

Nevada Governor's Council on Developmental Disabilities

Program Performance Report

For Federal Fiscal Year 2012

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Nevada Governor's Council on Developmental Disabilities
896 West Nye Lane

Carson City, NV
89703

Section I: Identification

State or Territory: NV - Nevada Governor's Council on Developmental Disabilities

Reporting Period: October 1, 2011 through September 30, 2012

Name of Person to Contact Regarding PPR Information

Contact Last Name: Manning

Contact First Name: Sherry

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State Authority

State Authority Establishing Council:

Did the State authority change in this fiscal year? N/A

Designated State Agency

Did your DSA change? N/A

If 'yes', Name?

Is the new DSA a service provider? N/A

Section II: Comprehensive Review Update

There were no substantial changes to the Comprehensive Review and Analysis since the last update of the 5-Year State Plan.

Section III: Progress Report - Goals and Objectives

Goal 1: Informed Decision Making by Individuals with DD

Provide training to promote/encourage informed decision making by individuals with developmental disabilities, leading to increased independence, productivity and full inclusion in their communities throughout the state of Nevada.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention	planned	addressed
Child Care		
Health	planned	addressed
Employment	planned	addressed
Housing	planned	addressed
Transportation	planned	addressed
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training		used
Technical Assistance		
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination	planned	used
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:

Other Collaborators Actual:

People First of Nevada
 The Arc
 Community Organizations
 Church Groups
 Department of Health and Human Services (ADSD, Health, Medicaid)
 Centers for Independent Living
 Employers Groups
 Vocational Rehabilitation
 Nevada School Districts
 Rebuilding all Goals Efficiently
 Native American Councils
 CTC's
 Policymakers
 Family Ties
 Disabilities Administrators Group (DAG)

Objective 1.1:

Educate a minimum of five (5) social, faith based, and/or philanthropic organizations per year regarding full inclusion and participation of individuals with developmental disabilities through planning, activity development, and outreach.

Implementation activities:

- a. Identify/develop a listing of social, faith based and philanthropic organizations, to include but not limited to addresses and contacts across the state
- b. Identify a speakers list using Council Staff/Council Members/ People First & past graduates of Partners in Policy Making & community Partners
- c. Develop and provide training to speakers on presentation of materials, etc
- d. Develop presentation outline and materials in conjunction with speakers group
- e. (During training) identify organizations and presenters (3 per group) already belong to and/or interested in joining (survey of People First and other individuals with developmental disabilities/Partners graduates)
- f. Contact groups and establish a schedule of presentations
- g. Provide presentations with pre and post test administered
- h. Follow up surveys administered to attendees at presentations
- i. Presenters meet and recap their experience and revamp for coming years activities

Activities undertaken were: All met Partially met Not met

Timelines:

This goal will be ongoing each year of the 5-Year State Plan (7-1-2011 through 6-30-2016)

- Activity a. 1st quarter of each FFY
- Activity b. 1st quarter of each FFY
- Activity c. 1st quarter of each FFY
- Activity d. 1st quarter of each FFY
- Activity e. 1st quarter of each FFY
- Activity f. 1st quarter of each FFY
- Activity g. 2nd /3rd quarter of each FFY
- Activity h. Within 30 days after each presentation
- Activity i. 4th quarter of each FFY

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

The activities implemented in this objective were accomplished through NGCDD Council/Staff projects. The activities were evaluated and monitored utilizing indicators and evidence provided by NGCDD Council/Staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 1 and an Evaluation Plan Worksheet was completed to answer the questions for this objective.

WHO WERE THE ORGANIZATIONS EDUCATED? Lutheran Church of the Good Shepherd; Reno South Rotary; Carson City Rotary; Carson City Elks; Reno Elks; Family Self-Sufficiency Advisory Board

HOW WAS IMPACT FROM EDUCATION MEASURED? Pre-test surveys were completed by attendees before the presentation to obtain knowledge on members' perception of the value that could be brought by adding persons with disabilities to their organization. Post-test surveys were completed to obtain information on the perception after the education on full inclusion and participation of individuals with developmental disabilities within the organization.

WHAT DID EDUCATION PRODUCE? There was a substantial shift in the mentality of the members' acceptance of persons with disabilities participating in their organizations. The Presidents of the Rotary and Elk's Clubs committed to working on membership campaigns to help increase membership by persons with disabilities. There were two persons with developmental disabilities added to Reno South Rotary Membership.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	2
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	5
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	280
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 1.2:

Partner with Nevada Communities to develop a minimum of 12 community based events and activities to be held in all regions of the State of Nevada each fiscal year, to educate and inform individuals with developmental disabilities, their families and professionals about services and supports available in their local community.

Implementation activities:

- a. Identify events currently developed throughout the State of Nevada that would provide information about services available to individuals with DD
- b. Determine which events that have been developed by other agencies would be appropriate to collaborate and participate in; and, determine the number of events that need to be developed by the Council
- c. Identify agencies to collaborate in the development of additional events, ie. Nevada Relay & the Deaf and Hard of Hearing Program; School districts; ADD partners, etc.
- d. Identify a community liaison and working in collaboration with the liaison identify a community site for the event
- e. Establish collaborative details with agencies/request to participate/confirmation of intent to participate
- f. Hold and participate in events
- g. Complete quarterly updates for Council
- h. Provide Annual Summary for Council and PPR

Activities undertaken were: All met Partially met Not met

Timelines:

This goal will be ongoing each year of the 5-Year State Plan (7-1-2011 through 6-30-2016)

- Activity a. 1st quarter each FFY
- Activity b. 1st quarter of each FFY
- Activity c. 1st quarter of each FFY
- Activity d. 1st quarter of each FFY
- Activity e. 1st – 4th quarter each FFY
- Activity f. Ongoing - as identified
- Activity g. Quarterly
- Activity h. 4th Quarter each FFY

Timelines established were: All met Partially met Not met

Annual Progress Report:

PARTNERING FOR AWARENESS AND COMMUNITY EDUCATION (PACE)– events conducted and participated in by NGCDD Staff/NGCDD Members, collaborating with disability community partners to provide resources and information to the disability community, employers, disability organizations and direct service entities.

WHAT WERE THE COMMUNITY EVENTS? Cultural Considerations in Healthcare, Maternal Child and Health Summit, Arrow Electronics Health Fair, Note-Ables Open House, Nevada Washoe Indian Tribe, Regional Transportation Commission, NASWNV Conference, Down Syndrome Buddy Walk, Senior Celebration, Elko PACE, Pahrump PACE, Las Vegas PACE,

Disability Awareness Day LV, Disability Awareness Day Reno

A Facebook page was set up for the NGCDD to increase the attendance of the PACE Events. In addition, dates and times have been listed on our website and the flyers are sent throughout several listservs. In addition, the events were covered by television interviews and newspapers press releases in the areas the events took place to ensure that if someone could not make it to the event they had a phone number they could call for information.

HOW WAS IMPACT MEASURED? Attendees' surveys were completed.

WHAT INFORMATION DID THE SURVEYS PRODUCE TO ENSURE EVENTS PROVIDED NEEDED RESOURCES TO THE DISABILITY COMMUNITY? Comments from the surveys were tallied and summarized to find out the benefits gained by attending this event. In addition to surveys, attendees were offered the opportunity to discuss in person the benefits and/or additional resources needed for this event. The majority of attendees found the event to be very helpful because the information they needed could be found in one location, while others gave suggestions as to the agencies or organizations that they would like to see at the event, such as Social Security Administration. In addition to the feedback received at the actual events, several phone calls were received by people seeing the interview on television wanting to know when and where the next event would take place. People were thankful that we were able to partner with the Health Division to provide free flu shots and other immunizations to the disability community in a public venue.

PERSONAL STORY/TESTIMONIAL:

At the Elko PACE event (a very rural area in Nevada) a family with a child that was newly diagnosed with a developmental disability had made her way to every booth and was so overwhelmed with the wealth of information she was able to gather that she came to the NGCDD table (while crying happy tears) thanked us for an event that will help her family to assure her child's needs will be met.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	1,020
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	192

SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 1.3:

Educate a minimum of 45 community based employers and employer groups and 20 job developers per fiscal year in all regions of the State of Nevada, on best employment practices for individuals with developmental disabilities.

Implementation activities:

- a. Develop competitive bid proposal
- b. Select grantee and negotiate contract/grant
- c. Plan, develop and identify best employment practices for education sessions
- d. Identify, establish and implement the educational sessions to cover all geographic areas of the State
- e. Evaluate the impact of the education sessions
- f. Develop annual report and recommendations for future investment and activities
- g. Implement Activities

Activities undertaken were: All met Partially met Not met

Timelines:

- Activity a. 4th Quarter FFY 2011 (July 1, 2011 through August 30, 2011)
- Activity b. 4th Quarter FFY 2011 (September 1, 2011 through September 30, 2011)
- Activity c. Within 4 months of Grant Award
- Activity d. Within 6 months of Grant Award
- Activity e. Each Session
- Activity f. Last Quarter of biennial Grant Period
- Activity g. FFY 2014 – FFY 2016

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

All activities implemented in this objective were accomplished through Council/Staff projects and community grants that were awarded, monitored and worked in collaboration with the NGCDD

toward meeting the NGCDD 5-Year State Plan. All activities were evaluated and monitored by NGCDD staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 1 and an Evaluation Plan Worksheet was completed by each grantee to answer the questions for this objective. Indicators and evidence were provided by Grantees. Some projects spanned over multiple objectives and activities achieving various objectives will be reported under those objectives. There were 5 projects that worked toward implementation of the activities in this objective:

(1) WORKING FOR INDEPENDENCE-ADULTS WITH I/DD: Foster public awareness and education through a collaborative peer network of businesses to expand opportunities for persons with developmental disabilities. Identify specific challenges, or perceived challenges, to employment placements from the employer perspective while expanding employer/volunteer/internship opportunities. In some instances we would seek out certain employers based on a consumer's interest/ability, or in general as we expand our pool of possible opportunities for the consumers. Concurrent with the process to expand opportunities would be a continuing commitment to also educate employers on removing what they perceive as barriers to employing those with a disability.

