**All State VR Agency Call**

**Youth Transition Seminar: Best Practices**

**3 – 4 p.m. EST**

***The OSM provides transcripts in a rough draft format created via Live Captioning which was performed to facilitate Communication Accessibility. These transcripts are not verbatim records of training sessions, webinars or conference calls.***

Operator: Ladies and gentlemen, thank you for attending. Welcome to the national All VR Conference Call. During the presentation all participants will be in listen only mode. If you have a question please press star followed by the 1 on the telephone. If you wish to reach an operator at any time please press star zero. As a reminder this call is being recorded Tuesday, August 11, 2015. I will turn the call over to Nate Arnold, Social Security.

Nate Arnold: Thank you, operator, good afternoon, everybody, welcome to the call. Thank you once again for joining us. I think we have a very interesting agenda lined up for you today. As usual I will try to do my part and not hog up too much of the time at the front end.

I want to draw your attention to a message on the chat line. This call is really going to focus on the youth transition in our presentation today. If you have questions about our traditional cost reimbursement stuff that can't wait until next month, go ahead and send them in to the VR help desk. I know you have that link and email address. I know there may be some other questions out there about the ticket portal or something like that so I want to also remind you that there are orientation sessions planned for each of the remaining Wednesdays of the month, I think there's one tomorrow, the 19th, and the 26th at 3:00, so hopefully that will answer your questions there.

We're going to have two presentations today on youth transition practices. We will have a separate question and answer session after each one so you can focus specifically on the one that was just presented. I know you are all aware that youth transition is one of our major areas of focus last year. Last winter we announced we were going to host a series of programs to help increase awareness, promote best practices, and discuss barriers to successful employment outcomes. In April we held first one of those at Bethesda, Todd Honeycutt discussed his findings. If you haven't seen it, please let us know and we'll provide you with the presentations.

Today you will hear from two organizations that have been successful in helping youth with disabilities transition to work. First is truth (inaudible) I feel VR stands for rehabilitation, you shouldn't be able to use an acronym for that also so I will try to always say the whole thing.

If I'm not mistaken Andrea stands for the transition chairperson and those of you who have looked at Todd's information or the Mathematica studies know that Delaware was in the high achieving group in every sort they did of that data, so I'm looking forward to what she has to say. Andrea, the air waves are all yours.

