TransCen, Inc.

Developing Mentoring Cultures Webinar

Mid-Atlantic ADA Center

OCTOBER 31, 2017

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>> And onto slide ten. Ann Deschamps.

>> Thank you. Welcome everybody and happy Halloween. I am really happy to be here with Derek Shields from project EARN, Derek, welcome and I am anxious to hear a little bit more about EARN

>> Thanks, Ann, happy Halloween to you and everybody else. It's great to be at TransCen and sharing information today on developing mentoring cultures. First let's move to the next slide and on slide eleven, just a brief introduction to EARN, that's who I am here on behalf of today. EARN is the employer assistance and resource network on disability inclusion. We are actually managed by the Viscardi Center out of New York and we have a cooperative agreement with the Department of Labor, employment Disability Policy to provide support for advances, workforce, inclusion in the

workforce.

So TransCen and EARN have a lot in common.

>> We do. We do have a lot in common. Meaningful work and community inclusion for people with disabilities. Absolutely. And one of the things that I just want to mention is when Derek and I were talking about developing this webinar, and focusing on employment, we thought that it would be a good idea to talk about it during disability employment awareness month. And here we are, the last day of disability employment awareness month.

>> Good. There is no place I would rather be to close out the month. This is my favorite place the entire year.

I have spent the last 31 days providing many, many training sessions as you can imagine

>> I bet you have.

>> I have been in Washington state and Wyoming and I have done online national webinars and it's interesting, one of the themes that we continue to get deeper into is around mentoring and how mentoring programs can build bridges between employers and communities.

>> Great, let's get to it.

>> Okay so let's move to slide 12 please. So here mentoring, so to start out, I think when I talk about mentoring, some people have experience and other people don't.

>> Right.

>> Good to make sure that we're all on the same baseline.

On slide 13, you can get the common definition really. Mentoring has been around for a really long time and it really has the three components to it. A trusting relationship in which an individual receives guidance, support and encouragement from one or more people.

In the workplace environment, it's typically someone who is not a supervisor. Typically someone else in the organization. A mentor provides that support guidance and encouragement and the mentee or the protege is a term of those who are receiving the mentoring. You can use protege. At EARN we don't prefer one or the other. We prefer the cultures and organizations that are interested in leveraging as an inclusion strategy.

>> Got it.

>> So there is the definition. Let's move to slide 14. Now when we apply mentoring, per se to disability inclusion as a strategy, there is a term, disability mentoring. And it has been defined from different people from different ways. We provide a couple of points around that as guidance in a sense. Expands a variety of mentoring models and relationships. Disability mentoring includes professional and personal mentors.

So this isn't one tactic. Of course when EARN looks at it, we look at it from an employer perspective.

>> Right.

>> But in the community this is broader and people with and without disabilities working towards these objectives around inclusion. They can include empowerment for youth, young adults or

adults with disabilities. Really becoming leaders in their

community. Understanding disability rights.

Understanding self-advocacy. Community inclusion.

Education. Transition, and in some cases, it extends to

transportation and of course with EARN, and career planning towards

employment.

>> Right.

>> In all of these forms, though, we look at it as the mentors

work with the mentees upon -- focus upon the agreed-upon objectives.

>> Right.

>> Those objectives are really defined by the mentee. So

that is mentoring and disability mentoring on top of that. Let's move

to slide 15.

So understanding what mentoring is, and then understanding

how the disability community can apply to the strategy. We need to

step back and then say. Why?

>> Why would we want to do this in the first place. Exactly.

>> I think everyone can answer that question a little

differently. You can answer that as your individual sense. Like what

mentoring meant to you. And the benefit it had on your life. Or more

importantly, in many cases with youth and young adults with

disability, it doesn't have.

>> Right. And I think all of us can think back to somebody

in our lives who was our mentor, and maybe it was a former relationship.

Maybe it wasn't a former relationship but I know we're going to get

to that later. About the different forms mentoring can take.

Even if it wasn't a formal relationship, the benefits that brought to us. Absolutely.

>> Right, so where does that arise from? And this is this notion of mentoring culture. And so you have to believe and adopt the principles of mentoring and if we can encourage more participation in designing the fabric of mentoring in organizational culture, then more of us would get these benefits.

>> Absolutely.

