

REALTIME FILE

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nTIDE LUNCH & LEARN WEBINAR
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- >> Hello and welcome, everybody, to the National Trends in Disability Employment.
- >> Or nTIDE.
- >> Lunch & Learn Webinar Series.
- >> A few housekeeping items before we begin.
- >> This webinar is being recorded.
- >> We will post an archive of each webinar each month on our website at www.researchondisability.org/ytide.
- >> This site will also provide copies of the presentations, the speakers' bios, full transcripts and other valuable resources.
- >> As an attendee of this webinar, you are a viewer.
- >> To ask questions of the speakers, click on the Q&A box on your webinar screen and type

your questions into the box.

>> Speakers will review these questions and provide answers during the last section of the webinar.

>> Some questions may be answered directly in the Q&A box.

>> If you have any questions following this recording, please contact us at disability.statistics@unh.edu.

>> Or toll-free, 866-538-9521 for more information.

>> Thanks for joining us and enjoy today's webinar.

>> Andrew Houtenville: Hi, everybody. This is Andrew Houtenville. Thank you for joining us. Happy New Year to all.

Today we're going to look at December's numbers. If you follow the economy today, the reports today, there were good news. Lots of people coming back into the labor market although the number of people employed was relatively stable.

The Lunch & Learn occurs every noon on the day of the nTIDE release. We release it usually around 10:00. The nTIDE Lunch & Learn a joint effort of the UNH Institute on Disability, Kessler Foundation, and the AUCD. The nTIDE is part of the Rehabilitation Research and Training Center on Employment Policy and Measurement, which is funded by the National Institute on Disability, Independent Living and Rehabilitation Research, NIDILRR.

As we have in previous years, this is the start of the fourth season. We have three parts. It will be the nTIDE monthly report results, John O'Neill and I will present those results; the nTIDE News with Denise Rozell; and then we also are lucky to have a guest speaker, Sarah DeMaio, from AUCD. We have the question and answer at the end of the program. However, you can, as was mentioned earlier, ask questions in the Q&A box.

I'm going to turn it over you, John, to describe the nTIDE Report.

>> John O'Neill: Ok. Thank you, Andrew. Good day, everybody.

The Monthly nTIDE Report is the report as well as a press release and an infographic that looks at the latest employment statistics. We use data from the Jobs Report which is released by the U.S. Bureau of Labor Statistics on the first Friday of each month. And as Andrew had mentioned, this is a joint effort, nTIDE, between the Kessler Foundation and UNH.

Next slide, please.

The source of the data we use, it comes from the Current Population Survey which is fielded monthly by the U.S. Bureau of Labor Statistics. And it is, as most of you know, the source of the official unemployment rate which the press makes so much of. And it's civilians ages 16 to 64 not living in institutions.

The data has been available since 2008 onward. That was the year that the Census Bureau included the six disability questions which were not available prior to that. And the data is not seasonally adjusted. And this is why we compare the current month's employment figures to the same month in the last year.

Andrew, I think I'll turn it over to you to present the results for this month.

>> Andrew Houtenville: Ok. Great.

So, we had a mixed kind of results, well, for people with disabilities not so good results. The Employment-to-Population Ratio, which is the percentage of people in the population that are employed, so the percentage of people with disabilities who have a job -- it actually decreased, John. I may have pasted in the wrong numbers for this -- or this website didn't save. Oh, no.

Well. So, let me read you the results. This is first time that this has happened and it's probably my fault. Let me get the nTIDE Report up for today. I believe if you go to the nTIDE web page, you can actually pull up the report.

The numbers were slightly down for people with disabilities. Both the Employment-to-Population Ratio and the Labor Force Participation Rate. The Employment-to-Population Ratio went down by four points, 4/10. For people without disabilities, it actually went up slightly. The Employment-to-Population Ratio went up about eight points, not percentage points but tenths, tenths of a percent.

I apologize for the mix-up.

The same is true for Labor Force Participation Rate. One of the things, if you paid attention to the news as I mentioned earlier, there was an increase in the labor force participation from last month, from November to December. We look at December of 2018 to December of 2017. The Labor Force Participation Rate of people with disabilities went down a

couple of points, a couple of percentages, a couple tenths of a point. So it went from 33.8 to 33.5. So 5/10. And for people without disabilities it actually went up a little bit from 76.1 to 76.9, so about 8/10 of a percent. And this is kind of disappointing.