•WHO WERE THE EMPLOYERS/JOB DEVELOPERS EDUCATED? Marriott Hotel, Las Vegas Zoo, Kay's Café, Bre' Hair, Gold's Gym, Throwdown, SafeKey, Smith Center, Cirque de Soleil, Fresh and Easy, Smith's Grocery, Fashion Retailer, Cashman Field, Las Vegas 51. Employer efforts ranged from discussions to the project manager participating as a volunteer to not only understand the possible volunteer/intern/employment opportunity, but to also more effectively prepare clients for the opportunity. As with all cooperative efforts with our community based partners – education went both ways. Project managers found new and interesting options for client interests and long term intentions, while business relationships were created where employers can actively participate in affording opportunities for training or ongoing independent living situations for those in transition.

•HOW WAS IMPACT MEASURED? No 'tests' or surveys were used for prospective employer partners. We used a more face to face approach – both at the onset as well as once a collaborative situation were established. Business discussions ensued at the onset, during and after placements, or as deemed appropriate. The project manager is extremely interactive with participants on all levels of activity. Our society is inundated with surveys on paper, by phone and in person to a point where we see very little interest in completing and returning, so we have found them to not be as effective as one would hope because of that lack of interest and participation – most will speak to you and participate, but will avoid 'paper' requirements.

•WHAT DID THE EDUCATION PRODUCE? This area was very multi-faceted as the outcomes realized hit on some necessary focuses for future areas of improvement, or definitive points to include in best practice programs as well as individual case handling:

- Individuals with DD – we found in many cases that the individual either didn't know they were diagnosed with a DD, or if they were aware, many chose to deny the existence. Employers – usually open to offering opportunities once time was spent in discussion and/or they understood the need. Many times employers were unaware of the ongoing collaborative nature of the efforts between community based organizations in providing these much needed opportunities for individuals to experience independence, self advocate, and excel in establishing themselves within the working community. Many times employers don't know their existing personnel have a DD (as relative to the reference above on individuals). Benefits to hiring a person with a DD are the same as hiring any other quality and qualified candidate – with the added benefit that for some, who have not reached the point of self advocacy have a community based and collaborative group working with them to introduce and meld the relationship with the candidate and the prospective employer.

(2) DISABLED ADULT RESOURCE TRAINING- Train individuals in how to grow plants - planting seeds, weeding, watering, harvesting. Local experts (extension agents and garden club

members) will provide training in soil preparation. Plant sales will be held at the greenhouse and local farmers' markets. The individuals with disabilities taking part in this project will be trained in selling plants both at the greenhouse and at local farmers' markets. Individuals will be trained in visiting local offices to care for plants. In accordance with their plans, individuals will be part of a plant care team, which will provide in-office (or home) plant care services to companies or other entities who buy their plants and such services from us.

•WHO WERE THE EMPLOYERS/JOB DEVELOPERS EDUCATED? Home Depot, Lowes, WalMart, Local Florists, Farmers, Office Complexes

•IMPACT? The impact of the greenhouse training on our clients has been phenomenal for them. Although the Greenhouse was late in being built, there were a total of six (6) clients who participated in the various aspects of the greenhouse training. Each of the six displayed pride, self-worth and self-gratification in knowing they had planted a seed and watched it mature to a full living plant. During this planting/growing process, the six clients were taught correct insecticide usage, proper soil preparation, how to tell the difference between a weed and a planting, customer service, pricing of plants, building/painting/decorating planter boxes and pots and the full spectrum of herb gardening. Ruby Mountain Resource Center (RMRC) anticipates more clients will want to learn about greenhouse gardening this spring; we look forward to this.

•What did the education produce? Most importantly to RMRC, the education/training for our clients produced happier clients who showed greater respect for themselves and their co-workers and staff. A positive impact on a person's self-worth and self-esteem is critical to the overall emotional well-being of that person. The greenhouse has helped our clients achieve this positive well-being which then extends to the entire workplace and affects staff and co-workers. The clients, in turn, produced food. This food was destined to be sold at a local Farmer's Market but since the Market was not open this year, the clients made salsa several times for luncheons at work as well as selling their produce to customers.

A few of the clients were involved with visiting local gardening centers but due to a transportation issue, RMRC could not take the clients weekly to the centers. This caused a shortened time that the clients were able to work out in the community.

None of our clients have expressed a desire to leave RMRC and work in the community. This may change in the future though as the Greenhouse is a stepping stone to competitive employment in our community.

(3) STATE EMPLOYMENT LEADERSHIP NETWORK- under leadership of Sierra Regional Center (SRC). SELN is a membership-based network of state developmental disability agencies committed to making changes in their service system to improve employment outcomes among individuals receiving supports (DD/ID). The SELN community of practice is a place to connect, collaborate and share information and lessons learned across state lines and system boundaries. Develop Network membership in promoting new connections within and across the state to establish effective relationships among states. Each individual served by DS Regional Center with employment goals included in their written Individual Support Plan. Improving employment-related training and technical assistance through partnership with agencies including VR, NCED, State School Districts, DD Council, Medicaid, private employers etc. to include webinars, resource materials, telephone conferences to specific employment related issues and employment supports.

•WHO WERE THE EMPLOYERS/JOB DEVELOPERS EDUCATED? Starbucks (University of Nevada Reno), Arrow Electronic, Sierra Nevada Academy Charter School, Democratic Party – Reno, Safeway, Scolari's Food and Drug Company

•HOW WAS IMPACT MEASURED? Individuals employed by these employers are monitored to measure successful and continuing competitive community placements.

•WHAT DID THE EDUCATION PRODUCE? Through customized employment and individualizing the relationship between job seeker and employers that met the needs of both. Those employers educated hired individuals with disabilities and individuals who have successfully obtained and

maintained competitive community placements.

(4) NETWORK OF EMPLOYMENT AND TRAINING– educational presentation by NGCDD Staff to Northern Nevada Employers regarding benefits to employing persons with disabilities and removing barriers perceived by employers.

•WHO WERE THE EMPLOYERS/JOB DEVELOPERS EDUCATED? 32 employers from Northern Nevada were in attendance at this meeting

•HOW WAS IMPACT MEASURED? Pre and post surveys were distributed

•WHAT DID THE EDUCATION PRODUCE? Employers had a better understanding of the benefits to hiring persons with disabilities. Employers felt more informed and less fearful of perceived risks in hiring persons with disabilities.

(5) COMMUNITY BASED EXPLORATION CAMP– Work-based learning offered through Washoe County School District connects learning that happens in the classroom to learning that happens on job sites in the community.

•WHO WERE THE EMPLOYERS/JOB DEVELOPERS EDUCATED? Food Bank of Northern Nevada, Haws, Nevada Humane Society, NNCIL, Old Stone Nursery, WCSB Teacher’s Warehouse, Reno Toyota, TJ Maxx, Sparks Florist Warehouse, Washoe County Library-Sparks, Washoe County Library-Reno

•HOW WAS IMPACT MEASURED? Information gathered from 2012 Student Survey Results. A total of 39 respondents. 2012 3-Month Follow-up Employment Survey Results A total of 22 respondents.

•WHAT DID THE EDUCATION PRODUCE? Development of job skills relevant to future employment helping students to make educated career decisions, select appropriate courses of study and practice effective communication and interpersonal skills. By participating in opportunities of “real-world” experience with local business partners and employers, students are better able to understand and manage the challenges that they face as they transition into the next phase of their lives. The benefits to businesses was the opportunity to diversify workplace, see first-hand how individuals with disabilities contribute to their bottom line and local businesses having impact on the career and education choices of students with disabilities. .

•WHAT HAS HAPPENED AS A RESULT OF COUNCIL WORK? * Two students attending this camp were hired by employers participating in this event . *This project was 100% funded for two years through Council funding. This project has been so successful that Washoe County School District and Vocational Rehab have invested funding to sustain this project.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	39
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	77
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	73
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 1.4:

Participate in three community based educational forums to provide input on integrated educational choices for individual with developmental disabilities.

Implementation activities:

- a. Identify potential educational forums within the State for participation by the Council Staff/People First/ Partners in Policy Making graduates
- b. Utilize speakers group from Objective 1 to provide presentations with pre and post tests administered
- c. Follow up surveys administered to attendees at presentations
- d. Presenters meet and recap their experience and revamp for coming years activities

Activities undertaken were: All met Partially met Not met

Timelines:

This goal will be ongoing each year of the 5-Year State Plan (7-1-2011 through 6-30-2016)

- Activity a. 1st Quarter of each FFY
- Activity b. 2nd and 3rd Quarter of each FFY
- Activity c. Within 30 days of presentation
- Activity d. 4th quarter of each FFY

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED: All activities implemented in this objective were accomplished through Council/Staff projects and community grants that were awarded, monitored and worked in collaboration with the NGCDD toward meeting the NGCDD 5-Year State Plan. All activities were evaluated and monitored by NGCDD staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 1 and an Evaluation Plan Worksheet was

completed by each grantee to answer the questions for this objective. Some projects spanned over multiple objectives and activities achieving various objectives will be reported under those objectives. There were two projects that worked toward implementation of the activities in this objective:

(1)REBUILDING ALL GOALS EFFICIENTLY (RAGE): Transition Training- for training in job readiness, goal determination/preparation and attainment skills in order to secure employment or transition to post secondary education as an additional step to competitive employment..
CRAVE Summer Camp - a collaborative effort between RAGE, Bureau of Vocational Rehabilitation, Americorps Vista, NGCDD and Nevada's Department of Education. The camp provides transition age students with training on job readiness, higher education options and general life skills training to better prepare them for the transition from high school. Students will complete the summer camp with options for internships and volunteerism to gain meaningful exposure and experience as they prepare to enter the workforce.

WHAT WERE THE COMMUNITY BASED EDUCATIONAL FORUMS PARTICIPATED IN?

