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nTIDE-Lunch & Learn Webcast-(Dual:ST/Zoom)

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>> Hello. Welcome, everybody to national trends disability employment.

>> Or nTIDE, lunch and learn 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/nTIDE. This site will also provide copies of the presentations the speaker BIOS transcripts and other valuable resources.

>> As attendee of the webinar you are a viewer.

>> To to ask questions of the speakers click the Q&A box on the webinar screen and type questions in the box. Speakers will review the questions and provide answers during the last section of the webinar. Some questions maybe answered directly in the Q&A box. If you have any questions following this recording please contact us at disability.org statistics@UNH.EDU. Or (866)538-9521 for more information.

>> Thanks for joining us. Enjoy today's webinar.

>> This is Andrew Houtenville from New Hampshire with the nTIDE report. Lunch and learn. Zoom tips number one, the sound you can choose your speaker settings, audio is -- which speakers if you have head phones or different speaker systems you can choose which system to use. Another tip is that we do have close captioning today. You can do it by show subtitles or you can also view the full transcript. Also as a note we are in the process of adding sign language interpreters so ASL interpreter

(No audio)

>> Your audio is gone.

>> Can you hear me now?

>> Yes. Thank you.

>> Which tip did I get through?

>> That we'll have a sign language interpreter next time.

>> Yes. So we are working on that. We almost had it ready for today but it was too late to get the person logged in a little too late to get it functioning. So tips. A little bit about nTIDE, it is on the first Friday, this is one of the few times it is on the second Friday because first Friday was the 1st of the month and they didn't have time to process the data. And it is on the release nTIDE report which John will talk about in a minute. This is a joint effort by the University of New Hampshire Kessler foundation and association of University centers on disability AUCD. We are going to do four parts. We'll have the numbers,ten in the news from Denise then we'll have our guest speakers Cayte Anderson and Sara park from Wisconsin University system. Then we'll do Q&A for all three sections at once. You can as it said at the beginning you can type your questions into the chat function or the Q&A function. And we will either answer them as we go or we will answer them live at the part four Q&A session. All right. So I'm going to turn it over to John. John, take it away.

>> Thank you, Andrew. The monthly nTIDE report is a press release with an info graph with info graphics looking at the latest employment statistics. We use data from the jobs report, which is released by the U.S. bureau of labor statistics as Andrew said on the first Friday of every month. And this is the report that makes such a big deal out of the unemployment rate. Next slide. The source of the data is the bureau of labor statistics current population survey, CPS. And as I mentioned it is the source of the official unemployment rate which the media makes so much about. We actually don't report the unemployment rate because you often don't know the reason it has changed. However, the CPS does include civilians age 16 to 64, not living in institutions. And this data has been available since 2008 onward, just as the great recession was coming in to full force. This is when the six disability questions were added to the Federal surveys. And actually some of us think that the NIDLER funded disability statistics center played a role in those six questions being added to the surveys.

The data is not yet seasonally adjusted. And that's why we compare typically or in our main report, nTIDE report, we compare to the same year or we typically report to the same year compare current statistics to the same month last year. But since COVID came about we are doing month to month reporting just because the -- we really want to know what the month to month changes are as we are dealing with COVID and the ups and Downs that have occurred during that -- during the time period that we are currently in. Actually. Back to you, Andrew.

>> Great. Seasonal adjustment we have done it we have used the same methods BLS has used. We are going to wait until they officially do it because we don't want to go out on that limb per se, on our own. Though we replicate what they do for other time series other statistics. Next slide. The numbers. So the employment to population ratio, the percentage who are employed. As John said, we don't look at the unemployment rate, one big reason we don't look at the unemployment rate is that it leaves out people who lead the -- leave the labor force, they stop looking for work. The denominator of the unemployment rate are people who are working or actively looking for work or on furlough. We would like to just know what percentage of the population is working. Period. The unemployment rate is ancient measure, it is trying to get how hard it is to find a job so it is a little bit different than the employment population, how tight the labor market is. Of course the unemployment rate can go up if people leave the labor market. So a lot of times the depth of recession you hear NPR or reporting places say this increasing may be due to people stopping looking for work. Stop looking for work. So the unemployment rate is not hoe not a big fan, it has sample variation because the denominator, you are cutting out basically two-thirds of the population with disabilities and saying they are not going to count in this statistic. Thoughts on that. Happy to talk more on that. Here is the trend we have been following for a quite now. This is as of last month.

