**GRANTEE/PROJECT REPORTING FORM**

**Agency/Organization: N4 Quarter #: 2**

# Project Director: Amy Dewitt-Smith Reporting Dates: 1/1-3/31/17

# NGCDD GOAL 3, OBJ. 1, Create one transportation system model that is sustainable and replicable and will serve people with I/DD across the State.

# NGCDD Expected Outcome(s) of this project:

* Progression will be made in moving the State into expanded, sustainable, universally designed and accessible transportation through the development of a new system and/or expansion of the current transportation system.

**NARRATIVE**

## Objective 1: Recruit new members with I/DD and mentors for people with I/DD

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| **Activity 1A) Recruit at least 60 new members with I/DD.** | | |
| **WHAT** | **IMPACT OF ACTIVITY** | **HOW DO YOU KNOW?** |
| Describe the steps taken, progress made, barriers encountered, resolutions to barriers recommended and/or implemented.  1/10/17 Meeting with mother of child with DD  1/24/17 Meeting with Chrysalis (service provider) to discuss new transpo programs  1/26/17 Meeting with director of NNCIL  2/11/17 N4 vendor table at “What Can I Do?” event  2/15/17 Presented at NNCIL board meeting  2/16/17 Presented at SILC meeting  2/21/17 Presented at NNCIL staff meeting  2/21/17 N4 Potluck  2/23/17 New member orientation with person with I/DD and her parent  3/7/17 Meeting with director of NNCIL  3/7/17 Presentation at SRC re: transpo programs  3/7/17 Meeting with existing N4 member with ID/D to provide additional training on the time exchange program (software)  3/15/17 Presentation to NNCIL Rec Night participants re: transpo programs  3/30/17 Presentation to NNCIL Cooking Class participants re: transpo programs  How many people with I/DD were recruited? \*  4 new N4 members with I/DD were recruited this quarter for a total of 7 members with I/DD total. (Some orientations were pushed out into April.)  \*Also of importance, 1 new service provider was recruited this quarter for a total of 4 service providers. | What impact and/or change has this activity made in the lives of people with I/DD?  Having more people with I/DD independently use the time exchange and volunteer ride programs has been a great way for N4 to learn how to improve these programs. In particular, it has helped to inform our team on the content of our new member orientation and what needs to be added to it. For example, in our “member rules and responsibilities” section, we are adding information regarding how to reach out to other members (i.e. how to request and/or offer a service appropriately). We've had to really work with participants on things like how to request a ride from other members in a message. They will write a member who gives rides and say "I need you to take me to work tonight." Then message them repeatedly until the person responds. This has prompted us to work with people with I/DD on phrasing comments as a question. For example, "Are you available to give me a ride tonight?" We have also provided follow-up training to people with I/DD in order to ensure they understand member rules regarding giving proper notice for canceling services (rides) and asking for services (rides) well-enough in advance.  In another instance, a person with I/DD would contact the director of N4 every time he wanted a ride coordinated for him. The director began prompting him to contact other N4 members directly and set-up a follow up orientation meeting to review how to send messages in the time exchange program.  In addition, we’ve also posted announcements to the network to help all members understand that each new member comes into N4 programs with a different learning curve. One person with I/DD has been doing really well with getting rides from a member who understands how to respond when she gets anxious. She tells her which route she is taking and talks about changes to the route in advance. Members have also learned to work with parents of people with I/DD who may be hesitant for their adult children to try new services and activities. In other words, the learning experience has been reciprocal and full-circle. Not only are people with I/DD learning how to communicate their needs to community members (rather than just family members and/or paid staff) but community members are getting to know people with I/DD and building positive relationships.  