson playing baseball
- People with qualities that the community will respect
  - Independence
  - Positive mannerisms
  - Courage
  - Integrity
  - Confidence
  - Commitment

## Community Leaders

- Ability to work well with others
- Knowledge of community, people and resources
- Ability to run meetings effectively
- Activism and community leadership are not the same, however both are needed. Activism addresses issues from the outside, while leadership addresses issues from the inside.

## Recruiting

- Look for persons with disabilities who are successful in any field
- Recruit from university students
- Consciously observe those who are doing advocacy
  
- When we find good potential leaders, we must have effective methods for teaching community leadership



## Leadership Skills

### Natural vs. appointed leadership

- Natural leaders have authority because people trust them.
- Appointed leaders have authority because of the position they hold.

## Appointed Authority

- Board members are appointed authority figures
- They have a responsibility for
  - developing policy
  - providing specific level of governance in the organization they serve

**Participants need to understand the roles of officers and boards**

## Natural Leaders

- “Natural” leaders occur in every group, every business, and even on the playground
- Natural leadership traits can be learned and developed, but they must be encouraged in participants
- Recognizing the actual leaders in a group helps us accomplish our goals

## Effective Board Members

- We focus on teaching how to be effective board members
  - Such as how to best communicate in a board meeting and with other community members
  - How to constructively share their thoughts and opinions while advocating for a cause
- We also feel it is important to focus on how to be an effective Chair or Board President

## Board Operation

- After discussing leadership we study how boards operate, using parliamentary procedures.
- The Community Leadership Academy teaches Robert's Rule of Order and then how boards actually operate.
- People use Robert's Rule of Order to control instead of to facilitate meetings.

## Board Procedures

- Discussion before a motion
- Make a motion
- Amending a motion/"Friendly" Amendments
- Point of Order – enforcing rules
- Calling the question – close debate
- Adjournment – close a meeting

## Parliamentary Procedures: Sample Agenda

- Call to order
- Role call of members present
- Reading of minutes of last meeting
- Officer's reports
- Committee reports
- Special orders
- Unfinished business
- New business
- Announcement
- Adjournment

## Understanding Nonprofit Finance

- Basic understanding of organization's overall budget
- Anomalies: Is the year to date figure for any line item significantly lower or higher than budgeted?
- Trends: If an income item is low, did it start low or is it going down?
- Odd: Do any numbers look out of place?
- Big changes: has a new department, line item, or major item been added since the previous month?
  
- Finally: It is important to Ask Questions



## Government Councils

- Open meeting laws
  - Sunshine Laws
  - Varies by state
- Accepting the role of a government representative
  - Serving on a government board is like being a government employee.

## Leaders Without Limits

- To order RICV's Leaders Without Limits Trainer's Manual at a special discount, go to <http://www.miltwright.com/products/LWL123>. The regular price of \$195 has been reduced for workshop participants to \$130 (plus tax and shipping).
- The code password is LWL123
- The student manuals are \$15 (plus tax and shipping). Everything in the student manual is in the trainer's manual, but some groups like to order a few student manuals for future trainings, or if they are sending more than one staff person.

**The next step in the independent living movement is to promote decision makers who understand the civil rights of people with disabilities.**

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## Liberation to Leadership: The Role of CILs in Transforming Communities

### *Lunch Activity*

**September 16, 2015**

**Berkeley, CA**

*Facilitator:*

**Paula McElwee**

## Table Discussion Topics

- Does your CIL have a formal process for developing community leaders?
- If not, what other opportunities are you providing to help people become community leaders?

# IL-NET

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## Liberation to Leadership: The Role of CILs in Transforming Communities

### *CRIL's Community Leadership Academy— One CIL's Experience*

September 16, 2015

Berkeley, CA

*Presenter:*

Michael Galvan

# Community Leadership Academy Leaders Without Limits (LWL)

## Learning Objectives for CRIL's program

- Understand the importance of including the disability perspective into decisions on general public welfare.
- Identify personal natural leadership strengths, and strategies for improvement.
- Understand the basic functions of a nonprofit board, including how to engage in responsible board membership.
- Obtain a working knowledge of Robert's Rules of Order and board conduct.



## Learning Objectives, cont'd.

- Gain an understanding of the legal and ethical issues associated with board or committee membership.
- Expand networking opportunities and identify community leaders.
- Connect interests and expertise with service opportunities.

## Class Expectations

- Each participant is expected to engage actively in discussion. Shared experiences and perspective are critical to enriching the Group. Attendance at board/committee meetings is suggested for all members, but is not required.

## CRIL's LWL: Where?

CRIL's LWL consisted of five (5) four-hour sessions and was offered in:

- Hayward
- Fremont
- Livermore

## Who Registered?

- 31 registered
- 24 began the series
- 21 completed the series
  - 5 were members of CRIL's Disability Action Network (DAN)
  - 2 were former DAN members

## Registrants

- 1 is a member of CRIL's Disability Action Network for Youth (DANY) and has since been hired as a community organizer at another CIL.
- 1 is on the Bay Area Rapid Transit (BART) Accessibility Task Force.
- 1 is on CRIL's Board of Directors.