This is not the new number. I'm going to put in the new number. Last month we were holding steady for people with and without disability. The idea of new normal so the chart is a line charts and top line way above people with disabilities is the estimates for people without disabilities. It goes back to September, actually I'm able to get numbers back to July or June of 2008. And it starts out for people without disabilities, 74.9 so roughly 75%. The great recession really keeps hitting and bottoms out for people without disabilities around 70%. 68.8%. Then there's a slow margin used to be criticized as the slow Obama recovery, a slow march upward pre-pandemic where it was 74.8%. Then we have the big decline, people with disabilities, great recession we are looking at 32.7% bottoming out in 2014 after the great recession bottoming out around 24.1% and then rising slowly 30 to 31.7%. One of the neatest areas is during 2016 and 17 that lines between people without -- people with disabilities is climbing faster so it is actually catching up. The employment gap actually declined during that time and that's when the economy first was in -- called full employment so around 4% unemployment or below. You start seeing one side show up everywhere. The great -- the shutdown, the lock down happens in April 2020, and both people with and without disabilities take a huge dive. It's important to note that people with disabilities actually didn't fall below their great recession bottom, it bottomed out many the recession at 24.1. For the lock down it was at 26.3. So both during lock down people with and without disabilities. Percentage change wise people with disabilities fell further because it doesn't take a -- when you go from 30 to 26 percentage points it is actually bigger than the percentage not percentage point wise but percentage wise bigger decline for people with disabilities. We see big recovery people with and without disabilities after the pandemic and then slows down with disabilities and slows down for people without disabilities around winter 2021 when we had the what is the second peak I think they are calling it during the holiday season. We had a big jump. It decline -- people with and without disabilities increased steadily thereafter until recently with the delta impact of the delta variant. Where there was some kind of stepping back for both people with and without disabilities. So the next month, we are going to add in September this is September numbers. Not much movement for people without disabilities but people with disabilities we have a substantial increase the biggest increase we have seen since the April to May lock down. Part of this is sampling variation so if we have the raw data we can put error bars around these. This percentage is pretty darn high. I would expect it's come down next month simply because sampling variation might -- regression back to the mean but goes for people with disability 3.5% to 32.9% so 1.4 percentage point rise. For people without disabilities it only went up two tenths of a percentage points. So this is for me this is just fantastic news. It is above the pre-pandemic level of 37.7%. It was among, above the September 2008 number of 32.7%. It is only 2/10 percent but this would be phenomenal if in the next few months people with disabilities continue to improve past the great recession. That's just phenomenal if that is the case. If you ask me why, maybe age recommended so people with disabilities are people born with or acquired a disability at an early age. It's also people who acquired a disability late in their careers or their or lives. People with disabilities because of that are old enon average than people without disacts statistically. Could be this is a sign -- an age related increase. I haven't looked at the age numbers to overall population but

This could be very good news. Of course it could mean we need to delve more deeply into which industries occupations are people settling in if in is the four Fs, food four flowers, maybe not -- it's building back. Any event this is where we are. We have labor force participation, there's a question that came in. I missed it but 1.4 percentage point jump for people with disabilities -- equals how many people with disabilities? I have to tune in in our mid month when we actually go through volumes of numbers. So I'm not going to try to do the math in my head. Contact us later and we will -- I can tell you exactly what it means. That's mark MacGuire from Oakland As. , labor force participation are people working or looking for work actively in four weeks or temporary furlough, you can see a rise not quite until you hear another beep. There is a beep going on. I don't hear it anyway, so again we are coming back to the beyond the pre-pandemic level. People with disabilities we use the term resill cent and people with disabilities never left the labor market not quite like people without disabilities and so now we are improving. Look at these months. These are incredible, these -- this last we have only had this one ratchet down for delta stuff but it's been really increasing. It is not quite above. It is pre, great recession level but it is close. . So this is a really good sign. This is at a time when applications -- this is a time when the applications for SSI and SSDI are going up so that is at odds with each other. So there is another question. I will answer the questions in Q&A. So I will turn it over to Denise. Denise, take it away.