What you see on the screen is actually last week's numbers -- last month's numbers. So if you see the arrow here, it actually is declining a little bit. So the trend line actually curves over and kind of stays flat for people without disabilities.

So we've kind of seen a cooling off of what was a good run for people with disabilities. I think we've seen, in general, a cooling of the economic circumstances of people with disabilities. I wouldn't take this decline as a major signal but really -- it's really not -- it's kind of indicative of the cooling off we've seen over the last maybe four, five months.

I will update the nTIDE Report -- actually I'll try to import the numbers at some point but we'll fix this PowerPoint slides and you can find them on the website when that -- when they're done. All right.

Sorry for the confusion. Hopefully I clarified what happened. I'll turn it over quickly to Denise.

>> Denise Rozell: Thanks, Andrew.

So I'm going to start out by -- the first thing I'm going to do is say for those of you who know me and have been listening to me for months, yes, I have a cold, yes, I have very little voice but I'm going to push through. I apologize beforehand.

Ok. So we always do a quick federal policy update. Basically the slide says it, "And we start all over again." As of yesterday there was a brand new Congress sworn in. The Democrats have now control of the House. The Republicans contain control of the Senate. There's a new Speaker of the House, Nancy Pelosi. We start again. So any bills that were introduced and did not pass in the last Congress has to start over. It is the beginning of a new Congress. And I'll talk about a couple of those in a second.

For those who have been listening and were hoping about what was going on with budget appropriations during the lame duck, you are probably aware -- I'm sure you're all aware that part of the government is currently shut down. About 25% of the government does not have any funding at this moment. That includes places like the Department of Homeland

Security, for instance.

Most of the programs that folks on this call care about specifically to people with disabilities, I won't say that they're the only things you care about, are funded. The Department of Education is funded. They're working. The Department of Health and Human Services is funded. They're working. Although as time goes on, we're beginning to hear of things that you wouldn't expect. It just all depends where the department is paid from or under the budget. And even those departments that are "shut down" like Department of Homeland Security, people who are essential personnel are still working. That's why when you go to the airport, TSA is still working and they are still screening you into the airport. They're not getting paid at the moment. But they are working.

So that's where we are on that. There was a bill last night that the House passed to re-open the government and to do a continuing resolution for one of the departments and to do a final passage on all the other appropriations. Senator McConnell in the Senate has said he's not going to bring that to the floor. So we're at a stalemate. You probably are hearing all about this on your nightly news, cable news, newspapers, magazines, social media, wherever you get your news. So I'm not sure I have a lot to add to that.

The only thing I will add is that there was, in the continuing resolution, during the last Congress, the lame duck session, when we were trying to get beyond this and avoid a shutdown, there was passage of Money Follows the Person. In the CRs there was a continuation for Money Follows the Person. And there was a continuation of the Spousal Impoverishment Protection under Medicaid. Because those CRs did not pass, those did not pass. So we start all over again with that as well. I think that is correct, everything I see. I'll let you know if that's not. But there you go.

So that's what we were hoping for for the lame duck. Didn't happen. So we are now starting all over again on everything and moving forward. And we'll let you know.

One of the things you're going to see soon, the Disability Integration Act. In the past some of you have asked me about that. It is going to be reintroduced in the middle of January. They're actually going to do a big reintroduction of it, including house parties around the country and all kinds of things. If you want to know more about that,

www.disabilityintegrationact.org. The Disability Integration Act, for those who aren't familiar or don't remember, is a bill -- it's a civil rights bill that basically works -- I thought I had it written but I don't. It's a civil rights bill that basically is working against -- trying to get insurance to cover long-term services eighth supports from community-based services so that we're working to tried to end the institutional bias. It's a great law. It has some of the Mikasa stuff in it from before, things we've tried to get passed over a number of Congresses. It was introduced in the last Congress. It will be reintroduced in this Congress. And we'll start all over again on that as well.

I keep telling you to keep a look out on what's coming in regulations. I keep telling you that and I will continue to tell you that.

One of the things that did not pass in the last Congress were the work limitations that the administration was trying to add on to SNAP, the food stamps program. So those work requirements were not added on to SNAP. However, having said that, there is now a regulation to try to add it administratively. So that's something else to look at.

We're still watching for WIOA regulations. I still believe we're going to see that in the future. I know I've said that to you over and over again but there you go. I still think we're going to see it. Keep your eyes open. A variety of organizations here in Washington are getting ready for that.

I think that's probably federal policy update for now. Let's go to the next slide, Andrew. I've got a few other things to tell you about that have popped up.