The director of N4 has reiterated to new and existing members (as well as parents of people with I/DD) that N4 is not a typical charitable organization where services are provided in a one-way exchange with the person with I/DD (and their family) being the recipient of charity and/or professional services. We are, in fact, a network of neighbors helping neighbors. This brings new challenges for some people accustomed to traditional social service programs; however, is the key to an Asset-Based Community Development approach and how social capital is built in order to create lasting social change. | Describe your methods of data collection (pre/post-tests, consumer satisfaction surveys, sign in sheets, successes stories, unexpected benefits, etc.)  We are currently using the NGCDD satisfaction surveys, N4 program evaluation forms, application forms, event RSVP forms, sign-in sheets, and the N4 “Gifts List” activity page. The Gifts List activity is an asset-based activity that helps people brainstorm about their skills, talents, and gifts. It also allows people to express their interests and discuss what types of services they can offer to others. Activities and member communications are also tracked within the N4 time exchange program software (hOurworld). The time exchange program also has an online star rating system to allow members to rate their service exchange experience. |
| **Activity 1B) Recruit at least 20 new mentors for people with I/DD.** | | |
| **WHAT** | **IMPACT OF ACTIVITY** | **HOW DO YOU KNOW?** |
| Describe the steps taken, progress made, barriers encountered, resolutions to barriers recommended and/or implemented.  2/1/17 New member orientation with mentor/driver  2/25/17 New member orientation with mentor/driver  2/28/17 New member orientation with mentor  3/1/17 New member orientation with volunteer driver  3/1/17 New member orientation with mentor  3/8/17 New member orientation with mentor/driver  How many mentors for people with I/DD were recruited?  8 new N4 mentors were recruited this quarter for a total of 17 mentors total. (Some orientations were pushed out into April.) | What impact and/or change has this activity made in the lives of people with I/DD?  Again, the learning process within N4 programs is reciprocal. Not only are people with I/DD learning how to access new services and people in the community, but other N4 members are being provided the opportunity to get to know people with I/DD. N4 is committed to working through any challenges that are presented; particularly around additional communication support for members with I/DD and people who meet them in N4 programs. | Describe your methods of data collection (pre/post-tests, consumer satisfaction surveys, sign in sheets, successes stories, unexpected benefits, etc.)  We are currently using the NGCDD satisfaction surveys, N4 program evaluation forms, application forms, event RSVP forms, sign-in sheets, and the N4 “Gifts List” activity page. The Gifts List activity is an asset-based activity that helps people brainstorm about their skills, talents, and gifts. It also allows people to express their interests and discuss what types of services they can offer to others. Activities and member communications are also tracked within the N4 time exchange program software (hOurworld). The time exchange program also has an online star rating system to allow members to rate their service exchange experience. |
| **Activity 1C) Collaborate with CitiCare/SNTC for ride program of people living outside ADA zones.** | | |
| **WHAT** | **IMPACT OF ACTIVITY** | **HOW DO YOU KNOW?** |
| Describe the steps taken, progress made, barriers encountered, resolutions to barriers recommended and/or implemented.  1/25/17 Meeting with Mark Tadder to discuss SNTC Uber/Lyft project  1/26/17 Meeting with SNTC Technology subcommittee meeting to discuss project  2/9/17 Meeting with SNTC Technology subcommittee meeting to discuss project  2/14/17 Called list of potential SNTC ride pilot participants to discuss project  2/17/17 Meeting with SNTC Technology subcommittee to discuss project  2/22/17 Regular SNTC meeting  3/1/17 Meeting with SNTC subcommittee meeting  Additionally, as a result of the DD council’s request for N4 and SNTC to work together to divide each organization’s original proposed grant budgets and coordinate project activities together, all presentations noted above in Activity 1A were collaborative; meaning, all three transportation options were discussed with attendees: 1) N4 time exchange program, 2) N4 volunteer ride program, and 3) SNTC Uber/Lyft pilot project. While all three transportation options are distinct and unique (no duplication), outreach and recruitment activities have been combined in order to accommodate the reduced resources resulting from the DD council’s request for N4 and SNTC to collaborate on these projects. | What impact and/or change has this activity made in the lives of people with I/DD?  