>> Hey, even. So you know for the last several months I have been coming to you and saying, you know, I know you heard me say this last month but here we are again. Today I actually have some news and it's such good news and new news it is not even on my slide. So let me share that first because it is really exciting. Yesterday, Thursday, at its general ability one commission meeting yesterday, which is the normal commissioner that runs the ability one program, nay announced that they are beginning a rule making process to prohibit payment of sub minimum wage contracts in ability 1. So the rule would be published in the Federal register on October 12 and they will obviously be looking for comments. They are starting the rule making process ability one I just looked it up employs 45,000 people with disabilities. It has $4 billion annual income. 500 non-profits. So for ability one to take a statement that they will no longer pay sub minimum wage would be a big, big deal. So I want to be sure to share that with you first. The other -- then two other issues around sub minimum wage that I also want to share at this moment, first one, California just passed their sub minimum wage bill meaning they passed a bill that would do away with payment of sub minimum wage in state of California by 2025. So it has a lag and there's some I believe there's funding provided to help move providers out of sub minimum wage but California just passed their bill. And then in Illinois, governor PRITSKER this week sign and executive order banning sub minimum wage on state use contracts. So we have three pieces of really good news just many the last week on doing away with sub minimum wage, I wanted to highlight that for you folksnd I know it is a big deal. It is a big deal. There you go. Let me move to other Federal policy updates as we normally do. I'm going to take these outs of order because they are quick ones. The debt sealing which Congress is working on if you have been looking at that, the debt ceiling is raised through the end of the year. So no more worries about that in short term. Continuing resolution for FY 22 is -- has been passed so there is the continuing literally the appropriations last year continues on through December 3, Congress will obviously have to do something about that before December 3. But for those of you who are on the Federal contracts you will notice as of October 1 the government didn't shut down and you continue to get your payments. So there's a two big quick things. This is the part we have been talking about for several months, the bipartisan infrastructure bill and the budget reconciliation bill. Bipartisan infrastructure remember, that's the roads and bridges, traditional infrastructure, there's an agreement on that to bipartisan agreement, to pass it, it's waiting for the other bill. The other one is a budget reconciliation bill that includes as we have been talking, the permanent authorization for money follow it is person, it includes spousal -- prohibiting spousal impoverishment, making it permanent, it included 190 billion for home and community based services the President's original budget for that is 400 billion. It also -- the house bill also included 300 million for transformation of 14C back again to sub minimum wage. The budget reconciliation can't do away with sub minimum wage because it is budgetary but it can provide money, in that case the money go to states to assist states move providers away from sub minimum wage. The message for all of you, the message for you on this one is right now, and the Senate is saying by the end of the month we will see if that happens by end of October, but right now is the time to continue to be calling and talking about the importance of home and community based services with your members of Congress, whether democratic members Republican members call the white house line talk to anyone you know, gather the stories from the people who can say why it's important to live in the community. And you can tell your stories about why it's important that home and community based services exist, that funding for those exist, that will move away from the institutional bias so that people can live where they want to live in the community, work in the community, do all the things we talk about all the time on these calls. Additionally that money will go toward building the direct support work force. Which is a huge piece of keeping people in the community. Continuing that pressure, continuing to raise the issue because right now Congress Senate in particular but Congress is trying to decide if we don't have -- you have heard of this, you read the news. We don't have a $3.4 trillion bill, if there's something less than that, what goes in, what doesn't. It is our job to say home and community based services needs to be included. Big push on that one. The last thing I want to raise, I haven't talked much on these calls so I wanted to raise it for you, because there was a recent hearing. Senator brown did a hearing around S 2065 which is a supplement security income restoration act that he is one of the co-sponsors of. Which would make changes to Social Security. And it makes changes in terms of improving benefit levels that haven't been updated since the '80s. We know this has to happen. I don't know if this bill is going anywhere at this moment but you know again, we know this has to happen at some point and how do we stop punishing people for having part time jobs and marrying and all the things that saving for the future, how do we avoid that in the way Social Security system does now? So there is a hearing on it a week ago, and it's an important piece. It is something we have to do, not sure it is an immediate thing like home and community bases services reconciliation though they are trying to get money into the reconciliation bill for that Social Security rest ration act so if that something you are interested, that is another message. Lots going on in policy and some good news which is exciting. Let's move to other things I found the last -- since we spoke last.