I fixed this. Oh, shoot. Ok. So my slides are messed up, too, Andrew. I don't know what happened. Ok. I'll talk it through.

Harnessing the power of community conversations -- that's so weird. Ok. There's a new article in the Journal of Disability Policy. I'm going to look at the ones I printed out so I can tell you better.

>> Up on your camera.

>> Denise Rozell: If I can find it quickly, I will. This will be policy harnessing the power of community conversation. I like this because it's 700 conversations that they had in I believe Wisconsin because Ellen Hartman, who has spoken on this broadcast before about the

PROMISE grant, was involved in it. But they did conversations with parents, teachers, employers, counselors, postsecondary representatives, adult service providers, everybody they could think of in the states asking about ideas for how you can increase integrated employment options the idea is -- obviously under WIOA we're supposed to be raising expectations for students with significant disabilities who are supposed to be doing more competitive integrated employment. And the idea is, how do we do that? And if you talk, the idea is to have the conversation with everyone involved to figure out how we can help improve.

And I like this a lot because they got a lot of ideas. And I think the article provides a lot of ideas for people in other states looking at this. They also got some rapid engagement. So just based on these conversations, they got various stakeholders who may change it. They had employers who went out and hired people, students in transition. To say, oh, I didn't know this was important; I didn't know I could do this; Wait a minute, I can hire these kids. They are kids to me. I can hire these kids. So they actually got immediate feedback based just on the conversation. I really like this one. We all have a lot of work to do on competitive integrated employment. And at this state they took it forward. They said here's what we're going to do and moved. So I really would recommend you to go to this one.

Ok. Next one. This one didn't go up at all. I'm going to hold it up. Can you see my slides? No. You're not going to be able to see them.

>> Denise, could I interrupt for a moment? We're having some technical difficulty. We're going to fix it but it may go dark for a couple of minutes just for folks. And then we'll be back.

>> Denise Rozell: I'll keep talking. That's all right. I can keep talking.

The next one I found is the disability employment. It's like a top 10, like a Casey Kasem for those of you old enough, top 10 year-end review on workforce GPS. I actually don't spend a lot of time on workforce GPS. It's -- I should. So Google workforce GPS. It will come up. It's the Department of Labor Employment and Training site. So it comes at disability employment not from the disability side but from the American Job Center, Department of Labor side, and talks about disability. And it's targeted people with disabilities, employers, American Job Center folks. As we all know, the American Job Centers are supposed to be funding and serving folks with disabilities through the job centers. It doesn't always work well. I

will be first to say. But they're supposed to be. And this is a site on their -- targeted to them. And I really like the things they have up there.

First of all, I will send you there. And when you get there, look for something called the Top 10 Disability Community and Practice Site Visit. Just do Top 10. It will come up you. What they have is the top 10 place that people have visited on their site during the year on disability employments and it's really interesting what people are looking for. But it also highlights things they have up there that at least for me I didn't know was there. There's one on apprenticeships which I am really focusing on these days -- oh, that was my new slide beginning to come back up.

There's one on disability resources for WIOA practitioners. There was one on dual customer focus meaning agencies, employment, people with disabilities, all of the above. There's one on workplace resources for mental health.

If you flip one more slide, I think I'm caught up -- or back one maybe. Back one. Ok. So I -- there you go. It's this one. Perfect. They're out of order now but they're the right slides.

Go to workforce GPS. Look for the slides. There's really good information there. And then the top 10 had a particularly good list of things that I think we can all use. A couple of them that I can use right now and some of the work that I'm doing on transitions. So there you go.

Next one. Next slide. That one we talked about. That was the community conversations.

Ok. Coming across my desk this month some of these are newer than others but I had a series of things about employer perspective. And they all have kind of a common thread. So there are three of them. The first two on this slide -- the first one is new actually in the Journal of Occupational Rehab, interviews with HR professionals in Arkansas, targeted to one state -- this is from NPR -- looking for key factors on accommodation and retention.

As you would imagine -- and this is the thing that's similar. The next one is a comparative study of academic research and industry publication about disability employment. Kind of the demand side versus the supply side perspective. And both of those the common denominator probably not any great surprise to us is the things that HR professionals are saying or believing or that the things that are an industry publication do not represent what we

know is best practice, do not represent evidence-based practices that we are seeing in the academic research of what works. I think what this tells us is that we have more work to do with those communities. It says to me I need to make an appointment with the people over at [Indiscernible] to talk about that again and figure out how we can -- which is the Association of HR professionals, to again say, ok, here's what we know is best practice. How can we share best practice information with you?