School Fairs, pre-set sessions with individual teachers/students and/or class groups as well as integrating information and direct conversations with individuals during other functions such as In-Service opportunities. Fairs – Variety Schools: 4 schools participated (Helen J Stuart, John F Miller, Miley Achievement Center, Variety); Odyssey School – Charter School with all IEP students – 4 days on site; CRAVE Summer Camp; PACE Events (2) – local and rural; STAR event at Community College of Southern Nevada;;Camps (2 weekend) for those with severe DD in partnership with City of Las Vegas; Adaptive PE Activities (multiple) in conjunction with CCSD; Adaptive PE Activities (2) held at Rancho High School in conjunction with CCSD

Events or direct classroom contacts afforded many opportunities to disseminate information on program offerings as well as initiating direct client contacts.

Direct and individual clients also resulted from the above interactions and expanded upon the consumer's intentions with assessments, training, interactive role playing, volunteer or internships through to employment whenever possible.

HOW WAS IMPACT MEASURED? Surveys have been done in some instances such as the CRAVE camp and some of the group school sessions, but for the most part all measurements/outcomes were more effectively indicated through ensuing interactive discussions, general feedback and progressions to the next steps in the process, or unfortunately – through the client's lack of commitment or follow through on their own program intentions or steps to their goals. Initial interviews were done for assessments and future intentions - school, vocational, general employment, re-training for a new skill or industry preference, or basic soft skills for presentation (professional appearance, resume preparation and interviewing, etc). For individuals, 3 to 6 months is too far out initially, and especially on younger clients
What were the results of participation in the educational forums? Consumers were made aware of organizations and programs to aid them in their journey to self sufficiency, independence and quality of life within the community. This is a process equating to a journey, and certainly not selective to our organization alone – it is and must truly be a collaborative effort. We collaborate and work directly with other organizations and funding sources to provide services and employment opportunities for our consumers. The opportunities don't start and stop with the employment process – our efforts are people centered and on an individual basis as well. There is no cookie cutter solution for all, and in most cases, very few.

The individual is assessed for interest levels in a particular job function - which may include what they did previously, are just interested in now, or what they think they might be talented to do.

After that, there are many steps specific to the consumer's intentions where the project manager creates plans and goals with the consumer to initiate their journey's road map. Assignments are given, there may be tests for skills necessary to do certain job functions, training sessions for skills may be required or there might be a full re-alignment required as the consumer changes focus or other challenges arise.

Regardless, the consumer has gone through the process and is now VERY aware of the process to their goals and that they are most definitely not alone. But, they are also aware that they can only acquire if they make themselves aware of and open to the choices available to them AND that they work at creating their future. Their successes are truly hard won, but the education acquired throughout the process is invaluable to them as well as to others to whom they impart their experiences. And so the journey continues, but the circle of 'facilitators' and 'mentors' expands and positively impacts others in need of their own 'road map'.

•WHAT HAS HAPPENED AS A RESULT OF COUNCIL WORK? *This project was 100% funded through Council funding. This project has been so successful that Department of Education and Vocational Rehab have invested funding to sustain this project.

(2) NRS 427A.778 THE INTERAGENCY TRANSITION ADVISORY BOARD (ITAB): This Board is created by Nevada Statute and sunsets June 30, 2013. The NGCDD Staff facilitates this Board as it fits into our 5-year state plan. Statutes required this Board to study and comment on issues related to transition services for persons with disabilities in Nevada, hold a statewide annual meeting to gather information and develop recommendations concerning transition services for persons with disabilities; and Promote the planning, coordination, delivery and evaluation of transition services offered by the State or a local government or agency thereof or any private entity in this State or a local government or agency thereof or any private entity in this State.

Who participated in the community based educational forums participated in? The Interagency Transition Advisory Board is comprised of the Administrator of the Rehab Div DETR; Superintendent of Public Instruction; Rep of Div of Child & Family Services; Rep of Division of Mental Health and Developmental Services; Member of the committee; Member of Governor's Workforce Investment Board of DETR; Rep of the Nevada Disability & Advocacy Law Center; Rep of the Nevada P.E.P. Inc; Rep of a community-based organization which provides services to person with physical, cognitive, sensory and mental health disabilities; Rep of the University and Community College System of Nevada or an entity that provides post-secondary education, vocational training, supported employment services, integrated employment services or continuing and adult education; Rep of a program of education, including without limitation, a program of special or vocational education in a school district in a county whose population is 400,000 or more; Rep of a program of education, including without limitation, a program of special or vocational education in a school district in a county whose population is 100,000 or more but less than 400,000; Rep of a program of education, including without limitation, a program of special or vocational education in a school district in a county whose population is less than 100,000; A person with a disability who has transitioned from a secondary school into the workforce, postsecondary education vocational training, supported employment integrated employment, continuing or adult education, adult services independent living or community participation; A parent of a person with a disability who is not younger than 14 years of age or older than 25 years of age.

HOW WAS IMPACT MEASURED? Results were measured through the accumulation of data provided by this group and is reported to the Governor, Department of Education, Nevada

Governor's Council on Developmental Disabilities, Vocational Rehabilitation and Commission on People with Disabilities.

WHAT WERE THE RESULTS OF PARTICIPATION IN THE EDUCATIONAL FORUMS? Board members completed and submitted the needs assessment surveys to assist in Department of Health and Human Services (DHHS) budgeting recommendations. Priority needs, services, activities, lists, service delivery, targeting sub-populations and core services were identified. The Nevada Annual Student Leadership Transition Summit was held at University of Nevada Reno (UNR). The Board addressed the need for position statements and commitment letters and agreed to work on Career and College Readiness, Global Transitioning, and Employment Services as position statements. Nevada Department of Education (NDE) partnered with the Assistive Technology Fair. Two members of the Board attended both the NACDD- Building Bridges and the Alliance for Full Participation Conferences in Washington DC. UNR Dept of Education, hosted a presentation given by Temple Grandin on the campus of UNR. The Board addressed: Information resource/central data suppository, seamless transition, benefits planning, community training center, supported employment, the Career Recreational and Vocational Educational (CRAVE) program, and other employment options. The NTAC Core Team (as part of NDE) presented at the Division of Career Development and Transition Conference in Kansas City. Vocational Rehabilitation (VR) updated the Board on current statewide transition cases. Nevada Department of Education (NDE) updated the Board on the number of students who will be in need of Transition Services between school years 2011-2015. Regional center support, eligibility, recognizing barriers, categories/tracking, Washoe County and rural connections and developmental services/Voc Rehab (VR) supports concerns were addressed. Nevada Department of Education (NDE) provided information from the Department of Employment, Training and Rehabilitation (DETR) regarding the amount of money being sent back to the Federal Government and the cost of Transition services. Mental Health and Developmental Services (MHDS) reported on the statewide numbers of people on waiting lists at the Regional Centers.

•WHAT HAS HAPPENED AS A RESULT OF COUNCIL WORK? * The NGCDD has set up an Employment First AdHoc Committee that has a transition component for both employment and higher education for students. The board members from ITAB will participate on this new committee once ITAB sunsets on June 30, 2013.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	61
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	15
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 1.5:

A minimum of 10 agencies that provide direct service to individuals with developmental disabilities across the State of Nevada will receive information on nationwide best practices in the employment first philosophy of individuals with developmental disabilities.

Implementation activities:

- Identify the role of current organizations, such as Statewide Employment Leadership Network (SELN), in identifying and providing education about best practices in employment
- Develop a competitive bid process
- Select grantee and negotiate contract/grant
- Identify direct service agencies across the state.
- Utilize information obtained through SELN to develop and identify best employment practices and conduct educational sessions across the state
- Evaluate the impact of the information through follow-up surveys
- Develop annual report and recommendations for future investment and activities
- Implement Activities

Activities undertaken were:



All met

Partially met

Not met

Timelines:

- | | |
|-------------|---|
| Activity a. | Prior to biennial grant period |
| Activity b. | 4th Quarter FFY 2011 (July 1, 2011 through August 30, 2011) |
| Activity c. | 4th Quarter FFY 2011 (September 1, 2011 through September 30, 2011) |
| Activity d. | Within 4 months of Grant Award |
| Activity e. | Within 6 months of Grant Award |
| Activity f. | Each Session |
| Activity g. | Last Quarter of biennial Grant Period |

Activity h. FFY 2014 – FFY 2016

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

All activities implemented in this objective were accomplished through a community grant that was awarded, monitored and worked in collaboration with the NGCDD toward meeting the NGCDD 5-Year State Plan. All activities were evaluated and monitored by NGCDD staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 1 and an Evaluation Plan Worksheet was completed by the grantee to answer the questions for this objective. Indicators and evidence were provided by Grantees.

THE DIVISION OF DEVELOPMENTAL SERVICES with the support of the National State Employment Leadership Network (SELN) initiated a series of statewide online discussions. With the goal of expanding and improving integrated employment, effective practices were shared and discussed, with opportunities for learning and addressing barriers through the gathering.

HOW WAS TRAINING OFFERED TO THE DISABILITY COMMUNITY? Nevada SELN held a Winter 2012 Employment Update on 2/13/12. This was a 90 minute webinar which included time for question and answers, and input from those in attendance. Those in attendance were asked to give their input on future areas that they would like to have training in order to expand the goal of improving employment opportunities and successes in employment for people with ID/DD within the State of Nevada. Invitations went out to stakeholders who attended Nevada's three Regional 2010 Employment Policy Summits to include individuals with developmental disability, community providers, and business leaders.

Nevada SELN held a Spring Webinar 2012, on 4/24/12. The topic for this webinar was selected from those in attendance at the Winter webinar. Career Exploration Activities, including existing funding and service options to help individuals reach employment goals was selected.

WHO WERE THE DIRECT SERVICE AGENCIES TRAINED IN EMPLOYMENT? Washoe County School District, Clark County School District, Humboldt School District, Ormsby ARC, Opportunity Village, High Sierra Industries, Nevada Division of Employment Training and Rehabilitation, University of Nevada Reno, Nevada Division of Welfare and Supports, Nevada Disability and Law Center, LTO Ventures, Goodwill of Southern Nevada, Ruby Mountain Resource Center, JOIN inc, Sierra Nevada Academy Chapter, Truckee Meadows Community College, RAGE- Rebuilding All Goals Efficiently, United Cerebral Palsy, Northern Nevada Center for Independent Living

IMPACT? The commitment and teamwork of multiple stakeholders, working to support individual across agencies, has strengthened the community employment goal. Individuals who are currently seeking employment remain very motivated and continue to spend time practicing specific interview questions, setting up job interviews, etc.