N4 providing training and coordination to people with I/DD using the SNTC Uber/Lyft pilot program has been ideal. People are able to come into the N4 office to review applications with their smart phone and have a “one-stop shop” number and email contact for their transportation needs whether they are utilizing the Uber/Lyft pilot, N4 time exchange, or volunteer program. This arrangement makes getting rides simple and seamless. | Describe your methods of data collection (pre/post-tests, consumer satisfaction surveys, sign in sheets, successes stories, unexpected benefits, etc.)  N4 has not been collecting satisfaction data for the SNTC Uber/Lyft pilot specifically. Feedback comes from orientation and training meetings, as well as through follow-up calls and emails to assess how the programs are working for people. |
| **Activity 1D) Provide people with I/DD transportation services through N4’s new volunteer ride program.** | | |
| **WHAT** | **IMPACT OF ACTIVITY** | **HOW DO YOU KNOW?** |
| Describe the steps taken, progress made, barriers encountered, resolutions to barriers recommended and/or implemented.  A total of 12 rides have been received by people with I/DD. | What impact and/or change has this activity made in the lives of people with I/DD?  People have better access to their community and a greater ability to create new friendships with others in an inclusive way. | Describe your methods of data collection (pre/post-tests, consumer satisfaction surveys, sign in sheets, successes stories, unexpected benefits, etc.)  Rides accessed through the N4 time exchange program is maintained within the hOurworld software; however, N4 VISTAs are still working on a formal tracking system for the volunteer ride program. |
| **Activity 1E) Organize/host social activities with a health focus for people with I/DD.** | | |
| **WHAT** | **IMPACT OF ACTIVITY** | **HOW DO YOU KNOW?** |
| Describe the steps taken, progress made, information gained, lessons learned, barriers encountered, resolutions to barriers recommended and/or implemented.  1/1/17 Met with UNR nutrition intern (Caroline) regarding developing workshops for N4 members  1/3/17 Met with UNR dietetics intern (Andria) in order to connect her with a person with Down Syndrome for her final project  3/17/17 Meeting with UNR nutrition intern to review workshop slides  See also events/activities listed in Activity 1A above. | What impact and/or change has this activity made in the lives of people with I/DD?  The UNR intern, Andria, who was able to connect with a member with Down Syndrome has been able to provide individualized, one-on-one support for her dietary needs and education.  The UNR intern, Caroline, will be conducting a nutrition workshop in April. | Describe your methods of data collection (pre/post-tests, consumer satisfaction surveys, sign in sheets, successes stories, unexpected benefits, etc.)  NGCDD satisfaction surveys, N4 program evaluation forms, and sign-in sheets. |
| **Activity 1F) Continue community outreach activities to expand recruitment and expansion efforts.** | | |
| **WHAT** | **IMPACT OF ACTIVITY** | **HOW DO YOU KNOW?** |
| Describe the steps taken, progress made, information gained, lessons learned, barriers encountered, resolutions to barriers recommended and/or implemented.  Please see outreach activities/events listed in Activity 1A above.  N4 continues to study an Asset-Based Community Development approach. For this reason, N4 community outreach activities are a priority. | What impact and/or change has this activity made in the lives of people with I/DD?  The reach and scope of N4 collaborations with disability providers continues to grow. | Describe your methods of data collection (pre/post-tests, consumer satisfaction surveys, sign in sheets, successes stories, unexpected benefits, etc.)  Did not collect formal data for this activity; please see detailed list of outreach activities in Activity 1A above. |