>> So personally, I came from a very privileged background where I had great influences outside of my family. However, the first mentors that we might have, in many cases, are our parents and then we see many teachers who become mentors and then when we move out to the next sphere, it's where normally programs get involved in volunteers and community.

But all of these mentors drive the benefits that are on slide 15. Or they could if they were available. Certainly creating a positive impact on an organization.

So the value that an organization puts into a mentoring culture or mentoring program is well received in return. So perhaps you know, view it that way. You think of it as an individual return on investment and you can see it's also an organizational one.

We know a mentoring program can again benefit an individual. And that creates a cultural organizational benefit of recruitment that entities that participate in mentoring cultures and programs

are recognized for that culture. And then people want to become part of that.

So it's a great recruiting element.

>> That's true. That's true. I think it also, engenders loyalty in the organization, too. If you're mentored by somebody, especially in your workplace, it's more likely that you're going to stay there. And then hopefully give back as well.

>> Yeah, quite an interesting concept where a mentoring organization isn't a direct supervisor so there is another person showing interest in you and your career. And I don't know about you, Ann, but normally the people that show interest in me. I like it.

>> Me too. And that's how I have gotten to a lot of places in my career because of people who were not supervisors mentoring me.

>> That in effect would augment the development program so a supervisor might work with an employee on a specific development program. But mentoring would find out how to navigate a network.

>> Right.

>> And I think a lot of us don't understand that, that people aren't taught to network.

>> Right. You know you are exactly right. You are exactly right. I was doing self-advocacy workshop with a group of youth in the district of Colombia. And we got to a whole section on networking and it was really interesting to try and explain the concept of networking to the youth. And a lot of them had no idea what networking

was.

>> So it's not listed on the slide as a benefit of mentoring or mentoring culture or program is to help people improve networking skills. But that is a great benefit and compliments the structured and training development programs that we all participate in. And as many of my mentors have said, there is a way to get things done and then there is a way to get things done and this is obviously one of those cases.

And once your employer or your organization shows that extra interest in you, then it is a retention strategy. Improved engagement does help you want to stay there. I think the next bullet on this slide is enriching workplace culture, really an important one. For those of us that do mentor others, that the dividend on it is so rich, it's really hard to calculate.

So this notion of the workplace becoming better because of the intersection of people outside the formal chain commands, it functionally helps the organization improve.

>> Right.

>> And it changes the culture. Not just because of a mentoring approach, but because of the intersection of ideas. And then serves as an organizational strategy towards disability inclusion. And so this is an intentional strategy. If an organization wants to look at mentoring an intersection of the disability community and bringing these two worlds together, it can be an intentional change agent in developing a pipeline of talent

that wasn't available to you before.

>> Got it.

>> When you see that. I will use some examples in today's webinar. But when we do that, we could connect back to this month's team for national disability Employment Awareness Month coming out of the Department of Labor and inclusion drives innovation. We move to slide sixteen and we have the poster, inclusion drives innovation.

And here is a picture of people with and without disabilities working. A lot of symbols and icons behind these individuals representing technology and in effect, the stem field. If inclusion drives innovation, we also contend to earn that mentoring can drive inclusion which would, in turn, bring forward innovation in the market. That means --

>> Absolutely. I will buy into that definitely.

>> Yeah, so I personally connect to these two and I think there is a deeper story to be told. But you know, we're here today on the last day of NDEAM and it's a great topic to consider that we don't just mentor on the third week or month, but we should be mentoring year round.

>> And the other thing Derek, we typically talk about mentoring as a separate program and now we're going to talk about disability mentoring program, this mentoring program, I think what we're trying to do here is shift the conversation in how we can look at mentoring to infuse it as a culture in a way we do, as opposed to a separate and discrete program.

And the separate and discrete programs have their place. Absolutely. But I think we need to take the term mentoring and take it away from the term program, and look at it as, okay, how can we develop this mentoring culture. And the answer to that might be to develop a mentoring program but might be a lot of other things, too. Which we're now going to talk about.

>> Sure. Let's turn to the next slide. On slide 17, this concept leads nicely into the business strategies that EARN has created. Has been refreshed and relaunched this month and what you'll see is mentoring is embedded in each area.

>> There you go.

