**Using Consumer Satisfaction Information for Planning**

**Part 2**

**September 12, 2013**

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>> TIM FUCHS: Good afternoon.

I'm Tim Fuchs with the National Council On Independent Living and I want to welcome you all back to the second episode in IL NET's new short series using consumer satisfaction information for planning. So as you all know I have some brief announcements and a reminders before we get started here. So today's call is being presented by the IL NET training and assistant project for CILs and SILCs.

It's operated through a partnership among ILRU, NCIL and APRIL with support by RSA at the Department of Education and we are recording today's call so we can archive it on ILRU's web site and we will be breaking several times during the presentation to take your questions. For Those of you on the webinar you can ask your questions

in the chat pod under the list of participants on the right side of the screen in the bottom right‑hand corner. You can also ask questions in the chat on the cart captioning. CART is available within adobe connect and the captioning pod, but as you saw in your confirmation e‑mail, there is also an external link if you want to useful‑paged CART. I'm logged into the chat there and you can ask questions during our Q&A breaks there as well. Of course, if you're on the telephone, you can press star pound to indicate you have a question at any time during the call. And when we do our Q&A breaks we'll take those questions in the order that they were received. Again we have a PowerPoint presentation to follow along with today. If you don't have that in front of you you'll want to get that. The link was in the confirmation e‑mail that you received. If you're on the webinar it will display automatically. If you don't have that for any reason you can e‑mail me at Tim@NCIL.org and I'll get that right out to you. So back with us today we have the same team of present herbs. I want to thank them for their time. We have Chris Camene who is chief program officer at Paraquad, the Center for Independent Living in St. Louis, Missouri. Tonya Fambro who is Director of Independent Living for the Missouri office of Adult Learning and Rehabilitation Services at Missouri's VR. Ann McDaniel, who is Executive Director of the West Virginia SILC. And Anne Weeks is the Executive Director of the mountain states Centers for Independent Living in Huntington, West Virginia. I'm going to turn it over to, I believe, Tonya, you're starting again today?

>> TONYA FAMBRO: Yes.

>> TIM FUCHS: Great. I'll turn it over to you.

>> TONYA FAMBRO: Thank you. My name is Tonya Fambro. I want to first of all give you just a brief review of some of the information discussed on Monday's webinar just to give you a refresher and a little bit of reminder, as well as if there's someone that wasn't on the previous call, then they can get a little bit of background.

Once the report is completed, the outcome survey, it's posted online in PDF format. It's available on the web site, which is the ‑‑ the address is at the end of the presentation along with a direct link to the fiscal year '12 ‑‑ 2012 IL outcome survey. CILs are provided this information, each CIL, there's 22 centers in the state of Missouri, and each one of them are provided a report, and they are able to review their own statistics as well as information that involves all of their catchment areas, and they can also compare this information statewide because it's also available on a statewide format, which is the fiscal year 2012 report that you will be looking at if you linked right into it. They can care their information to various areas in their catchment area. They can compare the information to places that are similar, like if it's an urban area and you want to look at another urban area, or if you want to look at things in an area that's more rural just like you. You can also kind of look at that information and compare and contrast. We're also able to include in our report for informational purposes some of the 704's demographic information. This information also represent all 22 centers around the state. The IL outcomes report has a lot of really colorful graphs and charts included within it that you can actually take just at a ‑‑ just look at it real quick and be able to get a lot of information. They can use these graphs to show information, for example, if you're talking about total number of consumers that received services in the fiscal year '12. We had 30,837 consumers that received services. You can look at age ranges. You can look at the gender of the individuals. For example, out of those 30,837 folks with disabilities that were ‑‑ that received services, 19,382 were female. You can look at the race and ethnicity of individuals. For example, there were 24,141 Caucasians. And there was about 5,028 African Americans that received services. You can look at the disabilities, whether it was a physical disability or was a hearing or if it was multiple. Gives you all of those kinds of information that you can just take at a glance and show it to whomever you're talking to, a funder, a legislator, whoever, staff within your office. You can again compare prior year information. You can see improvements from year to year. You can see where you had some weaknesses, where you may have gone down in some areas as far as folks that you served. You can find out and look for specific trends, and if there are certain things going in this particular catchment area as opposed to another one, or if there are certain things going on statewide. You can look at and determine services that may be needed in a particular area or, again, services that have increased in a particular area.

We recently added a needs assessment which Chris Camene will elaborate on in just a little bit.

Also we can look at this report and do some budget preparation, preparing. As part of our budget preparation we can use various categories and utilize the results from those categories in order to either support or justify budget appropriations from previous years, as well as support upcoming requests for state and federal funding.