**Objective2 : Assess local community needs to provide input on an Asset-Based Community Development**

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| **Activity 2A) Gather information on community needs to include access to health and wellness services, recreation and current community/neighborhood associations.** | | |
| **WHAT** | **IMPACT OF ACTIVITY** | **HOW DO YOU KNOW?** |
| Describe the steps taken, progress made, information gained, lessons learned, barriers encountered, resolutions to barriers recommended and/or implemented.  1/14/17 Presentation to local nonprofit organization (with 3 new VISTA members in attendance) on ABCD and building social capital; reference John McKnight & John Kretzmann’s work  N4 utilizes the website nextdoor.com in order to share program information and recruit people to create local community associations.  N4 is working on building partnerships with local faith-based communities by presenting about programs to various church groups.  N4 has begun reaching out to various residential communities (ex. senior housing) in order to partner on community activities.  N4 director is scheduled to teach TMCC Community Education & Workforce Development course on the village movement and ABCD.  One of the challenges of “flipping the script” and changing community dialogue to a more asset-based approach is having to disrupt traditional ways people receive public services. Typically, people have to highlight their diagnoses, deficiencies, and all of the things that are “wrong” with them in order to “qualify” for services. It can be a challenge to teach people to focus on and express their gifts and assets. Often it takes some time for people to think of all of the ways they can contribute and be a productive member of the community. | What impact and/or change has this activity made in the lives of people with I/DD?  The ABCD approach aligns perfectly with person-centered planning and self-determination. The N4 team engages with individuals, as well as the community as a whole, to identify gifts and assets. Our network of neighbors (including those with disabilities) is seen as a vital component for building and maintaining a healthy community. | Describe your methods of data collection (pre/post-tests, consumer satisfaction surveys, sign in sheets, successes stories, unexpected benefits, etc.)  N4 program evaluation forms, application forms, event RSVP forms, sign-in sheets, and the N4 “Gifts List” activity page. The Gifts List activity is an asset-based activity that helps people brainstorm about their skills, talents, and gifts. It also allows people to express their interests and discuss what types of services they can offer to others. |
| **COLLABORATIONS** | **CULTURAL DIVERSITY** | **TARGETED DISPARITY** |
| Who were the agencies, businesses, groups, people you collaborated with on the above activities?  SNTC, City of Reno Access Advisory Committee, Sierra Regional Center, Sanford Center for Aging, Community Foundation of Western Nevada, Americorps VISTA, Dungarvin, Choices for All, Chrysalis, Care Services of Nevada, Unlimited Choices, The Continuum, Sierra Behavioral Solutions, NNCIL, Statewide Independent Living Council, Reno Initiative for Shelter Equality (RISE), UNR Office of Service-Learning & Civic Engagement, and the Osher Lifelong Learning Institute | Who were the culturally diverse groups you reached out to, collaborated with or partnered with on the above activities?  We required one of our VISTA Volunteer Coordinators to be bilingual. This will ensure we provide more Hispanic outreach in the coming months. In addition, we reached out to the Reno/Sparks Indian Colony to communicate information regarding upcoming N4 workshops. The contact there asked us to send event information monthly in order to include the people they serve. We also explained that we would like to learn about the gifts and talents of the people served by the Reno/Sparks Indian Colony. | Describe the steps taken, progress made, barriers encountered, resolutions to barriers recommended or implemented for the underserved/targeted disparity sub-populations within the disability community identified in your grant application.  We have a significant poverty focus at N4; ensuring that people living in poverty have scholarships to join. |

PERFORMANCE MEASURES:

* **Report numbers for the current quarter only.** Do not duplicate activities/numbers reported in previous quarters, even if efforts continued this quarter. Continuing efforts can be reported in the narrative above.
* Provide numbers for any Performance Measures that apply to your project, being sure to include descriptions where asked.

Individual and Family Advocacy Performance Measures

# Consumer Satisfaction Survey Data

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| Number of surveys distributed to **people with I/DD** | 16 |
| Number of surveys distributed to **family members of people with I/DD** | 0 |
| Number of surveys distributed **to all** (includes professionals, people with I/DD, family members and other) | 16 |
| Number of surveys returned **in all** (includes professionals, people with I/DD, family members and other) | 0 |
| Number of surveys returned by **people with I/DD** | 16 |
| Number of surveys returned by **family members of people with I/DD** | 0 |

# Individual and Family Advocacy - OUTPUT MEASURES

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| IFA 1.1 | Number of **people with I/DD** who participated in project activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems. You can get this number from the surveys received, sign in sheets or whatever method you prefer. | 30 |
| IFA 1.2 | Number of **family members of people with I/DD** who participated in project activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems. You can get this number from the surveys received, sign in sheets or whatever method you prefer. | 5 |

# Over-All Consumer Satisfaction

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| IFA 3 | The number of **people** satisfied with this project activity. This is IFA 3.1/3.2 on the Consumer Satisfaction Surveys. (Count professionals, people with I/DD, family members **and** other) | 5 |
| IFA 3.1 | The number of **people with I/DD** satisfied with this project activity. This is IFA 3.1/3.2 on the Consumer Satisfaction Surveys. | 3 |
| IFA 3.2 | The number of **family members of people with I/DD** satisfied with this project activity. This is IFA 3.1/3.2 on the Consumer Satisfaction Surveys. | 1 |