>> Let's move to slide 18 and have now on the screen, a seven segment wheel. This is the inclusion network framework for building a disability-inclusive organization. We're going to go into detail in two of the areas.

The seven areas are lead the way, build the pipeline, hire and keep the best, ensure productivity, communicate, be tech savvy and grow success. And what is great, like you're pointing out, if you commit as leadership to the designing and developing a culture that is supportive of mentoring, then you're allocating peoples' time at their job or in their organization that is supposed to be dedicated to mentoring and it doesn't mean that it's inside of one functional unit or business line. It's their time and that is a cultural paradigm shift.

>> Right.

>> Luckily we have examples of where this is happening in the world that the leading employers that tax this approach show that they can compete and do quite well in the market. Like the divergent group where they are challenged with mentoring.

>> Richard Branson

>> He has designed his companies to have that model

>> Good for him

>> It's catching. It runs all the way through.

>> If I remember correctly, I think Richard Branson has a learning disability.

>> Has a learning disability and dyslexic and also championed these programs around both disability and mentoring so it brings these groups together.

>> Next slide.

>> Let's go to slide 19. So looking at build the pipeline, we have a slide here that has about nine different bullets of pipeline strategies, outreach and recruitment. Things like holding community partner briefings. Hosting announcements on job boards. Designating a coordinator responsible for targeting out reach programs. So these are strategies to of course connect employers with service providers that would bring people with disabilities in as applicants.

>> Got ya.

>> So there is one that is not often connected here in the second phase of the inclusion of work pipeline. It's building, it's

the last one, build the talent pipeline through internship, apprenticeship, mentorship and what we like to do is see the connection here. So if you have an interested employer, let's say you're a service provider and you have the talented people with disabilities looking for mentors to partner in your community with an employer, that either has a model of corporate, social responsibility, where they're looking to engage employees with the community, or they have a disability inclusion strategy to build their talent pipeline to be more inclusive. And they would do that through mentorship.

>> And well what I am seeing, one of the ways TransCen of course provides direct service and we do a lot of employer outreach and provide work-based experiences for youth with disabilities who are exploring careers and getting ready to work. And one of the biggest workplace experiences that youth participate in is internship programs. Paid and unpaid internship programs while they are still in high school. And that is a wonderful way to bring people with disabilities into your organization. And also provide a short-term mentoring type of relationship.

And as a career expiration, opportunity. And it's a great way for the employer. It's a win, win for the employer and the student with the disability and mentoring is right there infused in that relationship.

>> Absolutely. Like embedded mentor.

>> Exactly.

>> So what we hear from secretary Acosta at the Department

of Labor, we have untapped potential and we have hundreds of thousands
-- 250 thousand unfilled positions in the market. That is over a
couple billion dollars of untapped market potential.

        If we leverage the resource through ODEP, office of disability
employment policy through mentorship programs, we can fill the
positions with the talent that is available in the country and that
would be good for the marketplace and obviously good for young adults
with disabilities looking for jobs.

        >> Absolutely. Absolutely. And again, ODEP, the office Of
Disability Employment Policy has so many good resources that we use
for technical work and assistance for providers out there as well.

        >> We will give some of the resources at the end. Let's go
to the next slide. Slide 20, focuses on hiring and keeping the best.
The talent and acquisition retention progress. This is the third
segment in the seven segments of the framework. And again these are
important areas. Normally in our trainings we talk about disability
disclosure and self-identification for those who are required and
the hiring process or reasonable accommodations, very critical pieces
for employment. The area we tend to focus on when it comes to
mentorship are the last two. Career development and advancement and
retention and promotion.

        I have worked closely with the federal sector over the last
20 years and at times, the federal sector has been quite good at hiring
people with disabilities. The challenge has been not only the
retention, but the ability to advance and promote these capable

individuals. So we look at this in that model, can we leverage mentorship to be able to help people matriculate through. We have this stigma that we hire people with disability and they're in a low grade.

>> And they're going to stay there for 25 years. And I know advancement has been a really big issue.

>> Imagine women weren't in leadership positions or people of color weren't in leadership positions, and that's the case for people disabilities and I believe if we can have mentors assist individuals in figuring out how to navigate next steps in the career and this is much like the networking.