WHAT DID THE EDUCATION PRODUCE? Through collaboration with the Nevada Center for Excellence in Disabilities – University of Nevada- Reno, Nevada Division of Vocational Rehabilitation, NGCDD and Nevada Division of Developmental Services – Sierra Regional Center and the Nevada Customized Employment Project was developed. This allowed the State DS agency to identify individuals who were placed in facility based work by a community provider to create other employment opportunities and options. Funding was diverted to NCED to have specialized job developers who carve out a mainstream employment opportunity in the

community based on the individual's strengths, interests and aptitudes.

- Collaboration with a Community provider – High Sierra Industries and Vocational Rehabilitation and the State Developmental Services agency – Sierra Regional Center funded Pathways to Employment Project. Individual working in the facility-based setting were selected who could benefit from intensive soft skills development to prepare them to leave the sheltered workshop setting and join the mainstream workforce and ultimately achieve competitive employment.
- The Division was asked to present the NCED/VR/SRC collaborative efforts at the National Employment Conference in Washington.
- A community provider (Opportunity Village, Inc) is working to help VR develop a relationship with the Clark County School District (CCSD) to optimize the leverage of 3rd party cooperative agreement for enhanced service delivery to transition youth in Clark County.
- The Nevada Medicaid Infrastructure Grant dedicated significant funds toward integrated employment aligned with the 2010 State Employment Policy Summit outcomes in collaboration with Nevada SELN work. Funding was provided for: community-based exploration summer camps; a collaborative resource guide on employment; employment education, a disability resource guide; and employment networking with facility-based community providers.
- Expansion of the 2-week summer camp model to include northern, rural and southern Nevada. An expansion of the job exploration opportunities for students during the two week summer camp.
- A commitment to include Career Planning/Exploration into the 2013 as a new discreet service in the Home and Community Based Services for ID/DD.
- The beginning of the discussion of Developing a Statewide Employment Committee.

WHAT TYPES OF SKILLS DID INDIVIDUALS LEARN THAT WILL HELP THEM MOVE FORWARD? Community Providers, Schools, Business, have provided individual with skill development through their daily individual and group activities.

The following is a list of the majority of skills that have been learned by the individuals: Typing and computer skill, Job application skills, Resumes, Job interview skills, Job interview Practices, Money skills, Job exploration (discovery), Attendance, Reference resume, Rules of the work place environment, Dealing with co-workers, Appropriate behaviors interaction, Work ethic, Grooming/Hygiene, Quality of Work, Accepting of Feedback, Problem solving

HOW WERE THE SKILLS OBTAINED PUT INTO USE WITHIN THE COMMUNITY? Several individuals with disabilities have been given the opportunity to participate in work tryouts and community based assessments at the following sites: Evelyn Mount Center, The Discovery Museum, Nevada Food Bank, Thrift store operations, Nevada Humane Society, Nevada Library, Pioneer, Sierra Regional Center, UNR Building and Ground department.

DID TRAINING LEAD TO COMPETITIVE COMMUNITY EMPLOYMENT? The Customized Employment project offered the chance for a job to fit the individual, selected to fit who they are, what they want, and what they have to offer. It has successfully provided an avenue to employment for individuals who feel that traditional job search methods doesn't meet their needs.

WHAT HAS HAPPENED AS A RESULT OF COUNCIL WORK? * The following is a list of work sites of individuals who have successful obtained and maintained competitive community placements. Starbucks (University of Nevada Reno), Arrow Electronic (2 individuals), Sierra Nevada Academy Charter School, Democratic Party – Reno, Safeway, Scolari's Food and Drug Company

*There are three individual who are self employed through Micro-boards. A micro- board is a small group of committed family and friends who join together with an individual with a disability to

create a non-profit organization. The following are the jobs individuals with employment supports have been successful in obtaining community employment: Document Scanning, Vinyl Conversion, Pottery

PERSONAL STORIES:

"A new life for Glenn at Arrow Electronics"

This is an amazing story of a determined and hard working young man that transitioned from a sheltered workshop in Nevada to a community-based competitive job. Glenn said, "I just want to be respected and make some good money". The Customized Employment Project, or a collaboration between BVR, the Nevada Center for Excellence in Disabilities (NCED) and Developmental Services helped him. The NV Governor's Council paved the road with an "Employment First" agenda and support for policy change. Glen's paychecks went from \$40/week to \$400/week, he met his girlfriend at work, and will be getting off of Social Security. He also boasts too of his new cowboy boots and 36" flat screen TV where he plays all his video games. Life is good & the sky is the limit for Glenn!

"Paid for her passion to clean at Starbucks"

Stacy was "volunteering" as a cleaner in an elementary classroom and a retail business in Reno... for years. She said she "loves to clean and help others" so didn't complain. Others felt she should be paid for her efforts, at least minimum wage. The Customized Employment Project, or a collaboration between BVR, the Nevada Center for Excellence in Disabilities (NCED) and developmental Services helped to turn her passion into a paycheck, in Starbucks. The NV Governor's Council paved the road with an "Employment First" agenda and support for policy change. She earns \$8.50/hr, is well respected, takes the public bus to work, and has a large crew of natural supports. She is now living independently, participating in community-based social/recreation programs and now working at UNR!

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	10
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	19
SC04 Number of public policymakers educated:	0

SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Section III: Progress Report - Goals and Objectives

Goal 2: Self-Advocacy Information and Skills

Ensure Self Advocates and Parents have information and skills necessary to participate in advocacy and policy making activities throughout the state of Nevada.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		addressed
Transportation		addressed
Recreation		
Formal and Informal Community Supports		addressed

Strategies	Planned for this Goal	Strategies Used
Outreach		
Training	planned	used
Technical Assistance		
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination		used
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:

Other Collaborators Actual:

People First of Nevada
 The Arc
 Community Organizations
 Department of Health and Human Services (ADSD, Health, Medicaid)
 Centers for Independent Living
 Vocational Rehabilitation
 Native American Councils
 Hispanic Services
 Family Ties
 Policymakers
 Nevada Pep
 Partners in Policymaking Graduates

Objective 2.1:

Establish or strengthen a minimum of one program for the direct funding of a Statewide self-advocacy organization led by individuals with developmental disabilities.

Implementation activities:

- a. Develop competitive bid proposal
- b. Select grantee and negotiate contract/grant
- c. Convene regular meetings with DD Network representatives and self advocacy organization
- d. Survey members to identify community organizations in which members participate
- e. Identify community organizations for members to participate
- f. Increase participation in community organizations will be established through survey
- g. Plan, develop and identify legislative issues for education sessions
- h. Implement a minimum of 2 education sessions of legislative issues with relevance and importance to self advocates
- i. Evaluate the impact of the education sessions
- j. Self-advocates will participate in Legislative Session
- k. Evaluate the impact of legislative advocacy and community involvement by self advocates through the development of a biennial report
- l. Self-advocacy organization will be self-supporting with minimum financial support from NGCDD

Activities undertaken were: All met Partially met Not met

Timelines:

- Act a 4th Quarter FFY 2011 (7-1-11 thru 8-30-11)
- Act b 4th Quarter FFY 2011 (9-1-11 thru 9-30-11)
- Act c Within 1 month of award and monthly thereafter
- Act d Within 4 months of award
- Act e Within 6 months of award
- Act f Within 8 months of award
- Act g Within 10 months of award
- Act h Within 11 months of award
- Act i Each Session
- Act j 2013 and 2015 Legislative Session
- Act k Last Quarter of biennial grant award
- Act l FFY 2015 – 2016

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

All activities implemented in this objective were accomplished through a community grant that was awarded, monitored and worked in collaboration with the NGCDD toward meeting the NGCDD 5-Year State Plan. All activities were evaluated and monitored by NGCDD staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 2 and an Evaluation Plan Worksheet was completed by the grantee to answer the questions for this objective. Indicators and evidence were provided by Grantees.

PEOPLE FIRST OF NEVADA- to foster a strong, membership run statewide self-advocacy organization, which will eventually become sustainable and financially independent.

HOW MANY SELF-ADVOCATES RECEIVED INFORMATION AND SKILLS? Attendance for information and skills received over the course of the year throughout nine chapters is 1,014. Two of the nine chapters are no longer active but were for a several months of the twelve-month reporting period and members from those chapters received information and skills.

WHAT TRAININGS/INFORMATION WERE PROVIDED DURING THE MEETINGS? Members received a wide range of information on topics from leadership skills, fiscal management, how to effectively run their own People First chapter meetings, national issues including post secondary education, employment, Federal budget cuts, health care reform, the ABLE and Keeping All Students Safe Acts, voting procedures and candidate platforms for the 2013 Presidential election to local issues including transportation, employment, state budget cuts and caregiver options with Medicaid. They also received information on how to be their own healthcare advocate and how to use social media for grassroots self-advocacy.

WHAT SKILLS WERE OBTAINED FROM THE TRAININGS/INFORMATION PROVIDED? Members learned how to vote including the basics of voting procedures, where to go to research candidates and issues, where to go to ask about or access local services, and how to contact their legislators so they can take leadership roles in legislative initiatives. Members learned fiscal skills on how to manage their individual and local chapter bank accounts including how to open a bank account, how to add/subtract money and how to budget for future expenses, how to be a better self-advocate regarding their own healthcare including how to make their own doctor appointments, why it's important to know about their medicines, how to keep a health notebook with important medical information and how to avoid certain health risks like diabetes. Members also learned how to use social media for grassroots self-advocacy efforts including how to set up and use a Facebook and Twitter account for advocacy and promoting awareness.

WHAT ADVOCACY AND POLICY-MAKING ACTIVITIES DID THIS ORGANIZATION PARTICIPATE IN? Reno People First chapter members testified at a Regional Transportation Commission (RTC) meeting to ask that the board re-evaluate their current recommendations to award a contract for accessible transportation services to a company they felt would not meet their needs. Members also participated in a workshop with RTC to discuss the needs of individuals with disabilities when using accessible services. People First collaborated with the Arc of Nevada to provide advanced self-advocacy and legislative action planning sessions. Members participated in a letter writing campaign to Governor Sandoval to ask that he support the Independent Caregiver Option and on a national level, members helped to educate themselves and others about the 2013 presidential candidates and how their platforms would affect individuals with disabilities. They also participated in a letter writing campaign to their senators to encouraging them to support the ABLE and Keeping All Students Safe Acts.