>> The national association of state Directors and disabilities services, came out with survey of ARPA plans passed through COVID. Out of 49 -- it is all around the direct support work force so if this something that is your issue, this is a really good one to go look at. It's what states are using their ARPA funds to do, ARPA stands for, it came out of COVID relief. It will come to me in a second. Out of 44 spending plans they looked at, 44 included initiatives aimed addressing work force issues. So they are using some of the money from the feds in states to approve the workforce issues we have been talk act so increasing compensation, staff work force development so if you want to look up what your state is doing on that, and continue to urge more that would be great but it was a nice thing that NASDDDS did and it was simple several pager so really nice. Are you double timing here? Return to work. So return to work post COVID world all of us are talking about return work. I'm not back yet but I can see Andrew is in his office. Our friends from OPEP, has a bunch of resources on return to work. And I didn't give a lot of information here on each of them but you can search on earn or each of these or links when you get the slides the links are are here on disability inclusive COVID-19 work force safety, leveraging remote work and obviously the whole conversation about remote work and flexibility work environments. For people with disabilities as well as without. And how to include people with disabilities in those. Integrated total policies how you do that if you don't have one yet, if you are updating how how make sure it is in compliance with ADA. These were three as we all look toward return to work I thought would be useful and it is another one of those things to stick in your file folder if you are somebody working with employers, directly. These are really nice tools to pass along. They might be looking for in other parts of their work anyway. Another one on COVID and I look for less sons learn and changes made and what are we doing. Pathways to work evidence clearinghouse is a new one called lessons learned delivering remote services for job seekers with low income during COVID-19 pandemic so not directly to people with disabilities but which know people with disability fall to greater percentage in that low income category. This is that lessons learned what are the challenge, and it is giving very specific examples from three specific organizations about how they change their delivery models. What that meant, how they went about it, what they had to modify, because it is three very specific organizations I thought it might be useful for some of you to have. Next slide Andrew. This one interesting, we talked this is something I say all the time but didn't have the data to show it. So this is on associated with living with a disability in the United States. In journal of disability policy studies in just out I talk about how it is more expensive if you are in a family with -- family member with a disability. $40,000 income in your family is different than $40,000 in income of a family without a person with a disability. This actually looked at that. Federal poverty rate, extra costs, looked at what media and/again, requires 29% more income or additional $18,000 a year for household in median income level to obtain the same standard of living as a comparable household without a member with a disability. This one is just I can't tell you as a policy geek how often I'm going to be using this because people don't tend to believe this H. and now I have something to point to to say here it is. Here is a study that shows it. So I want to be sure to share that one. Next one Andrew. The next is also around poverty. How poor are people with disability?