So I think we have more work to do. But it's interesting to me that the demand side and the supply side, you know, the employers, and the people with disabilities and those of us doing the academic work are looking at this, are clearly not speaking the same language yet.

Like I said, I'm not sure that's a surprise to anybody on the call. But here are two places you can use as background information if you're going out to an employer and saying, no, no, no, this is what is best practice and here's what the academic research says and here's why what you're doing -- I'm sure you wouldn't be so blunt as to say is wrong but here's what the academic research shows and why this works better.

I also like the fact the second one was in American Behavioral Science which is a different kind of publication, not just disability focused.

And the next slide, Andrew, this one is similar. This one has to do specifically with return-to-work following depression. As we know, there's lots of work being done, particularly by the Department of Labor, on return to work -- stay at work, return to work. And this one looks specifically at what accommodations to employers and resources put in place when a person returns to work following an episode of depression. And they looked at the accommodations. And, again, the accommodations were very work focused, scheduling, you know, very specific work stuff. Not the relational things or stakeholder priority -- supervisor priorities or accommodations were not prioritized at all. And that conflict with best practice as well.

Part of what we know is that folks coming back into the workplace following an episode of depression, part of what they need are those relational accommodations or supports whether it's with supervisors or other colleagues. And that's not what's happening.

So again, I think for folks to take this as you're working -- either as you're working

directly with individuals coming back into the workforce or as we're talking about this whole return to work priority that is on a lot of our minds these days and frankly, which is being funded by a lot of folks at the department and in the administration. This is another good one to remember.

Ok. Next slide. Intelligent lives. So, kind of assuming folks have heard something about the Intelligent Lives Project. If not, you can go to intelligentlives.org. There's all kinds of stuff about the newest longer film called *Intelligent Lives*. Dan is a filmmaker, works with the Institute on Disability, University of New Hampshire. His first film is *Including Samuel* which had to do with his son Samuel and inclusion in schools, etc. Dan has a series of four new films with discussion guides on postsecondary transition. They're free. They're online. They're short, like 16 to 18 minutes. And they're really well done. All Dan's stuff is well done. These are new.

And particularly for folks on this call, it talks so much about transition. One of them focuses on promise. Again, we had somebody from the PROMISE project on this call about a year ago. There's one from a student in PROMISE. But they talk to higher ed, to -- and there's specific stories of individuals. Again, Dan tells his stories through individuals. They're really well done. They're short. I hope people go up and download them and use them for everything you can think of. I can imagine them being used in parent groups, in student groups, in provider groups, by VR counselors when you're talking about specific things. They don't take that long. They're easy. And they're free. And there's even discussion guides attached. This is a big one and I'm really excited about it. So I really send you, go look at them and watch them. And if you don't know anything about *Intelligent Lives* or Dan, *Including Samuel*, you can look at that, too.

Next one. There's a forum. This is NPR, Mathematica policy have much doing a forum. They're doing it in person. But they're also broadcasting it live online. So you can sign up and watch it. And knowing Mathematica it will also be recorded and put online.

It's here in DC January 24. It's specifically about cultural responsiveness in research. I've raised a couple of articles on these calls about this in the past, about work that's being done in this arena. But this is going to be a conversation. You can't do things to communities. You have to do them with the communities. And how do you do that? As my friend says, my

colleague, as the folks who -- as the disability general -- disability community in general says "Nothing about us without us." So we have to be including people with disabilities as well as other cultural incompetence in the research we do.

I understand what they're going to be doing, Mathematica. They're going to be looking at examples, practical strategies researchers can use. And then having some conversation. And networking afterwards. So if you're in DC, there's going to be a networking session afterwards that looks like it's going to be fabulous if you're not, I urge you to tune in. You can register. The link is there. Or if the link isn't open for some reason, it should, under forum, go to NPR and search for it and it will be there.

Next one. I think it's a webinar, yeah. AUCD, the organization I work for is doing an Autism Special Interest Group doing a series of webinars this year, this early part of the year. And the first one I thought might be interesting to people on this call. And I have a lot of transition stuff right now, today. But I have to say part of it is because so much funding is going into transition. Again, look at WIOA.