HOW WAS IMPACT MEASURED? Members of each chapter will answer 2-3 questions at the end of each chapter meeting to gauge the effectiveness of information being provided. Due to infrastructure changes that greatly affected the chapters' organizational capacity when a grant that provided individualized personnel and support to each chapter ended, members were no longer supported enough on a micro level to be able to complete a survey after each chapter meeting. A survey was conducted for members in all chapters across the state in January of 2012 and again in June of 2012. Results are as follows:

- Satisfaction with self-advocacy meetings overall – 71% of members were either satisfied or highly satisfied with their meetings.
- Satisfaction with topics presented by speakers – 67% of members was either satisfied or highly satisfied with topics presented.

WHAT ARE THE EXPECTED RESULTS OF THE GOALS? Increased legislative involvement by self-advocates. As previously reported, members have been active in legislative issues on both a local and national level with educational trainings, organized testimony and letter writing campaigns. Plans are in place to partner with the Arc of Nevada for a coordinated Legislative Action day in March of 2013.

Self-advocacy organization will be working towards self-sufficiency and an increase in membership to each chapter.

Trainings have been provided to chapter members and board members on leadership skills, fiscal management, how to run their own chapter meetings and what skills are needed to be an effective board member. Sustainability binders have been provided to all the chapters that includes all the information they need to run their meetings as independently as possible. All chapters have worked toward opening and being responsible for their own bank accounts. Board members have re-evaluated and revised their by-laws to enable a stronger leadership base and infra-structure for individual chapters. Promotional materials for People First of Nevada were ordered and distributed to chapters across the state to hand out to local business and resource fairs to boost awareness and membership. Chapters also hand out flyers in their communities to educate and promote awareness of People First and their meetings. Sixteen new members have joined People First across the state.

PERSONAL STORY/TESTIMONIALS:

At the April 2012 Regional Transportation Commission (RTC) Board meeting in Reno, the Para-transit (accessible transportation) Eligibility ACCESS contracts were discussed. The Board was going to accept the RTC's staff recommendations to award the contract to a company out of state that would require individuals with disabilities to use an online application and renewal process in place of the current in-person paper application process at a local organization that has held the contract for many years and is familiar with the clientele's needs that use their services.

Reno People First members learned of this and were concerned due to the fact that:

- a) Not all individuals with disabilities have access to, or are able to use a computer.
- b) This would not allow individuals with disabilities to apply in person and access the individualized assistance they may require in completing or renewing their applications.
- c) No individuals with disabilities were on the initial award proposal evaluation committee.

With Council support, Reno chapter members were able to educate themselves on the issues above and join with other community members in testifying against the award during the public comment session at the May 2012 RTC Board meeting. As a result, the board voted to re-evaluate RTC staff's recommendation to award the contract to the out of state agency and on July 20th the RTC introduced steps to address People First's concerns including a new evaluation committee created with current users of RTC ACCESS and advocates for individuals with disabilities and determining that the new application process will include paper applications. Due in large part to the People First of Nevada Reno chapter's advocacy work, the RTC grant for Para-transit Eligibility ACCESS was re-awarded to the local agency that previously held the contract and would continue to provide in-person support to help individuals with disabilities complete or renew their application for accessible transportation services using the paper or on-line process, which-ever they preferred to use.

Travis Mills; People First of Nevada/Americorps VISTA

"Work has been a blast for me I've done the best of my ability to achieve my goal to become a self-advocate to those around me and other people around me as well. People First of Nevada is a strong leadership program that has helped guide me though a lot of amazing things like learning on Self-Advocacy, Self-Determination going to schools talking to students on self determination and how to prepare Sign In Sheet, Agenda, Flyer and Spread Sheet and help make a wonderful

Self-Advocacy Video. I attend the Disabilities Conference Executive Committee with Family TIES to share ideas on the upcoming Conference.”

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	1,014
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	2

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	153
SA05 People attained membership on public/private bodies and leadership coalitions:	2
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	6
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 2.2:

Biennially support a minimum of one program to provide leadership training to at least twenty five (25) individuals (10 individuals with developmental disabilities and 15 family members of individuals with disabilities)

Implementation activities:

- a. Develop competitive bid proposal
- b. Select grantee and negotiate contract/grant
- c. Implementation of Leadership Program
- d. Leadership participants will elect a legislative body from potential graduates to participate in

legislative advocacy for 2013 & 2015 Legislative Session.

e. Leadership participants will identify community organizations for each member to participate

f. Increase in participation in community organizations will be established through survey

g. Legislative Body will participate in Legislative Session

h. Evaluate the impact of legislative advocacy by self advocates and community involvement through the development of a biennial report

i. Process will be repeated for new Leadership Training Group

Activities undertaken were: All met Partially met Not met

Timelines:

Activity a 4th Quarter FFY 2011 (7-1-11 thru 8-30-11)

Activity b 4th Quarter FFY 2011 (9-1-11 thru 9-30-11)

Activity c Within 6 months of award

Activity d Within 11 months of award

Activity e Within 12 months of award

Activity f Within 14 months of award

Activity g 2013 and 2015 Legislative Session

Activity h Last Quarter of biennial grant award

Activity i FFY 2014 – 2015

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

All activities implemented in this objective were accomplished through community grants that were awarded, monitored and worked in collaboration with the NGCDD toward meeting the NGCDD 5-Year State Plan. All activities were evaluated and monitored by NGCDD staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 2 and an Evaluation Plan Worksheet was completed by each grantee to answer the questions for this objective. Indicators and evidence were provided by Grantees. There were two projects that worked toward implementation of the activities in this objective:

(1)THE Arc IN NEVADA: Growing a Grassroots Advocacy Movement -This project will train individuals with developmental disabilities and family members on how to impact disability policy at the local, regional and state levels, culminating in a grassroots campaign.

HOW WERE PARTICIPANTS TRAINED? Partners Plus programs were conducted in 2 areas of the state targeting graduates of previous Partners programs. The audience was people with disabilities and their families (parents, siblings, grandparents, other family members). Participants were trained on basic grassroots organizing strategies, including:

- Telling your story • Steps to Change • DC Government 101 • Choosing an Issue • Develop a Roadmap—Strategy Building
- Working Together—Building Coalitions • Communicating with Decision Makers • A-Team Building Blocks

IMPACT? Individuals with developmental disabilities and family members received training on how to impact disability policy at the local, regional and state levels, culminating in a grassroots campaign. The participants worked together to identify issues of importance to I/DD in Nevada.

WHAT IS THE EXPECTED OUTCOME OF THE LEADERSHIP TRAINING? Participants from Partners Plus programs are developing a legislative advocacy platform with targeted legislative actions for the 2013 Nevada legislative session. Participants will train additional advocates and involve them in the execution of the legislative platform and advocacy agenda.

INDICATORS-EVIDENCE:

a. WHAT PROGRAM WAS SUPPORTED? The Arc in Nevada's Partners Plus Training - a two-day course focusing on community organizing and grassroots action planning.

b. HOW MANY INDIVIDUALS ATTENDED THE TRAINING? 36 Family Members and Individuals with Developmental Disabilities were trained in the Partners Plus Training.

HOW WILL WE KNOW RESULTS?

a. Evaluations completed by participants following trainings identified an average of 90% "very confident" and 10% "moderately confident"

I understand what advocacy is

I understand how to tell my story as an advocacy tool

I know the steps of the Advocacy Planning Cycle

I understand what an issue is/is not

I understand how to prioritize and choose issues of importance

I know the key pieces of an advocacy strategy

I understand what the pros and cons are of working in a coalition with other groups/advocates

I understand how to communicate with decision makers

I know what the building blocks of an A-Team include

I feel the materials provided helped me better understand the content presented today

I feel the instructor presented the information in a way that helped me learn better

I know what my next steps/actions are within my new A-Team

I plan to see the issue my A-Team chose today through to the conclusion of the campaign

2. a. Increased participation in community-identified issues of importance

As a result of the training, Partners Plus graduates formed an Advocacy Action Team to continue to work together on the three major issues identified to develop a platform and a strategy for a grassroots campaign for the 2013 Legislative Session.

b. Increased knowledge of active policy and legislative campaigns at the state level

c. Newly trained leaders will participate in a statewide legislative day in the second year of this grant.

PERSONAL STORY:

Adam, 29, participated in an advanced leadership training opportunity for Nevada Partners in Policymaking graduates to improve and strengthen personal leadership skills. The two-day training, Partners Plus, presented by The Arc in Nevada, was designed to train individuals with developmental disabilities and family members on how to impact disability policy at the local, regional and state levels, culminating in a grassroots campaign. Graduates of this program are empowered and trained to engage in grassroots community organizing around community-identified issues of importance to people with developmental disabilities and their families.

Adam agreed to participate in the train-the-trainer portion of Partners Plus and after completing

the training in April 2012, Adam took the leadership skills that he learned and co-facilitated two additional Partners Plus trainings. Adam, who has always had an interest in media and video editing, also presented "How to use Social Media for Grassroots Advocacy" at these trainings. Adam is an exceptional leader in the community, actively involved in the People First of Nevada, Reno chapter, and now a member of the A-Team (Advocacy Action Team), comprised of Partners Plus graduates. The mission of an A-Team is to educate decision makers about the needs of persons with developmental disabilities, and encourage those in authority to support resources and supports needed for people with developmental disabilities. We are extremely proud of Adam and his efforts to create opportunities for people with developmental disabilities to be fully included in their communities. Great job Adam!

(2) COMMUNITY CHEST - CONSUMER LEADERSHIP DEVELOPMENT FUND (CLDF): To enable persons with I/DD and/or parents/family members of persons with I/DD to improve their skills as advocates and leaders in Nevada's disability community and become involved in policy decisions that affect their lives.