Andrea Guest: I want to thank you for inviting me to present on behalf of our Delaware Division of Vocational Rehabilitation Agency, as well as our Department of Education. And I included DOE because we did invite a representative to present with me and he just wasn't able to join us this afternoon.   
But we can achieve our work readiness and employment goals for students with disabilities without this important partnership between DVR and DOE and we're fortunate in our state to have an excellent working relationship with our department of rehabilitation agency.   
Many of you are impacted by new provisions in the work force innovation opportunity act, better known as WIOA, and are looking for ways to meet the requirements of the pre-employment training activities in the law, which the acronym known as pest, which doesn't seem to be appropriate right now, which is stipulated in the law. What I want to spend time talking about are some of the ways to work with students with disabilities to achieve the goals of employment and thus lessen their dependence on benefits and thus comply with WIOA   
our Delaware agency has had VR transition counselors assigned to every school in our state for 15 years. That's enough for us to have long-standing relationships designed to qualify students for the VR program.   
About 15 years ago we placed an emphasis on providing services to those students who traditionally had been targeted for placement in sheltered workshops or day programs or maybe not any program at all when they completed school. Many of these students are students with the most significant disabilities, they are recipients of SSI, Medicaid and sometimes many other benefits.   
We designed a collaborative program and called this early start to supported employment. This collaboration included our DVR agency, the department of education, all of the local school districts, the developmental services agency as well as our provider agencies.   
The overall goal of the program was to start services early. Traditionally we had provided VR services to students maybe in their last -- towards the end of their school year or many times even after they finished school. So we thought that in order to be more successful it was really important to get to these students early. And what we did was we decided that we would pay providers to provide supported employment services before they exited school and start those services usually their second to the last year.   
And what we wanted them to do was to follow the sc model, provide community-based assessments, hopefully find a job and do some job coaching. The ultimate was to have all of this in place so that when the student exited school, they would transition into their long-term agency for long-term supports which in our case is the developmental disabilities agency.   
At the very least, we hoped that some parts of the supported employment process gets started. So some students may just have had a community-based assessment, others may leave where they have had their community-based assessment as well as some job coaching and not some may leave when they are stabilized. It varies from student to student.   
What I can share with you is our data in 2013 indicated over 80 percent of the students who participated in early start to supported employment were successful in gaining supported employment opportunities that led to competitive employment. And while that sounds like a really good statistic, and it is, our focus now is reaching those students who choose not to participate in the early start program. The way that we're doing this is through, we have a marketing initiative that was developed with our state employment first commission and this involves some videos and some printed material to really educate primarily care givers and family members to the value of work for their children.   
We're also using benefits counselors to work with our supported employment students and their families because we're all well aware that the fear of losing SSI, Medicaid or other benefits often makes the choice of employment seem risky.   
So educating about benefits is always a critical component to assist students and their families to choose employment.   
We have two other programs that we classify as early start to employment. One of those is project search, which I know probably many of you operate in our states and are familiar with, as well as a program that is called start on success. We actually found this program in our sister state of Maryland. SOSS serves students who are also currently in school, but their disabilities are primarily learning disabilities as well as (inaudible) pre-employment classes within the business, which includes soft skills training, then they develop paid internships sites throughout the business.   
SOS both in Delaware and in Maryland has a 90 percent placement success rate, which again is a very high rate. And that's what we find, that these programs that really do community-based work with a lot of one on one attention and partnership with business, tend to be very successful.   
The last initiative I want to describe to you actually came out of the new changes in the WIOA law, which required that VR agencies spend 15 percent of their what is called 110 VR dollars on students with disabilities, which in our state is age 18 to 21. The law starts at 14 but the top year is the year students can stay in school and then have to exit. In our state it is 21. In some states it can be 22, 23, and I've even heard of it being higher than that.   
What we want to do is use the summer to take the opportunity to develop some programs in WIOA, those being things like career expiration, work-based learning experiences, advocacy and pre-college activities.   
So this past spring we put an RFP out and we asked our providers to be creative and to design a program to serve students that met the category of students that we were serving and who also -- the students also have to be potential VR consumers.   
So we had no idea what we would get back, but we just thought, you know, let's see what our providers come up with. We received 15 proposals back and decided to fund 11 of them.   