This one is on transition in Autism Spectrum Disorder, specifically by some folks who are experts in that. So this is the first of a series. You go either to the link, again on the webinar, and there's a link there or you can go specifically to the AUCD website, search for the Autism SIG or title. Anybody can register for it you don't have to be a member of the Autism SIG. If you want to be a member, you can be. It's into the limited to AUCD. Some really good people who are doing good work in this area are going to be doing it. They are the people listed I thought that might be something people were interested in.

Next one. What do you know? So this one, as you can see, save the date. Coming up in February, I'll be there, Andrew will be. Lots of people from this call will be there. Registration is still open. This is the Disability Statistics Compendium event. You all come. It's always a really good time for talking about -- I find it really useful, as I've said before, I'm a policy geek. I'm not the research geek. So I find it a really nice way to talk with folks who are the research geeks to figure out how we make policy and practice and research all fit together. That's my joy and part of what I'm most excited about these days in my world.

So that's it. Next slide I'm going to introduce our speaker. Yes, I am.

I am thrilled that Sarah DeMaio is here. Sarah is a colleague of mine at AUCD, Association of University Centers on Disability. She's a project manager here. And she does a bunch of stuff, TA for the LEND programs or the DBP, Developmental Behavioral Pediatrics Networks that we staff and support. But the other thing Sarah has been doing most recently, she's the project director for a Professional Fellows Program on Inclusive Disability Employment, PFPIDE. She provides oversight and leadership to the fellows program which brings 20 mid-career professionals, that we call Fellows, from Kenya, Tanzania, and Uganda, to the U.S. to study best practices in advancing inclusive employment for individuals with disabilities. We have had some phenomenal people come in, be placed -- she'll talk more about this. But some phenomenal people I've been lucky enough to meet who have been doing amazing things in Tanzania, Uganda, and Kenya on disability employment, coming here to learn and then to take that message back and do projects in their own country.

So I thought you guys might be interested to hear more about that. I am going to turn it over to Sarah and let her run with it.

Are you there, Sarah?

>> Sarah DeMaio: Yup. I'm here. Can you hear me?

>> Yup.

>> Sarah DeMaio: All right. Thank you, Denise, for that introduction. I am very excited to be sharing some information about this project which is near and dear to my heart. I think it's doing some really good work. I know that some of the past comments on the call have highlighted how much work we have to do in improving employment for people with disabilities in our country but I think this is an opportunity to really celebrate how far we've come and share that information and knowledge on the global stage to help other countries and people doing work in other countries to learn from our past.

So if you go to the next slide, as Denise said, I am Sarah DeMaio. I work at AUCD. I am the PI on this project. I work very closely with Siddarth Nagaraj, our Senior Program Specialist at AUCD. If you're interested in getting involved in this project, you'll be coordinating with the both of us.

To start, I have a little disclaimer. The PFPIDE program is sponsored by the U.S.

Department of State with funding provided by the U.S. government and administered by AUCD in partnership with the Institute for Community Inclusion at University of Massachusetts Boston, ICI, and Humanity and Inclusion, which was formerly known as Handicapped International or HI. However, the content of this presentation does not reflect the opinion of the U.S. Department of State, the United States, or its officers or employees.

Thank you. Next slide.

What I'm going to talk about today is, first, a little background and context to the program; talk about the structures that support the work that we do and the way that the project is designed; we'll talk a little bit about some of the outcomes that we have seen both here in the United States and abroad; and then share how people can get involved in this project.

Next slide.

So, our project is one of 14 Professional Fellows programs that are funded by the Bureau of Educational and Cultural Affairs, which is also known as ECA at the U.S. Department of State. Together those 14 professional fellows programs brings 450 participants from 45 countries to the U.S. every year. So we are one of a cohort of programs those programs are very diverse and focus on a range of different topics from improving civil society, strengthening journalism. So they're really diverse programs involving a really diverse set of fellows from around the world. Our programs focus is on economic empowerment and the priority area that the State Department sets around employment.

So because of the nature of our specific program, we also work very closely with the Bureau of Democracy Human Rights and Labor at the State Department, specifically their International Disability Rights Team. So we were lucky to be partnering with both of those different departments at the State Department.

So two years ago we worked with ECA, the International Disability Rights Team, to put together sort of what was at the time like a pilot project which was known as the ADA International Fellowship. And that program ran for one year during the calendar year of 2017. It focused more on inclusive education and serves some slightly different countries than the current program did. They brought fellows from Tanzania, Kenya, Brazil and Peru. But that

was an opportunity to develop this model that we have now brought to bear on inclusive employment and has been really well received by our partners both in our network and the federal government.