This is a global multi-dimensional poverty index is based on it and it looks at 11 low and middle income countries comparing people with disabilities living in households, with people whose households do not include people with disabilities. I thought, it is nothing that I was surprised to see it shows you how to find it and where it is and what we know, and it is important to say this is also true in the rest of the world. This is one from work, the journal work includes friends from University New Hampshire on job crafting. And I don't know a lot about job crafting so I was interested to see this. And it's a pilot study on job crafting and coaching interventions based on people working work limitations and disability, it looks at how do you do this, what does it need, what is job crafting, what does it show, does it statistically change the -- it does statistically change people's own belief and own work abilities and meeting their own goals. There is a technical term, I have to look it up so I use work abilities and meeting goals. This is nice too because it is a different as we look forward I hope this will get rid of minimum wage, and provide other options, it is yet another option for people to be using and that is job crafting so I thought that was great. Next one, Andrew. This is just a generic accessibility resource. I like this one because it is all in one place. It is from the national clearinghouse rehab training materials from Department of Education, it is another one of those things that is really nice to share if you are working with employer, working with someone who isn't a disability specialist necessarily and sometimes for some of those us who are, that shows examples how tos and tutorials an guides, all kinds of stuff in various formats on what is PDF accessibility? What is webinar accessibility? What is Powerpoint accessibility? What is word accessibility? How do you do this? What does it look like and what do you look for? And it is in like I don't know three or four short pages buttons of links. It's got -- I also -- I learn visually sometimes, I learn visual. So show me a video how to do something. Which is always much better for me. It also is a screen reader demo I thought that was interesting too, why is access important description but it had pa demo of a screen reader, that was interesting because you can't always find those and people looking for what the heck are you talking about and why it's important. If you can show how a screen reader reads it helps them understand what to do to be more accessible. Another one I'm putting aside in my stuff and I'm going to watch the videos myself. Flexion one I think we have some of the sending things, I pulled on this one, disability is doing a bunch of NDEAM stuff this month specially global context. I gave you the link if you search disability in MD national disability employment awareness month which is October. That has several one on one we learn in COVID, one on one telerehabilitation what we learned again in COVID but that was directed to rural veterans, that was interesting, department of labor has their big hooha, they do a one hour thing including the secretary of labor, head of ODEP, they do a big HOO HA for disability employment awareness month. I take it seriously, it is a big deal thing, they have lots of materials and stuff but there is everybody's welcome to because it is virtual, sometimes it is and in person thing not everybody can go, that is October 20th so sign up for that one. And I think my last slide is one more on COVID one coming October 13th lessons learned from COVID, with David MANK and rich, it is with the employment first state leadership mentoring program, you have to sign up for that but it is free. They send you emails on interesting webinars they are doing. But COVID-19 impact on CIE competitive integrated employment. I thought this was interesting as well. David is always fabulous. They have done six focus group interviews with different leaders including obviously people who are actually -- with disabilities or employed including everybody. And try to pull out what have you learned. So I'm signed up for it so thought I would share that with you. That I think was my last slide. I'm going to -- I get the chance now to introduce our speakers, yes, I do. So I'm excited about this because Cayte is somebody I know and worked with through the promise project when we were doing that, she's here not here to talk about promise today. Cayte Anderson and Sara Parker both from University of Wisconsin, though on different campuses. Cayte associate professor in counseling rehabilitation and human services at UW STOUT. She worked in the field over 20 years as researcher practitioner educator administrator. Her -- educator. Her current research enhancing career pathways with transition in youth and related stakeholders which is partly how I got involved with promise. Sara Parker works closely with Dr. Anderson as a researcher on the tech prep project. I want to hear you say that.

>> Tech project.

>> Thanks Andrew, her experience to working with children with autism led to her working with IDD and working on doctorate at UW Madison. We are really thrilled and lucky to have them here and I'm going to shut up and turn off my camera and let them talk.

>> Thank you so much, Denise. Hi, everyone. I'm Cayte Anderson with the University of Wisconsin STOUT, it is a pleasure to be joining you today. A wealth of information has already been shared and I have been learning so much myself. Sara park and I will be sharing information today about the tech prep study. So the technology early career preparation intervention project also referred to as tech prep, and yes Denise try to say that quickly three times. Tech pregnant tech prep. Is fund by the national institute on disability independent living and rehabilitation research. And is conducted by the UW Madison and STOUT in partnership with team at Virginia commonwealth University. Today we are sharing information regarding design and early implementation of the model as well as participant engagement preliminary outcomes and next steps. Next slide please. First a little background. Career pathways in science technology and engineering and math we generally refer to this as stem. Continue to grow. However there's a need for increase representation of people with disabilities in these fields. According to recent research we learned that only age roughly a little over 5% of individuals with disabilities serve lieu the state Federal VR program in recent years. We are engaged in stem jobs and career track. Research also shows that transition age youth with intellectual and developmental disabilities tend to explore less varied career path ways. So the purpose of tech prep is to design and evaluate efficacy of a technology early career preparation program. Participants are youth between age 16 and 24 years old. From diverse backgrounds, all participants are youth with intellectual and/or developmental disabilities and we initially focused on participants who reside in Chicago or cook county, Illinois. There's two main phases to this study. So the first phase which we are just wrapping up now is the design and implementation of the randomize control trial intervention development. Following this, we will be then implementing the efficacy study. So kind of the overarching purpose is to design implement and then evaluate efficacy of a career technology early career prep program, also developed in partnership with Chicago technology companies. The interventional components focus in two main areas yes implementing a soft skills curriculum with embedded coaching followed by paid summer internships. So with the soft skills curriculum we opted to use the skills curriculum developed by ODA and made available in 2012, partially prior experience with the promise project, helped inform use of curriculum with this study as well. For tech prep we have modified slightly. So we moved these skills curriculum into an online learning management system and it takes participants about ten to 11 weeks to complete this component. We kept the original -- six original ODEP soft skills areas, communication, enthusiasm, attitude team work networking problem solving and critical thinking and professionalism, but we further adapted the activities to fit with the strength and support needs with intellectual and developmental disabilities including the use of visuals and videos throughout the teaching materials. Additionally we also modified and added examples around activities to focus on technology environments and careers. Sara will share more about the behavioral activation components here in a few minutes as well as provide more detail on the internships. This was designed in person and on site in Chicago however with emergence of the COVID-19 pandemic the team quickly pivoted and we were able to successfully transition all project elements into remote delivery into online environment. . This included both key intervention components, soft skills training and coaching as well as the paid summer internships. We can move to next slide and turn it to Sara.