>> I was going to say. It's exactly like the networking thing. So many of us figure it out as we go along and nobody ever tells us how to network. Or how to strategically put ourself in an organization so we are best prepared to advance within that organization. And develop those relationships and think ahead. And that is exactly the perfect goal for a mentoring relationship.

>> We'll talk about it a little bit later, too. About how mentors can assist individuals in either conforming to an environment to fit in. Or to be themselves in that environment so they can bring their whole self and one of the challenges is that with the mentoring space, we have to move away from you know, the way mentoring was. Everyone in leadership position was a white male.

And you had to be able to, years ago, be able to conform to that. That is not helpful to today's transitioning students.

>> Not at all.

>> Mentors have to be flexible in how they help someone design personal vision. We will work through that in the next segment. Let's go to slide 21.

So we move away from the inclusion and framework and we talk about adopting a mentoring culture in your organization. So we see it's integrated throughout the wheel. When we get here adopting a mentoring culture in the organization, these are the steps, if someone out there in the country wants to begin a program, this is a framework for you to do so. Obviously starting out with an assessment and laying the ground work with some program objectives.

Why are we getting involved with mentoring? Is it going to be a program? Is it going to be an ask on peoples' time?

How do we align that program or cultural shift with the organization's mission goals and strategies? To me this is a critical one. Have strategic alignment to the organizations guiding principles and mission and you can't move to the next one gaining senior leadership support.

But if you can find the connective tissue of how mentoring would help the organization and strategic goals and objectives, then you can sit down with senior leadership and get the buy in.

>> Right, you can sell to your leadership as long as you make that connection for them and you have to think that through and strategically plan it ahead of time. Exactly.

>> So when we get the buy in to this, normally the senior

leaders experience a positive mentorship in their life. But they would also see that it would be an expense line.

>> There you go.

>> And they want to see what will they get out of it.

>> What is in it for me?

>> Right. How will you do that. Strategic alignment is one thing but graphing it into another program area may be the way to go. We see this a lot with organizations, leveraging employee resource groups, an organization that may be a steering committee.

So then they can provide support and guidance to the mentorship program through a structure that is already in place, and already has corporate support. So this happens with a lot of organizations and you need somebody to be in charge, some type of program manager.

And then to design a road map which would show what success looks like. Is that recruitment. Is it advancement? Is it promotion? You know, or is it innovation and how would you measure that?

And then afterwards of course training the community and launching your first mentoring cohort so there are a lot of examples that are occurring. What is great about adopting a mentoring culture is that none of them are the same.

There is a lot of flexibility in the models and each organization in effect would adopt it in a way that affects them.

>> And that goes back to the organization mission goals and

strategies. You tailor the needs of your organization and it's important to do research and find out how other organizations are mentoring their program and you don't have to copy or mimic, because there is a lot of fluidity here.

>> As we transition to the next slide, slide 22, I will mention in building this bridge, taking for example, slice one, build the pipeline, Microsoft has an autism hiring initiative that is redesigned, their interview methodology so instead of hiring somebody with autism and putting them in the same process of another personal without autism, they hire somebody and give them a two-week period to work. And they have a team watch them work.

And that allows them to demonstrate their skill sets. During that time they also provide a peer mentor who is an employee with autism. So they have embedded mentorship in the disability process to help the candidate with autism explore the world of work and a manner that meets the need of the candidate pool.

>> And also meets the need of the organization. They need to see if the individual is qualified. It works for the individual and works for the organization. It's impressive.

>> It is. Something that didn't exist five years ago and we are seeing new methodologies come forward with disability and inclusion practices. And we're seeing embedded mentorships.

On slide two, there is successful mentorships. Mentor, the National Mentoring Partnership a national network of mentoring community organizations, groups like big brothers and big sisters.

Girls. And they worked with Ernst and Young. I called this out because if you're looking at what is the evidence and what are the best practices that come from mainstream mentoring, it's really helpful. Shows engagement with priorities, collaboration with national and community partners and fostering employee engagement. Really the three characteristics that this report calls out about best practices.

I share this from an employer perspective and EARN this is really useful. But you can also take the lesson you have learned and migrate this into any organization.

>> Great. Great.

>> Next slide.

>> All right so we set it up, the inclusion network model, the definition on mentoring and a little bit about disability mentoring with a couple of anecdotes on how it's working and now we're going to turn into the second half of the webinar and dig a little bit deeper into this context.