Next slide. So what is the model? Well, like all Professional Fellows programs, it's an exchange program. So in two semi-annual cycles, one in the fall and one in the spring, we bring a total of 20 fellows who are mid-career professionals, so between the ages of 25 and 40, from Kenya, Tanzania, and Uganda to the United States. So 10 each cycle comes. They are matched with AUCD network members or network partners who serve as host sites for training that is offered in the five-week U.S. fellowship.

After they return home from their five-week experience in the United States, a small subset of their host sites are selected in a competitive process to participate in a two-week outbound exchange. So we select four out of the eight to 10 host sites that host fellows in each cycle, so eight annually, to travel to the country that their fellow hailed from to provide additional support. And I'll talk a little bit more both about what they do in the outbound exchange and how we select who it is to travel.

Next slide.

So the central feature for the entire project -- or the entire program are fellowship projects that are conceptualized, designed, and implemented by the foreign fellows. Fellows are asked to articulate a proposed project all the way back in their first initial written application and we select candidates based on the quality of their proposed project and how they articulate the impact it will have on their community. Those projects range significantly across the spectrum of what you might think of as an inclusive employment initiative. Some are very service oriented, developing an initiative or implementing a model that they have seen in the United States and they want to bring that to their home country. Others are looking at research initiatives, data collection and analysis, legislative processes, you know, a real wide range of interventions to address issues around inclusive employment. And that is construed relatively broadly.

So after the fellows articulate what their vision is for their project, we select them in a competitive process. We usually have about 250 applicants that we narrow down to 10

finalists. So it's really the cream of the crop of people who have already accomplished some significant things in their home countries and are looking to then grow and learn and expand the impact that they've already had. And they are matched based on their project proposal with a host site. So that is, again, a semi-competitive process or a filtering that we do. Ideally we'll have a wide range of host sites available that we could then have an individualized match for the fellows supporting their personal goals. They are matched with the host sites and the mentors at their host sites. And then for the duration of their fellowship training here in the United States they hone that vision, that project vision, into a project plan that they will then implement during the six months following the return to their home country.

Next slide.

So while they're here in the United States, it's a five-week program but they're only at their host sites for four weeks because the first day and a half two days after they arrive in the United States, they participate in a program orientation in Washington, DC. This is an opportunity for fellows to connect with one another and network with each other because they're frequently coming from different countries, different regions within their countries. They're working on similar initiatives for having that connection with one another to help implement broader initiatives that they're looking to expand their work. But it's also kind of a crash course for them on all of the program logistics, the disability employment rights laws that exist in the United States and the history of those laws, a crash course on project planning and the various mechanism that we utilize in the United States that are kind of culturally bound around how to set up smart goals and things like that.

So we give them that orientation and then they travel to their host sites for a four-week placement where they get some -- hopefully will get hands-on experiences in the skills that they're looking to build. They get mentorship. Because this is both an educational experience but also a cultural exchange, they're required to participate in volunteerism and service activities and cultural engagements like going to football games or Easter egg hunts and things like that. And then there are also weekly, while they're at their host sight, participating in video conferencing with their fellow cohort members in a weekly seminar where they're sharing lessons learned and what they've been engaged with their supervisors and peers on site.

For the last week of the program, they come back to Washington, D.C. for -- to participate in a closing workshop and to gather with all the professional fellows, all 450 other professional fellows that are in the country that are from different regions around the world to share their experience. That's called the professional fellows Congress and it's in Washington, DC.

Next slide.

So after the fellows returned home is when the hosts may apply to take part in an outbound exchange program. So hopefully they've been working with their fellows over the course of their fellowship to kind of brainstorm ways that the expertise and skills of the host mentor could be utilized to help implement the project that the fellow is envisioning in their home country and then they can submit an outbound exchange application after the fellow returns home to implement a project kind -- technical assistance project or mentoring activity, in country.

So they apply for this two-week trip to go to the fellow's home country. The timeline and itinerary of that exchange are entirely determined by the host and fellows in coordination and it is supposed to be based on the needs of the individual fellowship experience -- individual fellowship project that the now alumni fellow who returned home will be implementing that that period. The outbound exchange has to occur within that six-month window.

Next slide.

So this is just a quick timeline for 2019. We have two cohorts, one in the spring. The dates are there. The fall dates are also there. The fellows for the spring cohort are already in the semifinalist stage of selection. So we just have a list of our final 10 by the end of this month. And the fall fellows will be selected in July.