>> I'm very excited and honored to be here I will talk about components of the tech prep in more detail and emphasize component as a tech prep ram program is introducing this intellectual and developmental disabilities to career pathways and computer and technology. So for this purpose we added computer and tech specific topic module and activities to the curriculum as well as providing opportunity to intern at tech companies during the summer. Will is one module dedicated to coding, getting started in coding module. Coding project terms such as design and architecture, software testing and debugging. We also introduced students to this field through various computer and tech career pathways exploration activities and series of videos and founders of the big tech companies such as Microsoft and Facebook. We also set up and adapted some of the soft skills activities such as role plays and interview practices to take place in an IT or tech company setting. Other areas of emphasis in the tech prep program are student well being and culturally responsive teaching. The activation modules were put in place as we recognize physical and psychological well being are both important factors for students career exploration and development of goals beI don't understand the program. There are four activation modules spread across the curriculum. This program focuses on positive engagement, positive relationship meaning and accomplishment as five building blocks of well being and building blocks of well being and students explore values important to them and schedule activities that reflect their values in the first module. Students identify barriers to completing the scheduled activities in the seconds module, they are introduced coping strategies to manage stress in their third modules. And final module review communication styles and relationship building. Each session is about 30 minutes and they leave each session with homework activities to try another area of importance is culturally responsive teaching to reaffirm students disability and racial ethnic identity. When you recognize we are working with youth of color with IDD and we find it important to make sure that we introduce these topics in our curriculum so we have added at least one activity in each of the modules, that address students racial ethnic or disability identity for example importance of cultural diversity at workplace, how to respond to microaggressions at workplace, and we learn disability legislations and rights. Perhaps the most exciting components of the tech prep program especially for students is paid summer internship component. Students have opportunity to participate and project based internship experience at technology company, standing to your life only better is a career social networking platform company one can find jobs internships trainings and other opportunities to connect with one's community. They provide real work experience in the field of computers software and technology to our students. Student interns work with developers web designers, and software engineers and from the University side we also continue to offer summer internship support as students complete their summer internship. Students have a chance to work on both group and individual projects at YOLB. These are the projects students are working on throughout the month. The flyer credit goes to YOLB. This summer students learned HTML, they created a home page together. They completed technical testing, they did usability testing and work on network project. They are also individually looking for resources and kept journal entries. Next slide please. Students support provided from the University side seeks to foster student reflections and meaning making of their internship experience. These were some of the student quote on their reflection of their internship accomplishments. They enjoyed team work, identified leadership opportunities and mention specific projects that they enjoyed or proud of completing. Students I like the research project I research and identify digital resources and another student commented on having done usability testing on the YOLB app. Thank you. Next slide please.