So on the screen we have a picture of an African American female demonstrating assistive technology to a high school student, an African American male in a wheelchair. This was actually a disability mentoring day event and the point here is really to suggest what is happening with the youth. So one and three youths in America grow up without a mentor. That is not with or without a disability. That is all youth.

>> Okay.

>> So really our focus here is one of the three. 33 percent are growing up without a positive role model or positive influence coming from inside the family. We need to reach out to those folks as a community.

When we add in disability, research shows that this group one and three is further added -- with disability there is a low employment expectation placed on them. We know this group doesn't have a positive role model talking to them about work and we know from the national youth transition center network, work early, work often mentors that. And if we can engage adults with disabilities early, we can help them design a personal road map with a future of work and would begin work earlier.

>> Right and we're always talking at TransCen and the field about the benefits of a work experience before leaving high school and how that affects and improves employment outcome for youth with disabilities significant.

>> TransCen should come talk to my kids.

>> Oh, I heard that! Okay.

>> I think so. It's important, these demonstrated experiences at work get you in line to understand the expectations of the work.

>> Right.

>> And how much did we learn in our work experiences in high school before we learned about the workplace. And not only that, the opportunity to interact with potential mentors in the workplace and

even in internship programs, and through various different experiences.

>> So and these different experiences can come in the forms of different programs, or mentoring models. Which I laid out on slide 24. Let's move forward to slide 24. There is a lot going on here. We have two columns of about 20 different types of mentoring program models.

And you can call them mentoring models or you can call them opportunities.

>> I like that. I like that disability inclusion opportunities because when we were talking about doing this webinar, I kept thinking of all the different ways mentoring can be infused in the workplace without being a separate program. So -- and models probably is a better word. But I like opportunities.

>> Well they are opportunities, or they are missed opportunities and I think for far too long we have seen that there have been too many missed units. And now we're seeing a swing in the other direction where there is a movement for inclusion and mentoring is part of that. So we want to help sustain that momentum by sharing this information.

So there are somewhat your old school models. A one to one formal program is kind of like your grandfather's mentoring program. More popular these days are group mentoring programs or circle mentoring where you might have one mentor with a group of mentees.

>> Got it.

>> And then you have peer mentorship and we talked about it a couple of times and will bring up a specific model shortly. There is authentic or natural mentoring where there is a cultural commitment and occurs on its own. And I have had many mentors in my life who haven't been assigned to me but like through a lunch networking discussion have been mentored to me.

Electronic mentoring platforms and then this other modern form has blended. You might have a formal mentor and might have your own group mentoring for a peer mentor and you can leverage a community through an E-mentoring program. It's a blend of many of these.

It seems to be where you would create your tool kit of mentorship as opposed to one model.

>> That makes sense.

>> The second to last one on the left column is youth-initiated mentoring and there is a great movement now where in effect we need to listen to youth and hear what they want as opposed to the elders indicating what the elders want.

>> In parting our wisdom in the group. Yes.

>> And it's interesting because I have been involved with youth-initiated mentoring. I have a mentee right now who reached out to me and she asked me to be her mentor and I asked her what that meant and I had to go with the youth-initiated definition and construct and the amount that I have learned.

>> I was going to say did that get you outside your comfort zone? (Laughter).

>> All of this gets me outside of my comfort zone. And that is what has been so important for it. Because whatever you put into it, you get much more in return.

>> Right and all growth opportunities are outside our comfort zone.

>> So we will skip critical because I have a slide on that on its own. There are two times oriented one. Flash and speed.

>> Like dating.

>> Very similar. Time controlled may be five minutes at each table and you go around the room and you speed date. And exchange cards.

>> Is that like a networking opportunity and a networking mentoring opportunity?

>> Absolutely.

>> Interesting. Interesting.

>> Flash would be a little more controlled. Maybe 30 to 45 minute engagement where there is more one to one mentoring but that is a good opportunity to really bend the year of somebody who you want to normally have a chance to talk to. Maybe a senior executive in a flash environment. So two-time controlled models. Disability is offered here. All of this could affect inclusion. When it comes to disability, there is a couple of really good models. If you are in law school and you have a disability, you're going to become an attorney, you may want to engage with an attorney with a disability.