Next slide.

So some of the great outcomes that we've been seeing. Remember, this is the end of our first year implementing this project but we've already been seeing quite a significant impact in a range of areas as the fellows have returned and now have completed the spring cohort -- the spring cohort from 2018 has completed their six-month follow-on projects. We have great things to report out. And both scholarly and non-scholarly papers and articles have

been published. They've been asked to make a number of media appearances on the radio and television. There's one who is in the process of writing a book, another who has given a talk. They've been increasingly involved in systems change initiatives, working with National Council for Persons with Disabilities and the Coalition for Inclusive Employment in their countries. They've been work -- meeting with high-level officials and ministries and have really significant project outcomes with regard to continuation of their projects with grants being secured, continued replication and adaptation of their projects around their communities and a significant number of people with disabilities who have been recruited to participate in these employment initiatives and mentored toward employment.

Next slide.

Every time we do an evaluation we hear, you know, the impact on the U.S. is at least as significant in the U.S. communities, at least as significant as those that we're seeing in our African partner communities. So we've heard a lot of the host mentors talk about the increase in cross-cultural skills and competency for themselves and their colleagues and their programs.

I have just a few snippets of quotes that come from or follow-up interview that's we've done with hosts. We've seen a number of programs who are formalizing longer term partnerships with MOUs or collaborative grant applications. We've seen programs talk about the fact that having the fellow in their program has motivated them to do outreach to partners and coalition building that they -- it hadn't been a priority up to that point but that they have seen a lot of positive impacts just from that -- the outreach to their community partners, the local community partners and the ties that they have been building across agencies locally.

And then obviously, you know, as I mentioned at the beginning, people talk about attitudinal shifts where we sometimes get down in the dumps about how frustrating these things are that we're working on them year after year but really learning that we might take for granted the long, slow progress that we have made. It's not great that we only have 30% people with disabilities employed, though we have made progress.

Next slide. I know I'm running a little over.

>> No, you're fine.

>> Sarah DeMaio: All of this information is on the website which you can see on the slide. How you can get involved, number one, we're always looking for host sites who have skills that they can share with fellows if you're interested, if you could apply by January 30, that's when we're hoping to make the matches.

Next slide.

The host responsibilities are pretty basic: mentorship, space, support. The goal is that there wouldn't be any direct financial expense you or your programs because we fund all of the food, lodging, transportation, etc., that the fellows would need while at the host site.

Next slide.

Hopefully there's quite a lot of benefits, as you've already heard in previous slides. This is really an opportunity to build relationships, showcase your expertise and leverage it to make an impact.

Thank you so much.

>> Andrew Houtenville: Thank you very much. We're going to open it up to questions. There are already a couple that have been posted on -- through Zoom.

When would Cameroon be considered in your programs?

>> Sarah DeMaio: So, the country that we work with are determined by the State Department based on needs as identified by the embassies there and I'm sure a whole bunch of other factors that we're not aware of. So we don't determine which countries. It's true that we have changed countries in the past and we may change countries again in the future so I can't say for sure.

>> Andrew Houtenville: How many countries are done per year?

>> Sarah DeMaio: Right now we're working with three. Last year we worked -- in 2017 we worked with four. My hope that we don't change countries too often because we're kind of in the process of building a system of support in those countries. And if we can get a critical mass of alumni and fellows who have engaged in this work together, they can have a greater impact working together. So as much as I would love -- you know, we love to work with -- there's a lot of need in the world.

>> Andrew Houtenville: Perhaps a way to say it is it would be great to expand the number of

countries.

>> Sarah DeMaio: It would be great to expand the number of countries.

>> Andrew Houtenville: And where would people go if interested in -- would they come to you or are there others they could potentially talk to about adding a country? Is there a State Department lead?

>> Sarah DeMaio: About adding a country? We could certainly -- we have passed that information along to our project officers and program officers at the State Department and will pass along the interest of adding Cameroon into the mix.

>> Andrew Houtenville: Good.

So the follow-up is kind of when is the selection process, kind of the timing of these kinds of things.

>> Sarah DeMaio: So --

>> Andrew Houtenville: To get a country added probably would be as soon as possible to get the ball rolling.

>> Sarah DeMaio: Right. Yes.

>> Andrew Houtenville: But in terms of selection of when applications for both fellows and sponsors sites when are -- when is the timing?