While most but not all the programs have concluded this summer, some of them -- a couple of them are still running, I can tell you from feedback that we received just from students, parents and others in the community that they have been really successful. Some of the programs run from two to eight weeks, they were focused on areas such as culinary arts, customer service, hotel services and just general work-based learning experiences. One program that we highlighted and actually had a graduation ceremony last Wednesday and we had 15 students that graduated from this program, which the provider held in partnership with a local hotel casino and the students were given customer service training during the day and then at the end of the program they also participated in job shadowing experiences.   
The graduation, we presented the story to the press, we got some really good press coverage and I do have to add one of the reasons we probably did too was that we invited our governor, he also attended the ceremony and was very impressed with the program. And if you are not familiar with governor Markell in Delaware, when he was chair of the national governor's association a couple years ago he did have as his platform the employment of people with disabilities so he's been a grade advocate for all of these programs.   
I'll tell you a little side story. After the ceremony we had a luncheon for the students, actually the total did. I was in the buffet line and I was watching one of our students was interacting, the head chef had come out, and I heard the chef lean over and told him, you know, if you ever want a part-time job during your school year come and see me. This was a young man who happened to have shadowed him and also wants to be a chef as his career pathway and it just made me think of how often we don't quantify or realize how important the connections students make is to their success in finding employment and how really important it is for us to expose them to opportunities to make those connections.   
In addition to these kinds of programs, we also funded some students to attend the University of Delaware for a summer college experience. We have the University of Delaware has a center for disabilities studies and they ran a program to give students the opportunity to live on campus, see what college life is like, attend some classes.   
Another small program that we had was with our juvenile corrections facility and this really involved just some really good soft skills training. So at the end of the summer we're going to go back and evaluate all of these programs and we want to decide, you know, do we want to fund some for next year but also look at some of them to see if it would be feasible to actually incorporate them within the school year and see if we can do that with any of our local school districts.   
So the bottom line from all of this is we know that students who have opportunities to experience work or participate in an employer-based learning experience have a greater chance of being successful when they enter the workplace as adults and that's the premise that we're always operating from.   
So the important thing is to build partnerships, collaborate with your schools and other state agencies, and also involve your providers to create these opportunities. They may look different in your state and I think that's fine. But the important thing is to get students out of their school settings and exposed to work in their communities.   
The agency responsible for employment services, I think VR needs to take the lead in developing work-based learning experiences with employers, as well as assisting students to develop meaningful career pathways. I mean, we know that the schools play a role in this and they have responsibilities that relate to transition and also to helping with career pathways, but we really need to be the experts. We work with the businesses and we need to work with the schools collaboratively to share this information. And all of the programs that I talked about are really designed to do this.   
And, again, we need to collaborate and develop partnerships with all of our schools, our DB agencies, our providers and our families, ultimately, to best serve our students. And when we talk about relationships, particularly with other state agencies who serve different disability populations or with their schools it's just important to develop MOUs that clearly spell out the roles of each agency and including the funding obligations as well as specific responsibilities that each of you have to make the program successful and to best serve the students. Because we know when we operate these programs you get into some very nitty-gritty details, when you think about things like transportation and just with students in the summer, maybe how they are going to eat lunch, there are a lot of details you need to spell out to know who's going to be paying for what and who is responsible.   
We have separate MOUs for our early start to supported employment, for all of our project search sites, so when we're involved in a big initiative like that we're going to do a specific MOU.   
The new requirements in WIOA related to pre-employment training does create a challenge for a lot of us in determining what portion of the 15 percent that we're required to spend on pre-employment activities actually should be designated for pre-employment activities versus traditional transition services .d and I know that's causing a lot of concern for agencies that are trying to provide these services and until we get regulations it's going to make it a little bit challenging. But I think if you focus on the 5 core areas I think that can make it a little clearer which specific -- in the law it's stated as job exploration counseling, counseling on post-secondary ed opportunities, workplace readiness training and instruction in self-advocacy. And in our state we really view this new WIOA law as an opportunity to create additional programs and services so more students with disabilities will have access to community-based learning, which in turn we know will result in more transitioning youth achieving competitive integrated employment as opposed to being dependent on full benefits and sub-minimum wage jobs. Overall that's really what our goal is here.   
So, with that, I'm going to stop and thank you for your time and I'll be happy to answer any questions.