>> Yeah that makes sense.

>> And talks about some of the challenges that the field itself has. And then the two Rs, reverse and reciprocal. Reverse is when a younger person mentors an older person.

That is interesting right now and it's a trend that we see in the IT.

>> There you go. Makes a lot of sense.

>> Young people are born with like a gaming capability and older people don't understand how to use the remote. That type of thing.

>> And reciprocal where it's not just a reverse. It's two ways where they are mentoring the older person and the older person is assisting the younger person. And the last one on the slide. No "M" word included. I like this one a lot. When we look at all the models, mentoring isn't always said but there is form of encouragement or guidance occurring like peer counseling for the centers with independent living. Coaching, apprenticeship and sponsorship.

We even hear friendship-based model. It's really not mentoring. It doesn't go all the way to that. Many different inclusion opportunities out there and you have to figure out, well what model or models would work for you to participate with an individual or for the organization to grasp on.

>> It's great to have so many different choices. Easy to mold something to work for the situation that you're currently in.

>> It's great. Also a challenge. So many, what do I do? Let's move to the next slide. This is somewhat of a tip. American

Associations With Disabilities, I am sure you are familiar with them, have disability mentoring day. And celebrated the third Wednesday of each October and a couple of weeks around that time frame. We are really finishing that period right now.

>> Right.

>> If you're not used to hosting or engaging in mentorship for youth with disabilities and you want to begin, this is a perfect time of year to begin. As November 1st comes, start planning what you're going to do next October.

>> Good point.

>> Host disability mentoring day or launch on mentoring day and the best time to do that isn't in October. It's the plan in advance.

>> Or you can act as the site for the person to come visit on disability mentoring day as well.

>> Absolutely.

>> If you weren't quite ready to launch a whole.

>> What we have done in different cases with different partners is seeing that those host sites get leadership at those events.

>> There you go.

>> You find out that the leader has a parent with a disability.

>> Yes.

>> Exactly.

>> It gives you safe ground to explore. And another program that AAPD runs which is a national leading mentoring program is their internship program and the application for that is due November 6th, 2018 for the cohort.

>> In case there are any young people with disabilities listening in.

>> Yeah or if your program observes them. And many of the graduates end up moving onto leadership positions.

>> They do. I have met a lot of the graduates and a lot of the interns doing their internships in DC.

>> There are a couple of examples and model and practice in AAPD, and you can learn more on AAPD.com. Next slide.

Just going to call out a few more program models. Broad futures. Broadfutures.org. They have a paid mentoring internship program for young adults with learning disability and attention deficit disorders. The curriculum is pretty modern and has a blend of workforce preparedness and also has areas where people tend to forget. But they're really critical. Like stress reduction and utilizing social support net works in order to balance education and the realities of disabilities in some cases.

>> Right and I'm very familiar with Broad Futures and full disclosure on the advisory board, one of the unique aspects is the holistic curriculum delivered through drama and speech pathology and mentoring and mindfulness activity and meditation and yoga.

One of the things that they recognized is that it's one thing

to teach the soft skills to be able to learn jobs and teach the specific skills you need to provide in the workplace. But typically being able to handle stress in the workplace and with co-workers, those things aren't taught.

And one of the things that Broad Futures has found that the best way to teach those skills is on the job while the person is in that environment.

We can talk scenarios until we are blue in the face. Until you are able to apply, for example, stress reduction techniques or deep breathing when you're getting anxious about an interaction with a colleague. You're not going to be able to do it when you have a job out there. It really is a wonderful program that is growing. It's really meeting a need.

>> There is a lot of examples like this. We bring in AAPD and Broad Futures and in this group, embed the peer mentor, somebody who has been there before and can make it to the other side and can communicate in effect, that you can do this, too.

If we had people every day behind us, you can do this, too, we would all have better days.

>> I would.

>> Simple as that. Can you figure out a way to build that model into something you're doing? May have been able to do that for the 70 young adults in the cohorts they provided so far in the Washington, D.C. capital region. That's it broadfutures.org. Next slide, please.

We're on 27. So five more examples here really to achieve mentoring program. I think it's at 12 locations now. Takes at risk youth with disabilities and provides a mentor match and that individual helps redirect somebody that has been in the court system and has a disability and provides them a structure and a vision towards work.