>> Sarah DeMaio: So the fellows and sponsors will hopefully -- the fellows will be identified by the end of this month. It is our goal to have -- when the fellows are identified to be able to move pretty quickly and place them with host sites. So we encourage people to submit an application before the end of January.

If we don't have the right matches, we will continue to leave the application open. So as long as the application is open on our website, you can submit an application. You can reach out to me or check the website to find out if it's still open. The goal is to have all of the hosts identified by the end of January but it may be mid-February. If we're still looking for the right candidate. Because we do put a priority on matching -- having a good match between the fellows and the host sites. It's maximize the skills and expertise.

>> Andrew Houtenville: I would recommend people call -- contact you whether they submit an application this year or not. Because if folks are interested, you may have a need for other

places as the year goes on.

>> Sarah DeMaio: Yeah. And, you know, we keep a running list of people who have expressed an interest in the program. So if you're not able to host in the spring because you know that you would be the mentor and you have a work shift right in the middle, you can still let us know you're interest the and we'll follow up with you until the fall to make sure you're still interested and see if it might work for new that timeframe or next spring to see if that works better.

>> Andrew Houtenville: So, another person asks maybe for a little more detail to learn more about how the program creates mentoring opportunities, probably both in terms of the match, how things are matched and how opportunities are developed for mentoring.

>> Sarah DeMaio: Sure. So the fellows identify what their interests are when they submit an application, that we explore that a little bit more through the selection process. We do an in-person interview or a remote interview depending on the fellows' accommodation needs and access issues. But with our partner who is in country, HI staff do those interviews in Tanzania, Kenya, and Uganda. They give us the information that kind of flushes out what the fellows are interested in and looking for, what their skills already are. And then we ask similar questions of hosts when they submit an application, you know what types of employment opportunities and expertise would you offer to fellows as a host site? And those [Inaudible; off mic] to make a match between fellows.

It's a nice opportunity for people to gain some leadership skills and mentoring experience because, you know, a lot of times it might be -- obviously you would need your program director or center director to sign off on that because you'll be utilizing some of your time to coordinate activities. But anybody can mentor. You don't have to be a program director or PI on a grant to mentor a fellow as long as you bring some skills and expertise to the table.

And a lot of programs kind of share the mentoring experience. So, you know, a fellow -- for example, in Colorado, this last year it was actually a partnership between their UCED and their -- the application was a partnership application. So the UCED said we can offer these things and the council can offer those things so together we will jointly mentor this fellow.

So we're flexible in the mentoring model. We have to have one primary point of contact

that we can go to but a lot of programs have their fellows follow or shadow a whole bunch of different staff to get experience in the range of programs that are available at their center or program.

>> Andrew Houtenville: We had a question about the website address. I've moved the PowerPoint slides to the page. Is this the website?

>> Sarah DeMaio: Yes.

>> Andrew Houtenville: So this is the website where they can find this information.

>> Sarah DeMaio: I can put it in the chat box as well.

>> Andrew Houtenville: Ok. All right. Great.

In terms -- so this is the spring. Are there opportunities to meet -- are you going to have a meeting or is there going to be a conference or something where people could meet your fellows?

>> Sarah DeMaio: Sure. Yeah. I didn't mention this but another way to get involved if you're not able to host a fellow but you want to have a connection is to participate in the orientation. We are also looking for new speakers who can add information about disability rights laws and employment laws and how the system operates in the United States and break that down for people who are really, really new to our systems.

So if that's something that appeals to you, we certainly welcome people to participate in that and share their expertise in that way. In the past, we have not had external people participating in the closing workshop but the last session we had a couple -- it happened to coincide with our AUCD conference and we had some external people participating and got some really positive feedback. So we're going to be exploring whether that's a possibility in the future.

>> Andrew Houtenville: Even if it's just meeting them at a dinner or something. Andy can host a dinner at his house.

>> Sarah DeMaio: [Laughter] Yeah. He's --

>> Andrew Houtenville: Or Denise. Come on, Denise.

Thank you very much, Sarah. This has been very helpful. It's exciting to see international things and international opportunities to share things with others. International

research has really been very limited over the years. It seemed to kind of go away in the '90s, kind of the financial support for research on an international basis. It was great to hear about your program. Good luck. And let us know if we can push out any more information to our listeners.

>> Sarah DeMaio: Ok. Thank you.

>> Andrew Houtenville: Ok. Thank you, everybody, for coming. I've put up the web address and everything. So, so long. Have a good rest of the year, at least until February.