Go to slide 3, please.

We generally follow a pattern in the ‑‑ with the report, and we do this pattern with all of the services that are provided to the consumers around the state. We're going to get into the some of the specifics and show you some examples and we're going to go ahead and stick to advocacy simply because this was the service that we used in the first ‑‑ in part 1 presentation.

So as you can see on this particular slide, we're talking about the IL outcomes survey for consumers that received ‑‑ advocacy services. It gives you information. It first asks the individual whether or not they received the service. As we indicated previously, if they did not receive the service, they can skip that question and you can see with 362 individuals actually skipped answering this question. And 807 individuals, which is 21.8% of the individuals served in fiscal year '12, indicated they did indeed receive these services.

We can go onto slide 4.

In this particular slide we show examples of the question if they did indeed receive the services, what was their experience with the services? Were they satisfied? Somewhat dissatisfied? Or were they just totally dissatisfied with services that they received? We looked at ‑‑ excuse me, I'm sorry. There were 3,257 individuals that did not receive this service so, again, it was skipped. As you can see, there's a response percentage shown there, as well as a response count. So you can know exactly how many individuals were ‑‑ received the services and how satisfied or dissatisfied they were with the services. And we do give this information for each one of the services provided for each of the centers as well as a statewide report.

Slide 5.

In slide 5 we're giving you a little bit of information in regards to if they received services and they were either somewhat satisfied or dissatisfied with the services, we want them to describe what could have been better. What was the issue that they felt could have made their whole experience a lot more positive. So these are some of the examples of some of the things that individuals indicated, such as someone who worked with Jacob felt he had problems in school and needed more advocacy help with his IEP. They talk about here where there's another example there where he needed staff to be more proactive in the problems with the school. So it's just a number of different ways to help us be able to determine in what ways we can improve services. So this is a very useful section here.

You can go on to slide 6.

Again here, if the consumer did receive the services, you were asking if they felt like ‑‑ like they gained any type of knowledge in having those services provided to them. Did they develop their skills. Or did they feel more independent because of those services. In this particular instance, again the answer options are "yes" or "no," and 94.5% of the individuals that responded indicated that they were, indeed, satisfied, which was 769 individuals, and then as you can see, we got a total answer ‑‑ total number of people that answered the question was 814. So this gives you just a little bit again of an example of how we're able to get a little bit more information that yes they received services or, no they received services.

Can we go to slide 7?

We ask in this one if they felt like the advocacy services made a positive change in their life, and they could either say "yes" or "no," or if they didn't receive the service, they can skip it. So I don't need to go into the percentages and things. You can kind of see that for yourself, but, again, we wanted to give you an example of the types of information.

As I indicated last time, it's really some really great couple of pages that you can look at this information. You can look there's a whole lot of information on one page because of the graphs. They did a good job. Terry and Kelly developed those graphs and they're beautiful. It gives you a lot of information that you can show to somebody that helps them understand the situation real quick, they can get a real quick picture of what's going on in the state of Missouri.

Can we go onto the next slide?

This slide just tells you a little bit in regards to if individuals felt like there was a change in their lives, what kind of change did the advocacy service make. So, again, we get a little bit more in‑depth information as to whether it was a ‑‑ whether or not they received the services and how they felt about the service as opposed to just a "yes" or "no" answer.

So with that I think I'm going to go ahead and turn it over to Chris.

>> CHRIS CAMENE: Thank you, Tonya.

So I'm going to talk a little bit, we can go to the next slide, about how the great thing about using Survey Monkey for doing our IL outcomes surveys, we get this great data statewide because we compile it into one document but once we have it we can filter it so each center gets their own report. So if we look at the same questions, like I said, like Tonya said, we're going to stick with advocacy, we're able to filter this down. So this is Paraquad's 's report on that same area and the number of responses and what the responses were. It takes it down to the level of the number of people that responded specifically for that center as well as what those responses were and helps the centers also use this information for their own program and quality improvement internally.

Next slide.

Again, this is ‑‑ I'm not going to go through these. Tonya kind of read and explained but you can see how it breaks it down, and it allows the centers to use this. A lot of centers use this to kind of show funders, show external partners ways that we're kind of meeting various input methods for people that we're serving in the communities.

Next slide.

We're going to skip through a couple here.

So some of the ways that the CILs are using this, so quality assurance is a big part of what we do in the state of Missouri. Our SILC, the committee that I chair, currently we call it the CIL compliance committee because we are involved with assisting with writing our SPIL every three years but prior to that it was the quality assurance committee and we wanted to make sure there was quality services available to the citizens of Missouri with disabilities. This is one of the reasons we kind of moved forward with developing this outcome survey when we did and using this as a way to show that the services that we were providing were making an impact on the people in the state of Missouri. So the CILs are able to take this information and be able to take it for their own individual center and use that. They can see what dissatisfaction is of the people that are within their catchment area.