And then we have Eye to Eye a mentoring model, really campus locations across the country have grown quickly across the past couple of years.

>> Are you familiar?

>> Yes, I am. In fact I'm very familiar. They're currently 120 schools in 20 different states. And it's unique and a network of youth mentoring programs where young college students and sometimes high school students are mentoring younger youth. And it's very youth oriented. And it's based around an art project that the mentor and the mentee do together. We were talking a little bit before. The webinar. Who remembers being in an art class and working on a project and talking with the other people there.

And the teacher, it's a perfect opportunity to really, again, the purpose is mentoring and building self-advocacy and showing the youth that you can be successful in a college environment as well. And in academic environments. Because many of the kids have not had a lot of success that way.

>> In this model, we're talking about the learning disabilities in campus locations across the country. There is the

nextbillion.org and they have students transitioning into technology field.

>> It's interesting. I never heard of them before.

>> They're newer. They are out of Stamford and creating the next billion people with disabilities.

>> Oh, I thought they were making the next billion dollars.

>> It's very creative in how they approach work. They will probably do that. Along the way they are also trying to leverage their network and have those folks be mentors to really entrepreneurial minded youth with disabilities, transitioning from college to career.

>> Excellent.

>> We have DO-IT out of the University of Washington.

>> They have been around for quite a while. I'm familiar with them absolutely.

>> They told the team they're doing it for a while and probably familiar with them. A great model focused on stem and when we look at innovation as this month's theme, DO-IT has been helping for years and the last model, USBLN, United States business Leadership Network that helps college students and disabled veterans through their approach and it's 125 students a year that participate in the program. Those are more models and programs and what is great is there are a variety of national, regional and local, so if you're looking for something that is out there, you can find it. There are directories to get you to that and we will show you the resources.

Next slide. One of the models I skipped over was called

critical mentoring. This was a movement tagged by Dr. Torie Weiston-Serdan and reimagines mentoring to slip the youth work that is participatory, emancipatory and transformative. What are the scenarios?

For the disability community, some might be independent to the living movement and identify from that perspective and the other might be from the other intersectional identity.

>> Okay.

>> So it is certainly youth-centered or youth drive. The planning, youth initiated mentoring. It's intersectional and root cause and culturally relevant data.

>> So not just from the disability identity standpoint. Looking more holistic at the individual.

>> Right. It's poverty. Part of the challenge that the individual is facing so if you're the organization or employer, you cannot just fix your problems with going out to the community without addressing the root cause of the person themselves.

So when we start to listen and address the root causes, then we're going to be able to, in effect, free up the innovation that the person can bring.

>> Right.

>> But until we address that, we won't. So we're working closely in the mentoring models to watch how youth centered and intersectional, from a disability perspective, comes forward.

>> Right. That is. It's really interesting.

>> And I have a link to more on that at the end as well. Let's go to slide 29. So Ann, you asked me to do this. We talked about really the concepts behind this slide. So what we have, I will describe it. First mentoring as a cultural commitment. There are four circles. The smallest on the right being the person and behind that is a larger circle, the group and behind that is the third largest circle organization, and then we have the largest circle that ends with the fourth being the community. And I would like to look at this as where we bring the commitment to cultures together. Where -- and this is a bit of a challenge but you know we're out there talking on behalf of the Department of Labor to employers and we engage with the pipeline components. The service systems. The workforce systems. Centers for independent living.

If each person decided to mentor.

>> There you go.

>> That was a service component, meaning the hundreds and thousands of us in the community working together to drive inclusion, we would mentor one young person with a disability, one young adult with a disability, we would show a mentoring culture to a group because people would watch us do that and if that experience was in a group, it would then show an organization how that was happening.

>> Ah, got it.

>> Since we got enough organizations doing it, the communities would see the change and communities may in fact increase investment. And I'm not necessarily suggesting a monetary

investment. It's more of a commitment. A time investment.

>> Well and I think it's also a philosophical investment. It's a belief that mentoring works and people can learn more in connecting in relationships and mentoring relationships, than they can if they didn't have that. And so you really have to jump in and not look at mentoring as a separate thing and a separate program. But more as a philosophy and bringing, as we want to do, a mentoring culture and a way of thinking. And I love the way you put it.