## Registrants, cont'd.

- 1 is a member of a partner agency, Community Action Network.
- 1 is active in the Asian-American/Pacific Islander persons with disabilities community.
- 2 have worked with other nonprofits and are interested in starting nonprofit organizations.

## New Ventures

- 2 are members of the Alameda County Aging and Disability Regional Connection (ADRC) Advisory Board.
- 1 is a member of the Disability Organizing Network.
- 1 is a member of the IHSS Advisory Board in Alameda County.

## New Ventures, cont'd.

- The youth graduate is a member of the Pleasanton Youth Commission and serves on the Pleasanton Human Services & Housing Commission.
- One young adult graduate has become a regular volunteer at CRIL's Hayward office.



## Outcomes

- CRIL graduated 21 participants.
- Graduates are now serving on The BART Accessibility Task Force, Alameda County ADRC Advisory Board, the Disability Organizing Network, the Pleasanton Youth Commission, and the Pleasanton Human Services and Housing Commission.
- All the graduates and participants have demonstrated a willingness to do so, with several already serving in community leadership roles which brings their personal disability experiences to the table.

## Future Plans

- Leaders Without Limits: Youth & Young Adults in Livermore (Winter 2016)
  - Disability Action Network for Youth formed in Livermore (2016)
- Leaders Without Limits: Spanish Speaking in Hayward (Spring 2016)
  - Participate in Disability Capitol Action Day (2016)

## Future Plans, cont'd.

- Annual Convening of Graduates of Community Leadership Academy (Spring 2017)
  - To reflect on experiences in Leadership since training
  - To suggest modifications and additions to the Academy

## Future Plans, contd. 2

- To support networking among graduates
- To determine a project which the Academy graduates will undertake as their own

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## Liberation to Leadership: The Role of CILs in Transforming Communities

### *Group Discussion on Leadership*

September 16, 2015

Berkeley, CA

*Facilitator:*

Michael Galvan

## Group Discussion

- Definitions of Leadership
- How We Develop Notions of What Makes Leaders

# IL-NET

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## **Liberation to Leadership: The Role of CILs in Transforming Communities**

***Teaching People How to Be Effective Participants in Boards,  
Committees, and Councils:  
Panel Discussion with Academy Participants***

**September 16, 2015**

**Berkeley, CA**

***Facilitator:***

**Michael Galvan**

# IL-NET

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## Liberation to Leadership: The Role of CILs in Transforming Communities

### *Succession Planning and Professional Leadership at CILs*

September 16, 2015

Berkeley, CA

*Presenters:*

Sheri Burns

Bob Hand



# Succession Planning

- No leadership plan is complete without planning for an eventual change in leadership.
- A change of leadership is one of the most important and challenging opportunities a nonprofit board will face.

## Succession Planning, cont'd.

- Some of us have worked in the field for a long time, but none of us will work forever.

## Succession Planning, cont'd. 2

- A thoughtful transition allows an organization time to reflect before jumping into search mode for a new executive.
  - An opportunity to review the organization's strengths and challenges
  - Review the strategic plan and direction
  - Engage the board in leadership evaluation
  - Engage the staff in discussion regarding the organization's values, vision, and culture
  - Develop a transition team

## Succession Planning, cont'd. 3

- This session will focus on replacing Executive Directors of CILs.
- However, CIL boards and management should also plan for smooth transitions among every employee, from Administrative Assistants and Service Providers to Finance Managers and Executive Directors.

## Succession Planning, cont'd. 4

- To plan for replacing any staff position, two things are strongly recommended:
  1. Developing written procedures for ALL services (CILs usually have administrative policies and procedures, but not programmatic ones).
  2. Ensure at least two staff members know the basics of each service and the accompanying procedures (i.e., if you have a Housing Specialist, make sure one other IL staff member knows Housing).  
Cross training of all core IL services amongst all service providers is a best practice.

## Succession Planning, cont'd. 5

- For Executive Directors, there should be 2 plans:
  1. The first is for an unexpected departure.

## Succession Planning, cont'd. 6

- The Board of Directors should have a plan for who will be the Interim Executive Director:
  - The Deputy Executive Director, if there is one
  - A board member – (usually not a good practice)
  - One or more management staff (program, development, finance, business, etc.)
  - An outside, temporary executive specialist or consultant

## Succession Planning, cont'd. 7

- At least one other supervisor or manager should know where all information is kept and what procedures the Executive Director handles.
- Business and financial accounts and grant information, as well as user IDs and passwords, should be kept in a secure, yet accessible place for a manager and/or board chair to access.
- More than one person should be a signatory on accounts, even if it's only the board chair or treasurer, along with the ED.



## Succession Planning, cont'd. 8

2. The second plan is if the Executive Director gives some notice (hopefully at least 3 to 5 months).

## Succession Planning, cont'd. 9

- The succession plan should include:
  - Who will make up the ED search committee (board only? staff & board? staff, board, and community?)
  - Who will decide on the salary/benefit package and job description?
  - Where will job announcements will be posted (nationally, statewide, locally)?
  - What procedure will be used for reviewing & scoring applications, conducting public background research, conducting formal reference checks, and conducting & scoring interviews?