Nate Arnold: Operator, can you open the lines for any questions for Andrea?

Operator: Sure. At this time if you would like to ask a question please press star 1 on your telephone key pad. Again, that's star 1 to ask a question.   
Your first question comes from Eugenia Cox.

Eugenia Cox: Hi, this is Eugenia, I really appreciate your presentation on youth transition. We have a very good youth transition program here in the state of Oregon and we weren't given much time. The presentation announcement that this meeting was going to be dedicated solely for youth transition and we only got this message about a couple of days ago, so we weren't able to get any of our youth transition folks in to be in on this call.   
The people that are on the call right now were anticipating that there would be some sort of cost reimbursement update at the very least and I believe that the people that were able to get on the chat and the presentation are asking for a possible q and a at the end to be able to answer our questions because of the fact that we have so much going on with the portal and problems with claims being denied and everything else. I think that waiting a whole month to be able to ask these questions is asking a little much from us.

Desiree Fitzgerald: Thank you, Eugenia.

Nate Arnold: I can tell you, too, that at CSAVR and our transition committee if your transition folks aren't on the call, there will be other opportunities that we're doing some of these presentations.

Eugenia Cox: Was there going to be a response?

Desiree Fitzgerald: Well, this is Desiree Fitzgerald. I want to reiterate these monthly calls are a time we come together and we take a pulse, but throughout the month you are able to communicate with us, we have special help desk for ticket to work portal, of course you are aware of the VR help desk, you have access to management here and, you know, we want to do business all month long and we want to communicate all month long. So don't feel like you can't, you know, get your questions answered. We are available to you so I just don't want you to feel like you have to hold it all for --.

Eugenia Cox: Well, that's really not the issue. The issue is that we get together once a month where we are all in on the call and we're all able to hear the problems and hear the issues and get an answer. Or you tell us that we're going to get an answer for the next time and that's really the issue, is that this is the only time that we have to be able to get answers and for everybody to hear those answers.

Desiree Fitzgerald: Okay, we will keep that in mind but this is also a forum where we know people have it set aside on their calendars. When we schedule something and it's a day other than the usual forum then we don't get as much participation or there's concern because we are not using that usual date so we're kind of between a rock and a hard place. We hear you and we will make every opportunity to make sure that we are satisfying all of the needs. We have a very interesting topic today so we would like to get back to today's agenda.

Eugenia Cox: It is an interesting topic and had we been given enough notice, we would have been able to have those people in on the call. But the problem is most of those people are not in on this call.

Regina Bowden: Desiree, thank you. This is Regina Bowden and I work with Des. We do remember telling you last month that we could schedule a separate call and we reached out to several VRs in reference to that and you indicated you wanted a separate call so we will set up a separate call to address those concerns. We were just deciding, some people said they wanted the regular call that we have now to address specific issues so we're just discussing that now. But Eugenia, we will set up a separate call, we will address all your issues and we have the help desk and we will now get back to the presentation. Thank you.

Operator: Your next question comes from David Weaver.

David Weaver: Hey, thanks for the presentation. You mentioned your counselors are, you put a VR counselor in every school or secondary school in the state, I think. What do the counselors do, do they help with the IEP or how do they interact with the students?

Andre Guest: All of the counselors -- some counselors have -- well, they all have more than one school. They might have 5 or 6 schools. Usually, depending on the size of the school, they will spend maybe a half day to a full day. They are really meeting with, at this point, this is prior to pest, potential referrals for transition students who will become clients of theirs in the VR program like for early start they get referrals of the students who would be appropriate for the early start to supported employment program. But they get referrals from special ed of all the students who potentially would like VR services so that they can meet with them and discuss that.   
If they are able to they can attend IEP meetings and provide some consultation to the special ed teachers when they are trying to do career kinds of programs.

David Weaver: You also mentioned that you felt it was important to work with benefit counselors. Do you guys work with the WIPAs in the state, work incentive planning assistance organization, or other counselors?

Andrea Guest: Interesting topic right now. We are going to be funding our own WIPA counselors. We have had them, we had the WIPA program in the past, but it seems that some of it's moved to more of a call center model. So we have our own benefits counselors and we're going to, we use them to really focus on VR, our VR clients.   
We have what we call supported employment provider fairs. A lot of times we will do benefits counseling presentations in groups and I can tell you, when you talk about sometimes parents you say don't always turn out for different kinds of activities. When it's about benefits counseling, we find we get very large turnouts because they really want to understand how the benefits are going to impact their son or daughter going to work.

David Weaver: Well, thank you very much.

Andrea Guest: Thank you.

Operator: Your next question comes from David Leon.

David Leon: I just wanted to go back and follow-up and try to understand why there will be no discussion on the things that matter to state VR agencies in terms of cost reimbursement and the ticket. And while I did hear your response, not being able to talk this through with counterparts in other states in the same mold doesn't lead to resolution or problem solving. So partly as stated in last month's call and is available in the minutes, the first thing on this agenda was supposed to be an answer to questions and, again, it was part of the minutes for the last month's call that that was how this call would begin. It doesn't feel like there is a respect for the time for those of us on this call to (inaudible) their work and I'd like to see how this will be addressed and if these calls will ever go back to what they were originally intended for because we have a lot of questions and I'd like to get resolution on many of them.