>> Thanks, Sara. I'll keep this short I know we are coming up on time here. In terms of preliminary outcomes, we are now completing the first phase which is development of the intervention. Two participants serve as pilot cohort during spring 2020 and we have subsequently had eight students participate across cohort one and two. Participatory formative evaluation helped us better understand students needs and continuously improve program. as of the summer, 2021 all eight students successfully graduated from the program reflecting an engagement break of 100%. So we had 0 drop outs and 0 disenrollments. We suspect that this is attributed to a combination of both actively asking the youth participants their preferences and adapting our implementation strategies accordingly so as an example, some of the tools we were going to use initially with communication we tried starting with blue button through canvas, transitioning to Google hang outs and now we are further evolving or moving over to slack. As a communication and meeting tool. Helps us stay current in meeting students where they are at and using the tools that are most relevant to them. Additionally, we also suspect that the need to shift everything to virtual delivery method due to pandemic offered a silver lining perhaps in that we were able to keep everyone engaged so quick snap shot here, you can see on the slide we have got kind of data thus far and currently recruiting cohort three. Next slide please. Thanks Andrew. Finally so the future next steps with tech prep. We are as a program we seek to broaden career pathways for youth with intellectual developmental disabilities in the field of technology and computers science specifically among youth of color. We continue to expand the program our aim is to continue to offer it to more students. We would also like to manualize the system to support replication and provide tech prep as vocational training and service program more broadly. Finally we are moving -- going to be moving into the efficacy study phase so this is a tickler for you, more to come, stay tuned we would love to come back and join you again to be able to share more outcome data in years to come. Thank you.

>> Great. Thank you, Cayte and Sara. So you can answer -- ask questions in the Q&A box. And I'm going to pose some of the questions we will kind of go backwards start with Cayte and Sara's presentation then to Denise and me and John in terms of asking the questions. So one question, relatively easy. Where did funding for your project come from?

>> Thank you that is an excellent question. And the project is funded by NIDLER. So the national institute on independent living disability rehabilitation research. So it is created funding from the Federal Government and we are grateful for the support.

>> What kind of project was it a field initiated?

>> No, this is to rehabilitation research and training center on employment of individuals with intellectual and developmental disabilities. Virginia commonwealth University is the prime on this and we are operating under a sub awards.

>> Todd honeyCUTT from mathematics policy research asks how many people will you recruit the RCT?

>> That is an excellent question, as many as we can. Sara, feel free to chime in. In terms of the cohort, we certainly want to maximize the opportunity for students. On the other hand we also need to balance that with the resources available and also ensuring that we keep cohort manageable so that we have enough coaching time dedicated to be able to support each of the students. Sara, feel free to chime in, and how many students are we currently recruiting for in cohort three. Do you know off of your head?

>> We are aiming for 30. 15 and control wait listed control.

>> We are getting there.

>> Are they Paul students currently enrolled in some program at the University? Or are they connected to the University in any way?

>> That is a great question. No, all the students -- are you talking the coaches or the participants?

>> Participants.

>> Participants. No all the participants are -- Sara you can speak to this as well. But none are actually connected with the University. They are all either in high school or secondary school or recent graduates. Secondary school no other participants are connected with the University of Wisconsin system that I know of. That is another opportunity for us we are thinking of another potential phase down the road which could be how we can better connect directly with post secondary options.

>> Could be part of a tip sit if you have a tip sit grant. Do any individuals so far get -- have they gotten a job and if so for how many hours weekly? Do you know?

>> That is a great question. I don't know off the top of my head yet. We had first big graduation ceremony this summer but we can certainly follow-up and report back out on that data at future meeting. That is certainly one of the intents and the technology partners that we are working with in Chicago, we covered the surface but they are phenomenal and they are really committed to providing inroads and networking and helping to support graduates from the tech prep program move again into the meaningful career pathway. So I apologize I don't have the employment data off top of my head but certainly happy to come back and share later.

>> Interesting to see whether they go into a similar career or similar company or how they got their job because the internship is such a good signature mall to have on your resume, paid internship, that it's just adding to you are you resume. It could be very important validation for the -- for future employers. Another question. Looks like a statistics question. All right. I asked my question about recruitment. So how many more years of project do you have?

To do?

>> Excellent question. We are now just started year three of a five year funding cycle. At this point. Starting year 3 so -- no cost extension.

>> Got that right. Hopefully hold cost with you though.

>> Yes.