WHAT CONFERENCES/EVENTS WERE ATTENDED UTILIZING CLDF? 25 persons attended Out-of State Conferences. Those events attended were: chromosome 16 Registry Conference; Annual Supported Life Conference; Mega Conference; Disability Policy Seminar; ARI Conference; Autism One/Generation Rescue Conference; NAMI; National Down Syndrome Conference; 21st Century Symposium; CTEBVI 53rd Annual Conference; Alternatives 2011 Conference. Also, CLDF was utilized to bring LeDerick Horne to speak before People First of Nevada and NevadaPEP, support was given for the 21st Disability Awareness Fair in Las Vegas and the Disability Resource Fair in Reno (in honor of October Disability Awareness Month).

WHAT WAS THE OUTCOME FROM ATTENDANCE AT THESE EVENTS? Although, 25 persons utilized CLDF the impact from attending these events was education to many other Nevadans with I/DD and those agencies that work with people with I/DD. In order for a person to receive funding to attend these events, the awardees must fulfill required responsibilities:

- A. Each application for CLDF must outline a plan to share knowledge, information, etc. that is gained at the event with other Nevadans, including the NGCDD and at least one self-advocacy or parent organization.
- B. An attendee provides a written, video or other type of presentation and photo to the NGCDD scheduled within three (3) months after the event. In some circumstances, teleconferencing may be utilized.

PERSONAL STORIES/TESTIMONIALS:

ARI conference attendee: Since my son's diagnosis, ARI has been an integral resource in our quest to help him. As Autism is mostly a parent's "do-it" yourself diagnosis, a lot of the biomedical and dietary needs remain largely in our hands. This conference exceeded my expectations. There were so many workshops with biomedical breakthroughs and workshops with a variety of nutritionists with each a difference perspective. Our son and many I know requires a very strict diet. For him dietary and biomedical intervention has been an integral part that has helped him in all aspects of his day-to-day life. I got so much new information at the conference, I came home ready to reinvent and try new things. I have been able to implement new ways of doing this that have streamlined the way in which we do the day-to-day living. This conference will help many parents I know with all the new and updated information.

Autism Research Institute Attendee (Mother of a son with Autism and a Special Education Teacher): I learned many significant things at this institute. The Nevada disability community and state are so far behind the East Coast. There is so much work left to do with my son that I

now have the paths and keys to help him further. That we need to start focusing on alternatives for our adults with autism and any disability because there are so many ways to help them reach their potential besides sheltered workshops. Job training, mentoring and family respite are key. I will share the information I learned with my immediate family and coworkers in order to see how I can best accomplish what I saw being done on the East Coast. Then I will share the information with my school district in the hopes that they will be interested and listen. Nevada needs to start spending money on education, particularly transition. Works and community skills are lacking in our district and the prerequisite social skills needed to be successful in the workplace need to be added as a top priority. Washoe County has so many available resources that are not being tapped. It would be easy to have a working productive community such as Triform – a place where adults with disabilities are part of a community and can learn self worth, while reaching their potential with friends.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	36
SA03 People trained in systems advocacy:	25

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 2.3:

Support and expand participation of individuals with developmental disabilities in cross-disability and culturally diverse leadership groups

Implementation activities:

- a. Council funded self-advocacy organization and leadership training organization will identify and expand options to include but not limited to Native American and Hispanic communities throughout Nevada
- b. Self-advocacy organizations will be expanded into identified cross-disability and culturally diverse groups throughout Nevada

Activities undertaken were: All met Partially met Not met

Timelines:

- Activity a. FFY 2012-2013
- Activity b. FFY 2014-2016

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

All activities implemented in this objective were accomplished through Council/Staff projects and the People First of Nevada Self-Advocacy Organization.

WHAT TYPE OF OUTREACH WAS PERFORMED TO ASSIST IN CROSS-DISABILITY AND CROSS CULTURAL PARTICIPATION? The President of People First of Nevada and NGCDD Staff participated in Cultural Considerations in Healthcare forum. NGCDD Staff gave presentations to the Native-American Washoe Tribe.

HOW WAS IMPACT MEASURED? Surveys were distributed at these events to find out the interest in these organizations participating in joining People First and/or attending Partners in Policymaking Leadership Training.

OUTCOME? The first two years (2012 & 2013) of this objective in the 5-Year State Plan are to identify and start making connections with the Native-American and Hispanic communities. The surveys identified a cautious consideration about participating in self-advocacy and leadership training. The uniting of other cultures and cross-disabilities is not something that happens quickly and that is why this objective is planned over the 5-year period. Utilizing People First of Nevada, NGCDD Staff and NGCDD Members; the identification and connections will continue through the next reporting year and the last 3 years of this 5-year state plan will be to expand into those communities for self-advocacy and leadership training.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	53
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Section III: Progress Report - Goals and Objectives

Goal 3: Develop & Strengthen Systems in Quality & Access to Services

In conjunction with individuals with developmental disabilities and community entities, develop and strengthen systems that improve quality of services and access to quality services and supports in their local communities throughout the state of Nevada.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		addressed
Education and Early Intervention		
Child Care		
Health	planned	addressed
Employment		
Housing	planned	addressed
Transportation	planned	addressed
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance		
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination	planned	used
Systems Design and Redesign	planned	used
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports	planned	used
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:

Other Collaborators Actual:

People First
 The Arc
 Family Ties
 Nevada Housing Division
 Housing Authorities
 Nevada Early Intervention Services (ICC)
 Silver State Fair Housing Council
 Homeless Coalitions
 Physicians
 Caregivers Organizations

Objective 3.1:

Educate at least one community transportation system in each region of the State

annually about the need of individuals with developmental disabilities

Implementation activities:

- a. Identify Statewide transportation systems in each region of the state
- b. Utilize Goal 1 Objective 1 for identification of potential representatives from Council members/staff, People First, Partners Graduates and Community Partners to speak to transportation issues
- c. As a group identify, select, refine training materials to assist transportation groups in understanding the needs
- d. Provide presentations with pre and post tests
- e. Follow up surveys administered to attendees at presentations
- f. Presenters meet and recap their experience and revamp for coming years activities

Activities undertaken were:

All met

Partially met

Not met

Timelines:

This goal will be ongoing each year of the 5-Year State Plan (7-1-2011 through 6-30-2016)

- a. 1st quarter each FFY
- b. 1st quarter each FFY
- c. 1st Quarter of each FFY
- d. 2nd – 3rd Quarter of each FFY
- e. Each Session
- f. 4th Quarter of each FFY

Timelines established were:

All met

Partially met

Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

All activities implemented in this objective were accomplished through NGCDD Members and Staff along with People First of Nevada Self-Advocacy Organization.

WHAT TRANSPORTATION AGENCIES WERE EDUCATED? Regional Transportation Commission Washoe County

HOW WAS THE INFORMATION PRESENTED?

As reported under the Personal Stories section of Goal 2 Objective 2.1: The People First Organization attended a meeting with RTC when they were planning on awarding a grant to an outside organization that would be requiring all applicants for the ACCESS Program to apply online. People First presented feedback to RTC suggesting that there were only a small percentage of people with disabilities who would have online access or the skill to access the internet. After this meeting RTC agreed to re-write their RFP to ensure that anyone who did not have access to the internet would still be able to apply via a paper application which led to the 5 year plan workshop.

In August 2012, NGCDD Staff was invited (and did participate) in the Regional Transportation Commission 5 year plan workshop. The purpose of the workshop was to obtain feedback from the disability community and those agencies and organizations that represent them in an effort to ensure that they put out an appropriate "request for proposal" for their continuing ACCESS

program.

The feedback/material was presented to RTC by NGCDD Members and Staff along with members of the People First organization in an in-person open forum setting. Suggestions and concerns had been gathered from concerned citizens to ensure that their voices were being heard throughout the process.

WHAT DID THE EDUCATION PRODUCE? RTC now has an increased knowledge of the issues that individuals with disabilities face on a daily basis and are partnering with NGCDD and People First to obtain information that may have an impact on persons with disabilities before making policy or program changes. RTC is also holding several open houses throughout the community to invite people in to be a part of their ACCESS route planning process, in addition to educating members of the community about other sources of transportation. Most importantly: People with disabilities are around the table to provide input on transportation that is important to their continued independence and community participation.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	1
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 3.2:

Annually, provide a minimum of 50 health care professionals within in the State of Nevada with information they need to provide quality services to individuals with developmental disabilities

Implementation activities:

- a. Develop a competitive bid proposal
- b. Select grantee & negotiate contract/grant
- c. Identify, select, refine training materials to be disseminated to health care professionals
- d. Implement training program
- e. Evaluate training via survey
- f. Implement on-going

Activities undertaken were: All met Partially met Not met

Timelines:

- a. 1st Quarter of biennial Grant Period
- b. 1st Quarter of biennial Grant Period
- c. Within 3 months of Grant Award
- d. Within 6 months of Grant Award
- e. Each Session
- f. FFY 2014 - 2016

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

All activities implemented in this objective were accomplished through a community grant that was awarded, monitored and worked in collaboration with the NGCDD toward meeting the NGCDD 5-Year State Plan. All activities were evaluated and monitored by NGCDD staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 3 and an Evaluation Plan Worksheet was completed to answer the questions for this objective. Indicators and evidence were provided by the Grantee.

WHO WAS EDUCATED? MCH Coalition of Northern Nevada; Heads Up Mental Health Clinic; Positively Kids Foundation; Advanced Pediatric Therapies; Nevada Health Centers – Eureka; Nevada Health Centers – Austin; Health Access Washoe County – Reno; Nevada Health Centers (Sierra Family Health Center) – Carson City; Renown NICU; Speech Logic; Positively Kids Foundation NN; Southern Nevada Immunization and Health Coalition; Bilingual Behavioral Health Services

HOW WERE THE HEALTH CARE PROVIDERS EDUCATED? During the 12-month period the Family TIES Executive Director, Program Director, Resource and Training Coordinators gave 13 in-person presentations to direct health care professionals. In addition to this target group, we presented to 11 professional groups in education, community and social services, disability resource centers, early intervention, and health insurance providers. These groups were included in our outreach because at some level they coordinate services, make referrals or link up with health care providers to ensure that people with developmental disabilities get access to

health-related services.