## Succession Planning, cont'd. 10

- The succession plan should also include:
  - How will professional background checks (employment history, education, certifications, financial credit history, etc.) be conducted?
  - Who will negotiate a verbal offer, then a final written offer; will the LOH be reviewed by legal counsel?
  - What role will the exiting Executive Director have in the process (team planning assistance, guidance, orientation of new ED, etc.)?
  - How will the former ED be recognized before leaving?
  - How will the new ED be introduced to the staff and community?

## Succession Planning, cont'd. 11

- Boards often don't think about replacing their Executive Director until the person leaves, but, of course, that is the opposite of Planning.
  - This is often the time when the most turmoil happens that harms those we serve.
  - We should all strongly urge our Boards to have succession plans & transition procedures in place.
  - There are many excellent resources and sample templates available to guide boards in creating a succession plan (see <http://www.compasspoint.org>).

# IL-NET

CIL-NET · SILC-NET

## Liberation to Leadership: The Role of CILs in Transforming Communities

### *Organizing and Engaging Youth*

September 16, 2015

Berkeley, CA

*Presenters:*

Stacey Milbern

Dolores Tejada

## Let's consider....

- The essential role of youth in facilitating leadership development in IL
- What the ADA Generation Wants
- Tips for Working with Youth
- Disability Action Network Case Study

## New Requirements for Youth Transition

Youth transition is one of 3 prongs in the new WIOA mandated 5<sup>th</sup> core service for CILs:

- (1) facilitate the transition of individuals with significant disabilities from nursing homes and other institutions to home and community-based residences, with the requisite supports and services,
- (2) provide assistance to individuals with significant disabilities who are at risk of entering institutions so that the individuals remain in the community, and
- (3) facilitate the transition of youth who are individuals with significant disabilities who are eligible for individualized education programs under Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 14149d)), and who have completed their secondary education or otherwise left school, to postsecondary life.**

## Involving Youth in CILs

- Even though the parameters identified in the law focus on a narrow population of youth with significant disabilities, CILs are allowed to expand these parameters to include individuals who are still in school.
- It just means that you must be able to clearly identify those individuals who are considered youth under WIOA so you can report the 5<sup>th</sup> core service appropriately.
- Many centers provide the other 4 core services to youth already. Many also provide transition services as young as 14 years of age.
- Successful and effective CIL youth services are integrated, not separate from the other services of the center.



## Reminders

- IL Philosophy: Do *with*, not *for*
- Youth are an IL underserved group
- You already know about allyship; being an adult ally is another part of same practice
- You're not alone, youth leadership is an established field

***“Adults can be allies to youth by getting to know our material, like disability history and what issues are important to us. Disability history is very important to us and DANY.”***

**- Damary Bustos, Disability Action Network for Youth**

## Youth Priorities

- Disability History
- Social Justice
- Employment

## Need to Know

- Your audience
  - Young professionals vs. students
  - The spectrum of youth experiences
- The power of youth energy!
- Your position of influence

## Tips

- Youth should be able to own the space they are in
- Youth communicate differently—
  - Get a cell phone
  - Social media is a great way to stay in touch and outreach

## No phone-shaming

- Ways to connect

## What is DANY?

- Advocacy based, youth-led group supported by CILs
  - Youth set priorities
  - Decide action steps
  - Connect with stakeholders
- Continuously expanding membership
  - Through outreach by coordinator and youth
- Other skills learned while doing advocacy work
  - It is not a strictly social group, or one based on skills building, but advocacy focus allows youth to express their group and individual needs

## Outreach

Points of contact: Any agencies you already have contact with!

- Develop a referral form or mutual exchange of info
- Schools: Promoting organization
  - Different strategies for K-12 and college
- Social Media: Establish an online presence
- Word of mouth: Youth telling friends

## Outreach Tools for Youth

- You take the initiative
- Youth-centered activities
- Carry materials in various languages and formats
- Exchange emails
- Multiple points of contact is okay



## Connecting Youth to Your CIL

- One-on-One meeting
- Familiarize youth with your agency and its goals
- Exchange, connecting, traditional recruitment
- Do what makes them comfortable

## How to Support Youth

- Skill building
  - Shadowing or mentoring outside of group
- Accountability
  - Don't take leadership role, even when asked—provide support
- Delegation of roles
  - Youth sharing responsibility and ownership
- Supporting youth and parent involvement
  - How does this differ from paternalism?
- Follow the youth's lead

## Resources

See the ILRU's webpage on resources for reaching out to and involving youth at

<http://www.ilru.org/topics/youth-transition>

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*Day 2 Wrap Up*

**September 16, 2015**

**Berkeley, CA**

*Facilitator:*

**Paula McElwee**

## CIL-NET Attribution

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**Developed as part of the CIL-NET, a project of the IL-NET, an ILRU/NCIL/APRIL National Training and Technical Assistance Program.**