Regina Bowden: Hi David. We appreciate your concerns and we do respect your time. This is Regina again. We are planning to have a separate call to address payment issues, any concerns, any help desk issues, we have some very important information on the youth transitioning and we wanted to share that with everyone so we were using this particular call to share this information. But that's not to say that we don't think that the questions that you have or your concerns are important.   
After this call I can talk, I will give you a call and we can discuss this but, yes, we are going to set up a separate call. Nate Arnold reached out to several VRs and in reaching out they expressed some of the same sentiment, that we want a separate call. So we were looking at that, we are going to go out and survey some of the VRs to find out what topics you want on those calls and to set up those calls. Again, we appreciate the input and we are, we do hear your concern.

David Leon: So, again --.

Regina Bowden: We ask for your patience.

David Leon: Hold on.

Regina Bowden: Go ahead.

David Leon: It sounds like what is going to happen is that there will be a pre-determined message of what SSA and OSM feels VR needs to hear each month and that is what this call will be going forward. Is that accurate?

Regina Bowden: Bo, we hear your concerns. We just want an agenda so we can keep within the time frame and everything. We want to address your concerns. If you do have concerns we have the help desk and if you call the help desk or you can call me any time or Desiree.

David Leon: Regina, my last two requests to the help desk from two weeks ago still have not been answered. I copied Robert back on my last issue because I couldn't get a phone number or contact information for the person who was requesting information on the case I needed to get paid.

Regina Bowden: Okay, David, after the call I will call you directly, okay? And we will get that resolved.

David Leon: Well, it's been resolved now but it took me multiple hours and a lot of back and forth with people who thankfully I've worked with enough to finally get me a phone number but that's one of the minor issues. The form you sent out don't have accurate information for us to respond.

Regina Bowden: Okay, David, can we discuss this after this national call?

David Leon: Certainly.

Michelle Laisure: Alright, thank you. We'll proceed with the presentation.

Operator: Your next question comes from Mike Harmon.

Mike Harmon: Yes, this is Mike Harmon in Montana and I have similar concerns. This latest of reimbursement calls I sent in I got 70 percent denial and most of it was from one person and it said if you have questions, call and I called and left a message and nobody has everybody gotten back to me.

Michelle Laisure: Hello, this is Michelle from OSM. We will address your question as Regina said and operator we're going to go on to our next presenter. Do you want to introduce the next presenter, please?

Nate Arnold: I'll be glad to, Michelle, and thank you to Andrea. I'm sorry you had to sit through our internal family squabble there but your information was very helpful and I appreciate your time.   
Our second presentation today is by Susana Gamez. Susanna is youth services coordinator in Fresno, California. Her organization provides a wide variety of services to individuals with disabilities and today I think she's going to tell us about their high school transition program as well as some of the other programs they offer that have been successful. Susanna, take it away.