Presentations included a Power Point, handouts with referral forms, and exit surveys. We also shared a demonstration video on Medical Home (Rhode Island demonstration video) to share its positive impact within a hospital facility including physician testimonials.

HOW WAS IMPACT MEASURED? Family TIES Presentation/Training Exit Surveys with relevant post-training questions. General Exit Surveys were completed by participants in the two categories referenced above: (1) Physician/Medical Community Outreach; (2) Provider Presentations.

WHAT DID THE EDUCATION PRODUCE?

- a. Improve knowledge among medical and social service professionals on health care resources.
- b. Increase awareness of the broader conditions that impact individuals with developmental disabilities.

Family TIES staff provided a variety of presentations throughout the year (N=57), including 22 provider presentations; 13 physician/medical community outreach events; 16 parent/caregiver training events; and, six topical call conference calls.

Exit surveys were collected from participants at several Family TIES hosted presentations including presentations to Access to Healthcare Network (AHN), The Children's Cabinet, Federally Qualified Health Centers (FQHC) in Carson City, Eureka Nevada Health Centers, and HAWC Community Health Centers (Reno), the Medicaid Office (Carson City), Milagros Escondidos (Las Vegas), Nevada Early Intervention Services (NEIS), Nevada Leadership Education in Neurodevelopmental Disabilities (NV Lend), NV PEP (NV PTO), Parent University (Washoe County School District), and the Therapy Management Group (for Early Intervention Services).

One-hundred and eight general Family TIES presentation participants completed an exit evaluation.

Participants were mostly health care professionals (49%) or parent/family member (39%), predominantly white (77%), and 39% Hispanic or Latino.

Participants indicated high levels of satisfaction with the presentation in terms of it meeting their expectations and presenting information that was useful as well as in terms of their intentions to use and share the information in order to increase access to important services. (Table below). Importantly, 66% of participants felt the information presented would completely increase their ability to access services; and, 72% felt it was completely likely that they would share the information with other families.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	108
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0

SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	35
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 3.3:

Collaborate with existing statewide efforts to provide information & support to a minimum of 500 individuals with developmental disabilities, care givers and/or service providers throughout the State about self advocacy regarding their health care; and, the importance of oral, dental care, nutrition, exercise, vision, behavioral health and/or all other areas that support health and a healthy life style throughout their lifespan.

Implementation activities:

- a. Develop a competitive bid proposal to identify needs of consumers, current efforts in place, and a method to implement practice
- b. Select grantee & negotiate contract/grant
- c. Identify methodologies
- d. Implement surveys
- e. Gather and assess data
- f. Develop plan of action for collaboration with Self Advocacy Organization, Leadership Training Graduates & Community Partners to expand on current state efforts.
- g. Implement plan
- h. Assess outcomes of plan
- i. Modify plan as need is identified
- j. Complete an annual assessment for project
- k. Implement on-going

Activities undertaken were:



All met



Partially met



Not met

Timelines:

- a. 1st Quarter of biennial Grant Period
- b. 1st Quarter of biennial Grant Period
- c. Within 3 months of Grant Award
- d. Within 6 months of Grant Award
- e. Each Session
- f. Within 6 months of Grant Award
- g. Within 6 months of Grand Award
- h. Within 6 months of Grand Award
- i. Annually
- j. Last Quarter of biennial Grant Period
- k. FFY 2014 - 2016

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

All activities implemented in this objective were accomplished through community grants that were awarded, monitored and worked in collaboration with the NGCDD toward meeting the NGCDD 5-Year State Plan. All activities were evaluated and monitored by NGCDD staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 3 and an Evaluation Plan Worksheets were completed to answer the questions for this objective. Indicators and evidence were provided by the Grantee. Some projects spanned over multiple objectives and activities achieving various objectives will be reported under those objectives. There were 4 projects that worked toward implementation of the activities in this objective:

(1)ACCESS FOR ALL PROJECT- develop and strengthen systems that improve quality recreation/leisure services and access to services and supports in local communities. The project provides a blended-learning approach to inclusive practices comprised of on-site trainings, community workshops, and print materials to City of Reno employees and affiliated organizations to enable them to create inclusive and welcoming environments. The City of Reno Parks, Recreation and Community Services (PRCS) Department Access for All Project, with the support of the University of Nevada Reno Behavior Analysis Program implements programming in an effort to address on-going behavioral issues in traditional recreation/leisure programs and train staff who work with individuals with disabilities on the impact of misinterpreting behavioral signs and symptoms as a manifestation of the disability alone. This unique partnership has potential to be duplicated state and nationwide with other recreation/leisure programs and post-secondary education entities. The City of Reno's model of inclusion is innovative in that our relationship with the University of Nevada Reno Behavior Analysis Program allows us to provide a train the trainer approach to inclusion. The intern provided through this program is able to train staff to observe participants in the program, teach service providers to write a recreation relevant behavior plan/token economy and provide hands on training to traditional program staff so that there is not a need for a one-on-one support for inclusion to be successful. In addition, the intern gains invaluable work experience while obtaining their masters/PhD in the Applied Behavior Analysis field. In addition to ensuring quality services, individuals with developmental disabilities need the knowledge, information and support to advocate for and access recreation/leisure services in order to support a healthy lifestyle throughout their lifespan. This expected outcome will be accomplished by conducting ongoing leisure education sessions conducted by a Recreation Therapist. Leisure education is more than learning the skill needed to play a sport, tend a garden, or paint a picture it involves developing leisure values, an understanding of the benefits of leisure,

problem-solving skills, assertiveness, and learning about leisure resources in the community.

HOW WERE THE INDIVIDUALS, CAREGIVERS AND SERVICE PROVIDERS INFORMED?

Trainings were conducted in person by the City of Reno Behavior Specialist at Truckee Meadows Community College, City of Reno Evelyn Mount Northeast Community Center, select Reno, NV elementary schools, and as a webinar available online or at an elementary school in Fallon, NV. Individuals, caregivers, and professionals throughout the state of Nevada were provided with PowerPoint slides, handouts, and additional resources on working with individuals with disabilities and interpreting behavioral signs and symptoms. Further, the behavior specialist conducted ongoing training with Inclusion Technicians and the City of Reno Sierra Kids staff throughout the period of the Access for All project grant. Over 350 staff and professionals were trained. Within the City of Reno, training directly impacted nearly 50 individuals with disabilities and indirect interventions served over 1000 participants. Further impact was achieved through the training of professionals working with individuals with disabilities statewide.

HOW WAS IMPACT MEASURED? Surveys were completed by participants. Trainings were modified to fit the needs of individuals, caregivers, and service providers based on feedback provided in surveys.

WHAT DID THE EDUCATION PRODUCE? The number of individuals with disabilities served by the City of Reno has remained stable, with an increase in the number of participants retained and included in the Sierra Kids program over the period of the Access for All project. Professionals who serve individuals with developmental disabilities have gained knowledge on addressing behavior issues and the impact of misinterpreting behavioral signs and symptoms as a manifestation of the disability alone. This educational product was measured by participant evaluation of knowledge of the topic before and after completing training.

(2) SYSTEMS CHANGE PROJECT - To provide expanded outreach and educational opportunities for people with developmental disabilities and the professionals who serve them to improve their health, well-being and quality of life.

HOW WERE INDIVIDUALS AND CAREGIVERS EDUCATED?

- Individuals with developmental disabilities, caregivers, and providers participated in a Topical Call (Let's Talk Affordable Care Act) hosted by Family TIES and presented by speakers with expertise in topics related to health care reform. The 1-hour teleconference included a 45 minute presentation by speakers with the Nevada Governor's Office of Consumer Health Assistance. Callers received a Power Point presentation prior to the call with detailed information on the Topic. The call included a 15-minute Q & A session.
- Health e-blast to 1,600 consumers and professionals on health-related topics/educational resources.
- In-person presentations to 106 health and social service professionals to educate health professionals, advanced consumer and provider knowledge and raise awareness about access to care and family support services for people with developmental disabilities in Nevada. The professionals, health centers, community agencies and parent groups received comprehensive information and handout materials:

HOW WAS IMPACT MEASURED? Topical Call participants received a follow up survey via e-mail within 5 days following the call. Survey results for the Topical Call were included in the Family-to-Family Health Information Center Evaluation Bulletin. 21 individuals participated in the Topical Call. Surveys were distributed for in-person presentations.

WHAT DID THE EDUCATION PRODUCE? Disability community and caregivers were educated on Health Care Reform Act as it pertains to persons with disabilities. Through the health e-blast, health information was distributed along with the resources to help persons live a healthy life.

PERSONAL STORIES/TESTIMONIALS:

•“Through Family TIES, I can help the families of children with special needs navigate the health care system while getting support from other parents who have ‘been there’. They are an outstanding resource.” Johanna S. Fricke, M.D. Developmental/Behavioral Pediatrics, Healthy Minds, LLC

(2) NOTE-ABLE MUSIC THERAPY SERVICES-“Music Therapy to Enhance Physical and Mental Health” Pilot Project. This project connects Nevadans with disabilities and their families with the community through music, and opens the door to a healthy lifestyle for all.

HOW WERE INDIVIDUALS, CAREGIVERS AND SERVICE PROVIDERS INFORMED? A flier was distributed to all participants and family members of Note-Able Music Therapy Services participants, along with 15 agencies that serve people with developmental disabilities. Through mailed, emailed, and distributed outreach, 22 individuals with developmental disabilities had signed up the “Music and Health” workshops by August 1st.

NUMBER OF PEOPLE EDUCATED? When the course started there were 20 individuals enrolled. Sixteen individuals were able to complete the course. Of the individuals who dropped out, two had deaths in their families, one lost her transportation, and one decided that it was not interesting enough.

HOW WAS IMPACT MEASURED? Outcomes were measured by pre and post surveys.

WHAT WAS THE OUTCOME? This project provided teens and adults with developmental disabilities specific skills for using research-based music therapy techniques to improve their physical, emotional, and mental health through five two-hour sessions, 16 individuals with developmental disabilities learned through hands-on experience how to use music as a tool to reduce anxiety, increase activity and health, and promote self-determination.