>> The question I had was around the initial importance of the modules that you had and kind of the behavioral change, you talked about home work. I have been involved with some behavioral change therapy for lack of better term. And home work ends up being really important in terms of practicing certain skills. Putting them into action and making permanent change or at least being prepared for workplace and if something occurs at the workplace. Do you have a sense of how much learning is going on yet in terms of those modules and how they may help not just functionally move somebody but actual lead to behavioral change?

>> I can try and attempt to answer this question. We have had a couple of evaluations built in and we have built in a lot support to review those and also to do it with them if they need extra support. So we really know they are understanding. We utilize a lot of small group discussions to make sure that they are understanding the content, they are understanding the main messages. Lot of things that we do we summarize we rephrase make sure they are able to say things back to us, we do activities to make sure they are getting the key points. I hope that answers the question.

>> It does. It's hard to measure and it is important when you do things especially online environment to keep coming back to that. Because it is not just about remembering, it is trying to implement those changes if changes are needed. Here is a question that came in. Do any interns become independent in this aspect? Not sure if it was just what we were talking about but I guess the drive for independence and probably too soon to tell from your cohort but are you going to be tracking that?

>> Great question. Yes. You are spot on Andrew, it is early so that is what we will look at next. Partially I think given the age of some participants thus far, many are still living at home with their parents because of minor status as well but certainly this is something we are going to look at and that we will be measuring and would love to share more of that. In the years to come. Additionally with the behavioral activation I was going to mention quickly too that we do have evaluative components built in throughout. Just realistically with such small sample sizes at this point we haven't really been running the numbers but certainly as we continue to populate cohort moving forward and as we have more data to work with, we are happy to be able to share more information to help answer some of these great questions people have been posing.

>> Another question about technology skills. Do they need more training? Do they -- what kind of skills do they come in with, what do you add to them and do they need additional support as you go?

>> Yeah. I can try to answer this so they are not required to have any extensive tech training background or anything. They often don't, I think the main thing is interest and passion. And the internship component does a lot of technology training.

>> On the job.

>> On the job training. So that this is a first time they learned how to do HTML, they use code academy so that was part of their internship was just going in to code academy to learn some of these HTML and apply that. A lot of these were happening on the job and a lot was training.

>> Yeah.

>> If I may answer that quickly, I want to say a stroke of brilliance that Sara and may and Marcus the other coaches with us other doctoral students, as well as Dr. Tim -- as an ice breaker for the new cohort when they first get together we built gaming in. So if anyone is familiar with among us it is a fun way to connect with the coaches but it is also another opportunity for some preliminary assessment in terms of maybe accessibility needs or being able to navigate that gaming environment so serves as a dual purpose for us.

>> Interesting. Platform to do it with. All right. So I'm going to draw this to a close. I'm going to answer two questions that came from on the statistics. Michael says good many job openings is driving full employment, kind of just like the full employment story of the 2017, 18. That's right. I think that certainly but you would think that that would also drive for people with out disabilities. So but her happens it is. Perhaps it is when firms are really willing to overcome their previous biases and barriers. And help people support removal of barriers. Certainly that's a picture, that's one that's hard to tell with the kind of data that we have. The focus groups Dave MANK doing probably have a better answer to that. John, thought?

>> I was just -- there's another question I think you were probably going to bet to, it was Diane asking whether we thought the increase in employment of people with disabilities was at all due to the ability to work from home.

>> I think that that's certainly feasible. I know there are people that are looking at that with these data to see if the occupational composition is changed. It is a bit hard because you can keep the same occupation but work from home, we done know whether you are working from home. But there are some data out there people are looking at that's not one that -- I know other people are pursuing that so perhaps we can get update from people looking at remote work updates from them. The question about hours, the number of hours that someone had earlier, I think it's a really good question about all our work is to the degree which ours is a relatively easy bar if you are working or not working. Adding in more research on the quality of the job, Dave Rutger has done work on the quality of job. That is important aspect of things to track. Both whether you are doing an RCT like you guys are doing or secondary data like we are doing. I want to stop there and thank Cayte and Sara for their presentation and thank Denise and John. And if people want to reach out to Sara and Cayte, I'm sure they are willing to field your questions. We can help you contact them if you can't get hold of them. Thanks everybody.