Susanna Gamez: Hi, everybody, thank you for having me. As Nate said, my name is Susanna Gamez. I have been a youth coordinator for quite a period of time, my discussion was going to be on how we incorporate soft skills and why they are so important in helping youth with disabilities have successful workplace situations. And the reason that we have really incorporated soft skills is because, you know, youth with disabilities already face social disadvantages and in addition to dealing with disability adjustments and I really feel that by learning soft skills this will lessen those disadvantages and increase the chances of having workplace success.   
So we have dedicated major components of all our services to incorporate these important skills, the soft skills training.   
So I'll be talking to you about the practices, the thing that is we do to deliver this important training. I really feel that in high school it's important to introduce these trainings to those youth at that time where they have more control of their future, really encourages and increases work and academic achievement. It improves employer and coworker achievement when they get to that situation and it helps improve the social relationships that they develop within the community. So I think it's really important that in the transition to receive this proper training in areas like associability, you know, discipline, leadership, just attending things, all those transferable skills, a lot of it involves these social skills that we call soft skills. And they are just really becoming more expected by employers. Employers want people to be able to interact with employers appropriately and it really helps to maintain jobs and helps in the job search as well even before them having a job.   
So often times in my experience I've been working here for 12 years and I've seen that, you know, these skills are very overlooked in school and at home so a lot of times when we have certain youth come to us, unfortunately, you know, they have been told, okay, develop a job portfolio but they are not sure how to communicate effectively, how to be on time and why those things are so important. So we really, like I said, incorporate this into all of our services.   
So I'm just going to go over the services and the practices that we use and how they directly and indirectly support workplace success for youth with disabilities.   
So just basic, you know, we provide one on one case management. When it comes to soft skills you really need that one on one time to really assist these youth in developing those skills and to master these skills and be able to apply them to really situations. So in our case management we make those meetings very interactive, use all learning styles, really pay attention to tailoring those services to the individual and making sure that they are receiving the service that's -- in the way that's it's most going to benefit that individual.   
So when we work with yet, we work with them, not for them. We have high expectations, you know, and that they call in for an appointment and not their parent. That's in their plan. You know, we let them know clear-cut that's their responsibility and then in the situation then that can go into making referrals to dor a lot of times these youth are not ready to work because, you know, being on time is difficult for them or having effective communication, they don't know what they want to do, they don't know how to relay that verbally. Their body language, you know, says, you know, I don't really want to work, I don't really care. So we teach them, we use interactive, you know, use videos, role playing, a lot of different activities so they are able to visualize how they look and how to read others as well.   
And so we use that to prepare them on how to access resources, asking questions, advocating for themselves and all those skills are linked back to why they are so important in the work setting or looking for work.   
Another program that we've developed and we've been running for a few years now and it's becoming more successful each year is we have the bridges to the community summer program. It's a 4-week long program that we run and basically the way it's set up is the first week is dedicated to general life skills, the second week is dedicated to teaching social skills, or quote, unquote, soft skills. The third week we speak about vocational skills and the fourth week is their volunteer work experience. So the way this program is run is we use in class and in the community trainings so we're not just in the classroom, we're going out into the community using public transportation to teach them about interacting in the community, you know, asking questions in the community. You know, going to an employer and asking for an application, handing in their resume', dressing appropriately so everything is reinforced with real life experiences.   
So the social skills, soft skills, that's when we dedicated that time to developing effective communication, problem solving, active listening, teamwork, and why those are all important in helping youth maintain or to do a successful job search because, you know, you have to use soft skills when you are looking for work and also to maintain your job because that's really important at work, is you have to have good interpersonal skills to maintain that. So we kind of teach them what it looks like.   
Through that program we developed partnerships with businesses so during the volunteer work experience they all choose a site so we collaborated with college, Fresno state, Fresno rescue mission, there's a variety of opportunities they have to go and actually apply all these skills that we've been teaching them the first 3 weeks and a lot of times that turns into, you know, a long-term goal into your situation or it turns into employment because, you know, we're able to discuss with the businesses about our program and, you know, then it kind of -- a lot of times people have these prejudices, oh, a person with a disability and they have these misconceptions so through the program we really do away with those and people are able to see like, okay, they have a disability but it doesn't mean they are not able to maintain a job. And through this program we've really seen a lot of success in that in our partnerships.   
So we also in the previous presentation it was mentioned about collaborating with high schools. We do collaborate with high schools, we collaborate with the teachers and we go in and we do presentations, we do workshops on soft skills so that way we already create that awareness and teach these skills. That way when we leave high school they know they can still work on those skills and access our services but they are aware how important these skills are, the technical skills, the technical aspects of job searching. It's not just about having a job portfolio, it's how are you going to hand that job portfolio in?   
We have a lot of other high schools and key programs that call in and request for presentations on soft skills because we really try, we really worked hard to create that wearness and demonstrate how important it is. So we don't have a lot of staff power but we try to access as many youth, especially before they leave high school, so that way they are aware of how important these skills are to develop.   
We also have partnerships with organizations like California foundation of independent living centers in Sacramento where they allow for us, our organization, to hire two interns and so they are getting paid experience and during that time we're able to work with these youth on developing those soft skills. A lot of times we get these youth who haven't worked and they are late all the time, they aren't organized, they don't have a (inaudible) be they have really taken these skills and have learned to apply them in a real work setting and then, in turn, they have successful employment later on.   
We also partnership, we have a partnership with Fresno county office of education. They have the transition partnership program that is funded by the department of rehab. So they focus a lot on working with youth on doing job development so we partner with them to come and do workshops where they will focus on the job portfolios a special agent and talking about that and our organization will focus on training the youth and soft skills, the way it increases more success in maintaining employment once they find a job.   
We also have some youth resource books available that we have developed that there's a job preparation series and then there's also a soft skills series. We do have them for Sallie and if anybody is interested it is on our web site, www.racv.org. It's fairly inexpensive, like $12 a set for 4 books. It's very specific to soft skills and it really just highlights the importance of those skills, the importance of those skills in maintaining a job.   
We also have a self-advocacy conference which is the only one of its kind in the central valley. So we're able to prepare a lot of the youth in how to attend something like that. It's a professional setting, they are required to come professionally dressed, we talk to them about being on time, we talk to them about other resources that will be present, that way you learn more during the breakout sessions. So soft skills, it's something that we really just incorporated in all our services because we see it, it's really important to develop those skills and they take time and so we've really just dedicated a lot of time to making sure that those skills are not overlooked.   
And I think that is -- we do have -- just mention -- we have a creative careers which is through the department of rehab. A lot of times we get youth who maybe are not ready to go apply for DOR services, they are not ready to be in a job situation. And so sometimes when they go -- many times when they go through our training they feel more comfortable, you know, calling, they know what kind of job they want. We assist them in doing the research and knowing how to present that when they do go in for their appointment. So, in turn, indirectly then they get referred to creative careers which helps them in that job development or job placement aspect. So there's ways that we directly assist youth in having successful employment and there's also indirect ways that we assist them and that's by helping them and learning how to use other resources out there.   
And I think that's it for me. Thank you very much.