If all of us who work in this field, everybody is out there regardless, ADA coordinator for a local government, if we work for center for independent living, if we do training and technical assistance for a non-profit organization, no matter what we do, if we made a commitment to mentoring, and took on a mentor, then you're right. It would show the group, the organization and community. Absolutely.

>> So I mean where do we stand as to how the employers connect with this and employers have individuals. They have groups. And so you can apply this in different ways. But the model would allow us to expand the cultural change. Let's go to slide 30.

>> I like that one. It keeps the context. It's really good.

>> And then this, we have kind of two slides remaining in the time that we have here. So this one suggests that the time investment requires volunteers.

So if we're going to change towards mentoring cultures, there has to be a commitment from mentors to do that.

>> Right.

>> So that would drive inclusion in both disability community and mentoring community and there are movements, in both. And there needs to be more research done to show what is the evidence of the impact. We know mentoring works through testimonial.

Do we know what mentoring works in evidence?

>> Right. We have a lot of qualitative data and we don't have a lot of quantitative data and we definitely need that.

>> So we mentioned youth-led and of course when people do enter this space, you need training whether you're the mentee or the mentor and there needs to be a commitment to that, especially around mentoring in the main stream community. To ensure inclusive practices.

>> Right. Absolutely. Absolutely. And that's a great way to educate everybody about how we are inclusive. Because we have to model that. We really have to model that for them to see and for them to understand what accessibility means and universal design living, too.

>> Right here is an idea. Maybe that's the mentoring. Disability service provider, mentors a mentoring program.

>> There we go.

>> There is a connection in the community with big brothers and big sisters about how to be more inclusive and you help them change their practices over time.

>> So become more inclusive. Especially because there are

so many great established programs like big brothers and big sisters that need help in that direction. Absolutely.

>> And then our second to last slide, slide 31 really brings up some points about how do you move mentoring forward with some other movement that exists.

And I don't know if you have any thoughts, Ann or questions on this. The workforce innovation and opportunity act that looks at preemployment transition services.

>> And one thing that is of significant note here Derek is that in the Workforce Innovation and Unit Act, they specifically state mentoring as one of the services that can be provided under pre-employment transition services and it's the perfect opportunity to leverage funds for vocational rehabilitation to develop programs for youth and help and vocational rehabilitation can work collaboratively with the school system to provide that bridge using mentoring. Using mentoring to do that. And it's a great opportunity to develop these transition skills. See, now you got me rolling here. Kind of dangerous to get me talking about pre-employment transition services and the bridge and collaboration between VR and schools.

But they do specifically talk about mentoring and if it's important enough that RSA spelled it out in the law and in the information, it must be important.

>> So that's the common thing. The Workforce Innovation Opportunity Act every student receives section 501 in the rehabilitation act. All three them, workforce money, rehabilitation

act money includes mentoring as an inclusion strategy.

I wanted to share that. I think it's a break through moment in our country's history where we look at mentorship in our laws as a strategy to drive disability and inclusion and we have come a long way in looking as mentoring as perhaps, I like to call it the secret source. Our policies are improving. Our programs are improving. I read this morning a quote about 27 years later after the ADA.

Likes to look at the long view. With mentorship I like to look at the long view. We are making progress and the fact that mentoring is included in these three laws is evidence that we are making progress that there are funding strategies behind the law.

>> Right.

>> That's what people in communities need.

>> Right and I love your reference of secret sauce. We established that here on this webinar from Derek Shields and EARN, mentoring is the secret sauce. Okay.

>> You might have questions about how do you tap these resources. Why don't we go to the next slide? Slide 32. Mentoring resources. And slide 33 they're actually listed here. So on this slide we have the links to ODEP's mentoring page and WWW.disabilitymentors.org. Mentoring.org and then the resource center. So thanks a lot for having me today, Ann. This has been outstanding.

>> Derek, thank you so much. Next slide 34. Thank you so much for coming. Your contact information there. And next slide 35.

We will be sending out a survey to all the participants. And we will -- we just ask that you take a minute and fill that out. We will send it out via e-mail. Next slide please. Thank you so much for joining our webinar today.

For more information on TransCen, e-mail us inquiries @TransCen.org or WWW.TransCen.org. Thank you Derek. I look forward to more mentoring.

>> Thank you, Ann.

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