The centers, as we said on Monday, the requirements, they're supposed to be 20%, a 20% sample. So they can take that, if they get that 20% sample, and kind of use that to generalize back to their center and kind of use that in some of their program improvement. It allows them to identify areas where they might need to be better education. A lot of CILs use it to share that information with the board. I take that information and I compare it to previous years and I show that comparison to my board every year so they can see where were we a year ago and where are we now. We compare it to statewide data so in areas where maybe there's an overall for the say it you see an outcome, the centers can look at see where they're at comparison to the statewide level so that we can see if there's something we need to be doing in our catchment areas or if we're really doing a lot better than maybe what the statewide average is. That's another thing we can use to report back, either for program improvement or to say areas that we shine in. It helps to educate staff. I use this ‑‑ my staff actually are involved with administering the survey, so they go through that whole process of admin strange a survey to the folks we're serving and then they like to see the results after fact. Once we get the final report I always send it out to all of our staff so they can see that, they can see the great things we're doing, they can see what those responses were, and I also share the statewide report with them. So again they can see the comparison between the two on the statewide level as what Paraquad as a whole is doing. Most of the centers really use that data so they can show what's happening within their areas and you can use ‑‑ they use it for funders, for finding other grants, finding other resources because it's allowing you to show that ‑‑ those areas of need, those areas that were really moving forward and providing those quality services and what the people we're serving are saying. Inform next slide.

One of the things that we did in the last couple of years is really start looking more at like the needs of the community and this allows us with the educating the legislators and ‑‑ I'm going to talk a little about the needs assessment we developed. We did this in conjunction with the SPIL development. We it wilily started the ‑‑ actually started the process of writing our spill about 18 months before ‑‑ SPIL about 18 months before it was time to start ‑‑ it was due. In, I believe it was February of 2012, we actually started that process. One of the things that we developed ‑‑ next slide ‑‑ is a comprehensive needs assessment survey that we used, we used for that process. It gives a lot of great information in development of the SPIL and we've kind of decided in going forward and actually with the SPIL goals that we have that this is something we're going to actually fold into our annual outcome survey and have the centers actually complete this document every year, twofold, the same thing with the IL outcomes survey this is something that will be done through Survey Monkey so they can have access to this and show ‑‑ we can filter this down to an individual center level and they'll be able to show they're doing this needs assessment but it also will allow us from the state perspective to see that statewide need and be able to show areas where we need to be addressing that throughout the state. We're just going to start doing this ongoing this year, so it's not something that we have data on consistently since we just did this for the SPILs the last time but this is something we're adding going forward.

Next slide.

I think we're at questions now. Well, this just talks about why we did it. Are we at questions? I think we're at questions.

>> TIM FUCHS: We sure are. Thanks so much, Chris. Again, if you have a question and you're on the telephone, you can press star pound and that will put you in the queue. We will go to those in a moment. I will give you time to do that. I'm going to start off with a few questions that have come in on the web.

First is from one of our copresenters, so.

>> ANN McDANIEL: Asks how many people there are with disabilities there are in Missouri.

>> CHRIS CAMENE: I don't know the exact number. I believe the population of the state of Missouri is right at 4 million, and I think we're close to that 20% mark that would be right at about the ‑‑ just under a million, is that's right. I don't know. I know they tend to be highly concentrated in some of the more urban communities, but I do know that it's hard to collect some of that data because a lot of it depends on like Social Security rolls or things along that line. But there's about 4 million people in the state of Missouri. I would have to do a little more research to know exactly where that is.

>> TONYA FAMBRO: Chris, I think you're right.

>> CHRIS CAMENE: I just don't have that on the tip of my tongue.

>> TONYA FAMBRO: I don't, either.

>> TIM FUCHS: Sure. LETTIE asks ‑‑ he has a couple questions about the survey ‑‑ asks if there is a place on the survey for people to provide additional information such as a personal statement?

>> CHRIS CAMENE: That's kind of where that how did this service make a change in your life comes in. So for every service that we ask about, if they say they received it they're given that opportunity to give that additional information when we ask, so, how did it make a change in your life. A lot of people will give that, but then they'll give additional information as well to kind of support that or if they're not satisfied, they're pretty good about giving information in that area as well. Not just a general statement, no, but we kind of ask that within the context of the services.

>> TIM FUCHS: Okay. And he also asks if you collect people's names. Do they have the option to give their name or is it entirely anonymous?