Data Collected from Surveys:

Respondents will be able to correctly identify at least a part of the definition of stress correctly

PRE-TEST: 57 POST-TEST: 67%

Respondents will be able to identify stress as being bad for your health

PRE-TEST: 100% POST-TEST: 100%

Respondents will be able to identify at least one specific way that stress is bad for your health

PRE-TEST: 60% POST-TEST: 80%

Respondents will be able to correctly identify at least a part of the definition of isolation correctly

PRE-TEST: 37 POST-TEST: 67%

Respondents will be able to identify isolation as being bad for your health

PRE-TEST: 44% POST-TEST: 100%

Respondents will be able to identify at least one specific way that isolation is bad for your health

PRE-TEST: 14% POST-TEST: 67%

What did you like best about the Music and Wellness Workshops?

- I learned what things stress me out, how to meditate and do deep breathing, taking time for myself and to motivate myself.
- Practicing meditation
- Exercise

Is there anything else you wanted to learn from the Music and Wellness Workshops?

- Practicing more breathing exercises
- Learning how to be a good sport and have fun
- I learned what things stress me out, how to meditate and do deep breathing, taking time for myself and to motivate myself.
- I learned that dancing can help you and you can apply music and exercise in all parts of your life.
- I learned to be more relaxed and to do more stretches and read more
- I learned how to relax with music.
- I learned that just because you've done something wrong, doesn't mean it's the end of the world. Things will be okay.
- I learned how to be more disciplined.

(4) Disabled Adult Resource Training – In a greenhouse training, individuals learn how to grow plants - planting seeds, weeding, watering, harvesting and nutritional benefits.

How were individuals educated? Individuals learned the nutritional benefits of vegetables, and learn how to prepare them. Job coaches and local experts from the garden club and county extension showed those involved in the greenhouse project the health benefits of eating vegetables, and how to prepare them so that they taste good, too.

Number of people educated? 6 individuals

What did the education produce? A self-sufficient healthy alternative through growing and preparing fresh garden vegetables.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	72
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	350
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	2,600
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Objective 3.4:

Participate in a minimum of one housing group in each region of the State to expose them to the housing needs of individuals with developmental disabilities and keep it a part of the conversation.

Implementation activities:

- a. Identify potential educational forums within the State for participation by the Council Staff/People First/ Partners in Policy Making graduates
- b. Utilize speakers group to provide presentations with pre and post test administered
- c. Follow up surveys administered to attendees at presentations
- d. Presenters meet and recap their experience and revamp for coming years activities

Activities undertaken were: All met Partially met Not met

Timelines:

This goal will be ongoing each year of the 5-Year State Plan (7-1-2011 through 6-30-2016)

- a. 1st Quarter of each FFY
- b. 2nd and 3rd Quarter of each FFY
- c. Within 30 days of presentation
- d. 4th quarter of each FFY

Timelines established were: All met Partially met Not met

Annual Progress Report:

ACTIVITIES IMPLEMENTED:

The activities implemented in this objective were accomplished through NGCDD Staff projects. The activities were evaluated and monitored utilizing indicators and evidence provided by NGCDD Staff and presented to the entire NGCDD to ensure alignment with the logic model created for Goal 3 and an Evaluation Plan Worksheet was completed to answer the questions for

this objective.

WHO WERE THE ORGANIZATIONS EDUCATED? Silver State Fair Housing (statewide), Rural Continuum of Care

IMPACT? The Executive Director of the NGCDD participates on the Board of Directors for Silver State Fair Housing and the Steering Committee for the Rural Continuum of Care. By participating as a decision making member for these important organizations, there is assurance the I/DD population are represented. Accessibility for all is a major component to living in the community and Silver State Fair Housing works to ensure reasonable accommodations-changes to policies and procedures necessary to enable a person with a disability to participate and benefit from housing and related services. The Rural Continuum of Care is an appropriate organization for representing I/DD as the last point in time count showed that 25% of the homeless that were interviewed from the rural communities of Nevada were living with a disability.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	2
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
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Section IV: Satisfaction with Council Supported or Conducted Activities

Individual Survey Responses:

Number of responses:	110
Respect (%):	Yes 96.00% No 4.00%
Choice (%):	Yes 99.00% No 1.00%
Community (%):	Yes 97.00% No 3.00%
Satisfaction (%):	74.00% Strongly Agree 24.00% Agree 1.00% Disagree 1.00% Strongly Disagree
Better life (%):	56.00% Strongly Agree 41.00% Agree 2.00% Disagree 1.00% Strongly Disagree
Rights (%):	Yes 100.00% No 0.00%
Safe (%):	Yes 98.00% No 2.00%

Individual Comments:

What has been helpful or not helpful about project activity? Is good help & health; The I Can Do spirit; Inspirational, energy, powerfully, improving strategy; Helpful, new ideas, Hope; College info was helpful; What an inspiration; Understanding that we all have the ability within us; Stronger about self-advocacy; Being a self-advocate is a good thing; Makes me feel I can be stronger at being a self-advocate; I learned of several struggles of disabled individuals and how to overcome them; It is helpful because it helps us understand what is coming to us in the future; The way he helped me to understand that my disability is not a bad thing; Get more motivation in my life; Open doors and avenues; It makes it possible for my daughter to participate in a national level event, to work on self-determination skills & learn from others; Learning about resources and tools; Hearing new ways to do things to better our lives and helping others to do the same; On how my life would be in college and everything I learn; This project has been very helpful as a confidence booster; I have been able to learn what I can do with my disabilities in college and I have learned more about life; That I've got choice and help from this project; Learning to prepare for college and disability resource center; I can now advocate for myself in every aspect of my life because if you want something done right;

Stakeholder Survey Responses:

Number of responses:	9
Choices & Control (%):	78.00% Strongly Agree 12.00% Agree 10.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree
Participation (%):	78.00% Strongly Agree 22.00% Agree 0.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree
Satisfaction (%):	89.00% Strongly Agree 11.00% Agree 0.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree

Stakeholder Comments:

DD Council has grown in value and visibility in Nevada...keep up the good work.

Section V: Measures of Collaboration

Critical issues/barriers affecting individuals with developmental disabilities and their families that the collaboration has jointly identified:

1. Disability awareness
2. Employment First AdHocCommittee
3. Legislative Committee
4. People First of Nevada Self-Advocacy Organization

Section V: Measures of Collaboration

Issue 1: Disability awareness

Description of collaborative issue/barrier or expected outcome:

The DD Network partners have added emphasis to community awareness and relationship between the three partners by participating collaboratively in Partnering for Awareness and Community Education (PACE).

Life Areas:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Self-Determination | <input checked="" type="checkbox"/> Health | <input checked="" type="checkbox"/> Transportation | <input checked="" type="checkbox"/> Recreation |
| <input checked="" type="checkbox"/> Employment | <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Childcare | <input checked="" type="checkbox"/> Housing |
| <input checked="" type="checkbox"/> Community Inclusion | <input checked="" type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

The Council Staff facilitates and coordinates the PACE resource events held across the state.

Problems encountered as a result of collaboration:

None

Unexpected benefits:

Resource events were being facilitated by the AIDD Partners independently. Now with the facilitation and coordination by the Council and the partnership with the AIDD Partners we are not duplication efforts and we are able to represent a united collaboration to the community.

Issue 2: Employment First AdHocCommittee

Description of collaborative issue/barrier or expected outcome:

Provide community based/integrated employment to persons with developmental disabilities as an alternative to sheltered workshops.

Life Areas:

- | | | | |
|---|--|---|-------------------------------------|
| <input checked="" type="checkbox"/> Self-Determination | <input type="checkbox"/> Health | <input type="checkbox"/> Transportation | <input type="checkbox"/> Recreation |
| <input checked="" type="checkbox"/> Employment | <input type="checkbox"/> Education | <input type="checkbox"/> Childcare | <input type="checkbox"/> Housing |
| <input checked="" type="checkbox"/> Community Inclusion | <input type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

The Council has identified employment as a priority area of emphasis and is focusing our grant awards toward employment. The Council approved the Council Staff to set up an Employment First AdHoc Committee to work in partnership with AIDD partners and service providers to the ultimate goal of having a strong legislative bill for the 2015 Legislative Session on Employment First.

Problems encountered as a result of collaboration:

None

Unexpected benefits:

Vocational Rehabilitation is a partner in this initiative and Federal dollars that were not being matched and therefore limiting services to persons with disabilities are now being matched by in-kind efforts of the AIDD partners.

Issue 3: Legislative Committee

Description of collaborative issue/barrier or expected outcome:

The biennial Legislative session in Nevada makes it difficult for the disability community to remain informed and make timely recommendations regarding proposed legislation that may have a potential impact on persons with DD. The DD Partners work together to track and disseminate information to the DD Community through the DD Council Legislative Committee.

Life Areas:

- Self-Determination
- Health
- Transportation
- Recreation
- Employment
- Education
- Childcare
- Housing
- Community Inclusion
- Quality Assurance

Council roles and responsibilities in collaboration:

The Council and Council Staff has created and facilitates a Committee to track legislative issues and provide information to local government/policymakers regarding systems change for persons with DD. The Council and Council staff will continue to work with the DD Network Partners in moving this committee towards becoming a Legislative Coalition.

Problems encountered as a result of collaboration:

None

Unexpected benefits:

None

Issue 4: People First of Nevada Self-Advocacy Organization

Description of collaborative issue/barrier or expected outcome:

The AIDD Partners collaborate on the continuation and sustainability of this self-advocacy group.

Life Areas:

- Self-Determination
- Health
- Transportation
- Recreation
- Employment
- Education
- Childcare
- Housing
- Community Inclusion
- Quality Assurance

Council roles and responsibilities in collaboration:

The Council is the primary funding source for this self-advocacy group. The grant over the years has been awarded to our University Center for Excellence (NCED) and they administer the program. The P&A (NDALC) contributes by providing training to the organization.

Problems encountered as a result of collaboration:

None

Unexpected benefits:

None

Section VI: Dissemination

Once the annual report has been reviewed by the Council and accepted by the Administration on Intellectual and Developmental Disabilities, a "user friendly" report will be written and distributed to lawmakers, disability organizations, advocates and other state Councils. A copy will also be made available electronically on the Council's website.