Systems Change Performance Measures

# SC Sub-output measures

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| SC 1.1.1 | The number of policy and/or procedures created or changed. Changes could include items created | 1 |
| Describe: Updated N4 orientation materials. | | |
| SC 1.2.1 | The number of statute and/or regulations created or changed. Changes could include items created, data could include items drafted. | 0 |
| Describe: | | |
| SC 1.3.1 | The number of promising practices created. | 1 |
| Describe: Volunteer ride program | | |
| SC 1.3.2 | The number of promising practices supported through Council activities. | 0 |
| Describe: I’m not sure what this one means. | | |
| SC 1.3.3 | The number of best practices created. | 1 |
| Describe: Asset-Based Community Development (ABCD) | | |
| SC 1.3.4 | The number of best practices supported through Council activities. | 0 |
| Describe: ? | | |
| SC 1.4.1 | The number of people trained or educated through Council systemic change initiatives. This number reflects “others trained/educated”; it does **not** include people with I/DD or family members of people with I/DD. | 90 |
| Describe: Multiple community outreach presentations | | |
| SC 1.5.1 | The **number of** Council supported systems change **activities** with organizations actively involved. | 0 |
| Describe: ? | | |

# SC 2: Sub-outcome measures

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| SC 2.1.1 | The number of policy, procedure, statute, or regulation changes improved as a result of systems change. Data could include statewide changes and local or organizational level changes. Improvement could be a result of the creation of, or a change to, a policy, procedure, statute, or regulation. | 0 |
| Describe: None yet but man I’m committed to helping to improve the SILC board (as a consulting member/non-voting). | | |
| SC 2.1.2 | The number of policy, procedure, statute, or regulations changes implemented. | 0 |
| Describe: | | |
| SC 2.1.3 | The number of promising and/or best practices improved as a result of system change activities. | 0 |
| Describe: | | |
| SC 2.1.4 | The number of promising and/or best practices that were implemented. | 1 |
| Describe: ABCD | | |

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| Any other performance measures/numbers not reported above that you would like the Council to know about? |  |
| Describe: | 0 |

Additional Questions:

1) Were any products or deliverables created as a result of grant funds or efforts? Educational and recreational workshops, updated N4 orientation material, and better program evaluation techniques.

2) If you are using the above products and or deliverables in your Performance Measure Data, what is your identified method of tracking the impact of the product/deliverables and the results? The new Quality Improvement Specialist VISTA is tasked with setting up data collection systems and program evaluation activities.

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| Definitions: |
| Best Practice: A technique or methodology that, through experience and research, has proven to reliably lead to a desired result. |
| Changed: The act of making or becoming different. |
| Created: To cause to come into being. |
| Implemented: To put into effect, put into action, put into practice, carry out, enact. |
| Improved: To make or become better, to raise to a more desirable condition, or quality. |
| Policy: A statement of how an organization or entity intends to conduct its services, actions, or business. Policies provide a set of guiding principles to help with decision making.  Procedure: A description of how each policy will be put into action. Procedures often outline who will do what; what steps will be taken, and which forms to use. |
| Policy and/or procedure change: A policy and/or procedure change reflects a course of action that has the potential to create or improve policies and/or procedures regarding services and supports that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. |
| Promising Practice: a practice with an innovative approach that improves upon existing practice and positively impacts the area of practice. The practice should demonstrate a high degree of success and the possibility of replication in other agencies or settings, but has not been tested. |
| Regulation: A rule or administrative code issued by governmental agencies at all levels, municipal, county, state, and federal. Regulations are not laws, but have the force of law since they are adopted under authority granted by statutes. |
| Statute: A law or other enactment made by a legislature and expressed in a formal document.  Statute and/or regulation change: A law and/or rule or administrative code that has the potential to improve laws, rules, or administrative codes regarding services, supports, and other assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. |
| Trained, or educated: Training is an organized activity designed to give information and/or instructions to improve performance or help attain knowledge or skill; educated means to give information about something. This number would not include general public education (web-site hits, newspaper, social media, etc.) |

**Revised 9/30/16**