>> CHRIS CAMENE: It's anonymous. Well, it's confidential. It's confidential. So the people that are making the calls, they will have the person's name when they call, but we don't ‑‑ we don't collect it. So it's anonymous in collecting that information but we have to have their names to call them. But we don't collect their name or any identifying information other than demographical.

>> TIM FUCHS: Let's go to the phones. Patricia is anybody in the queue?

>> OPERATOR: I'm showing no participants in the queue at this time.

>> TIM FUCHS: Let's spend about 20 seconds to make sure nobody lines up. I'm going to check the CART screen.

Again, you can press star pound if you're on the telephone and have a question or you can type your question in the chat screen under the list of attendees if you're on the webinar.

Let me just check one more time before we go back to the presentation.

>> OPERATOR: And no questions on the phone lines.

>> TIM FUCHS: On the web, before we go back, LETTIE again asks if there is anything that would bar a group, a state, from collecting names for follow‑up.

>> CHRIS CAMENE: The only thing that I would be leery about collecting names, you just have to be able to make sure that you're able to protect their confidentiality. So if it's your staff that's doing it, you're probably okay ‑‑ I mean, we have programs here that put us under the guidelines of HPPA, so we're very leery about any use of sharing any names with outside sources. Since this is a statewide survey and it's going ‑‑ it's being collected up into a statewide document that all the centers can see, we're not going to probably use names in that case because other centers can see that information.

>> TIM FUCHS: Great.

>> ANN McDANIEL: Can I weigh in on that a bit?

>> TIM FUCHS: Go ahead.

>> ANN McDANIEL: One of the things, LETTIE, we do with some of our surveys is to give people the opportunity to give us their name if they want, particularly, for example, we have a state‑funded personal assistant services program and it's always a challenge to keep enough funding to be able to serve the people who need the services, so we ‑‑ when we do our consumer satisfaction survey for that program every year, we ask them one question about what would happen to you if you didn't have these services and then give them give the opportunity to give us their name and information if they are willing to advocate with legislators to increase funding for the program. So if you do it in that kind of way where you're giving people opportunity to share, say they want to be followed up with, for example I don't think that would necessarily be a problem. Pie would be uncomfortable asking it of everyone because I think it would skew the responses you get.

>> TIM FUCHS: Great advice, Ann. Thanks.

Patricia, one last time before we go back to the presentation. Anyone in the telephone queue?

>> OPERATOR: Not at this moment.

>> TIM FUCHS: Before we proceed with the West Virginia presentation I'll remind you all we'll have a final Q&A at the end. So if you think of anything for Tonya or for Chris, please feel free to ask it then.

For now I'm going to go ahead to the Missouri contact information, and this is the same that you had the other day, but we wanted to provide this again. They've been generous enough to provide this. I'll stay on this for a moment and click ahead to West Virginia, where Anne Weeks from Mountain State Centers for Independent Living is going to take over.

>> ANNE WEEKS: Hi, everybody. I want to say Mountain State centers has two centers, we have one in Huntington, which is more urban area, if you consider any part of the West Virginia urban, and then we have another office in Beckley, which is very rural. There are a lot of differences in the consumers there. There's a lot of difference in things like we have public transportation in Huntington, we don't have it in Beckley. So we always get a feel from both centers that somewhat are different, and so then we have to try to combine things and see what are similar as we're using our satisfaction results to develop our plans.

In the first part of that, of course, is gathering the data. Then we develop a 10‑year strategic plan, and then that from 10‑year strategic plan we develop our annual work plans.

Next slide, Tim.

Ann, Ann McDaniel, talked about the consumer satisfaction survey last time. We participate in that. We also have what we call consumer forums or open space. Consumer forums is basically just sitting around and doing discussion and getting feedback from consumers about questions that we ask, and open space, I'm not sure if you're familiar with the open space process. It's a day‑long thing where people get to pick topics that they want to talk about and spend as much time or little time talking about that, and we can gather information from those as well.

We have comment cards that are available both in the centers and also on our vans that we have that consumers are able to write comments on those at any time and hand those in anonymously if they wish. Then we also have a consumer outcome feedback form. This is a form we use for every class and activity that consumers participate in because it allows them to provide us with their direct feedback about what they thought about what they participated in and anything else that they would like to see.

Next slide.

With the statewide consumer satisfaction survey, we provide the SILC will a quarterly list of open and closed cases, and those are used to send the surveys that Ann has talked about that are then sent to the outside consultant. When she does the ‑‑ as Ann had said, when she does the survey, she does one for the entire state, and then she also does a smaller synopsis of reports for the individual centers. And so we have both of those input ‑‑ those activities, things to look at as far as how do we compare as a center to what's going on in the rest of the state.