Nate Arnold: Thank you, Susanna, operator, would you open it up and see if we have any questions directly for Susanna/

Operator: Sure, at this time if you'd like to ask a question press star 1 on your telephone key pad.   
And there are no questions at this time.

Nate Arnold: Alright, thank you very much. Thank you again to both of our speakers.   
Before we go today, as I mentioned earlier, this was the second in our three-part presentation on youth transition practices. Our third one we're going to try to get together sometime in September but I'm going to ask Shayda roper to give you some background on that.

Shayda: Good afternoon. Thank you so much, Andrea and Susanna, your presentations were wonderful and very valuable information presented and I'm hoping that it was very helpful to some of the other VRs. Nate mentioned that Delaware is pretty much running the race in Todd’s research for all the areas of success in youth transition so we're hoping that the information that was provided is very useful. I notice that soft skill was mentioned both from Delaware and California so we know that that's a thing that they have in common that is useful to their handling of transition and transition services, so thank you, ladies, for working with us and being able to do this for us today.   
The September call, which will be a separate call from the all call, it will be a completely separate call, we are seeking and we are saying this now so that it's out there to everyone, to identify youth that have been successful, former beneficiaries that were successful in their endeavors with VR in addition, we're hoping to find some who had obstacles in their services between VR and social security so that we would be able to later provide some, through this information provide collaboration through both services, the VR's and social security, to better be able to benefit youth, seeing as how this is very important and pretty much at the top of everyone's agenda at this point in time. So thank you and thank you, everyone, on the call. Thank you for your participation.

Nate Arnold: Thank you everybody, have a good day.

Operator: Ladies and gentlemen, that does conclude the conference call for today. We thank you for your participation and ask that you please disconnect your line.

[Call Ended]