Next slide.

I kind of talked about this, got ahead of myself. The consumer forums, when we conduct those, what we do is we take the data and we gather it from consumers. We also gather it from board members. And any other interested stakeholders. When we have a consumer forum, we send out invitations to our mailing lists, through our web site. We also do an e‑mail blast. We've got about 800 people on our e‑mail list. So that anybody is welcome to come to these. They're public ‑‑ open to the public so that we can gather information.

Then what we do is after we've asked questions and received the information we take the raw data and compile it into the questions are asked the same in both Huntington and Beckley and then we identify that this is what was coming from Huntington and this is what was coming from Beckley so that we can then share that with the staff and the board and we also provide it to the consumers, make it available to them, so they can see what everybody said.

Next slide.

In the comment cards, they are in the center. They are also in the vans. They can complete them at any time. They can use them if they've got a complaint about a staff person, which sometimes happens, and they also can use them to give somebody a pat on the back for things, and we keep them, and then we will review them in staff meetings when we have a full staff meeting on a monthly basis.

Next slide.

The outcome feedback form... the form is completed after all the classes, and the questions on there, basically the first question is that you requested to attend, and they are supposed to fill that out, like whether it's a class on anger management, or whether it is going to a legislative session, or going to a workshop that was put on by another entity. They identify that. Then the second question asks: Did you accomplish what you wanted to at that? And they have the yes and no answer but then we also say, tell us about it, hoping they will expand on it, did they get it, what did they learn, what was good, what was bad. Then we also ask the question always, what other classes, activities or programs would you like to see at the center. And so that's another way that we gain feedback from them about things that they may be interested in or things that they've seen that they may not understand or something. So they get a little put out at times because we make them do them all the time. It's kind of a fun kidding thing that they do, but I keep explaining to them why we do it and stuff, and they do that, but they always give us a hard time about always having to do it, but it does provide us with a good bit of information.

Next slide.

When we're doing our strategic planning basically we review the data that we've gathered from the places that I just talked about and then we take a look at analyzing it and then we identify goals for improvement.

Next slide.

When we're looking at developing a strategic plan we have a 10‑year strategic plan. The current strategic plan is from 2011 through 2021. We had a retreat that we had some of the board and the staff that they attended and we went through these different strategic planning exercises to come up with what we felt were the end goals we have for the strategic plan. We take a look at those. Obviously resources, having available resources, can be an issue. Although sometimes resources can be personnel, whether it be paid personnel or whether it be volunteers. And so sometimes we can rely on volunteers to help us accomplish goals. Sometimes we have to put some things on ‑‑ way down on the list just because it's a financial thing that at the time we can't afford to do.

While we're doing that strategic plan process is when we also look at the mountain states portion of the consumer satisfaction survey. So we can also see what may need to be addressed.

Next slide.

The 10‑year strategic plan goals we have currently are these, that we broke them down into these areas of growing to meet identified needs in our communities, maintaining the highest standards, obtaining and retaining strong base of human resources, which includes staff, board and volunteers, achieving and maintaining fiscal responsibility and resource development, and increase awareness of mountain states philosophy and programs. What we do with these strategic plan goals then is that then every year when we develop the work plan we use those goals as a starting point and we come up with outcomes and indicators under each one of those goals.

Next slide.

I guess just said what I just put here. We do take those into consideration in each work plan, and those outcomes that we develop each year are what we use for our work plan for that year that we are writing it for.

Next slide.

What I did here is I just gave ‑‑ tried to give you an example of each one of the goals, just ‑‑ we have several outcomes maybe under each goal but I just wanted to give you an example of one of those. Then also tell you, we just recently had the consumer forum in both Huntington and Beckley and it was interesting some of the outcomes that came from them. The first goal is to grow to meet the identified needs of our communities and the outcome we have established first is that people with disabilities are more independent, and our indicator ‑‑ we're trying to start using this logic model and get some practice in doing that in ‑‑ so we're sort of working on it but it's not perfect yet. But our indicator is increasing the number and percentage of people with disabilities living in their chosen place and increased numbers and percentages of people with disabilities. Our activities was trying to increase the numbers of consumers served and number of consumers in the employment program. And when we had our consumer forum recently, we used this goal and we used this outcome in saying that people with disabilities are more independent and so we asked them, what are ways that you feel that you are more independent? And then we also asked them what are things that you feel would assist you in becoming more independent? And so it was an interesting thing. We have one program that we helped a lady get a ramp, and so she was feeling that now because she can get out of her house with her powerchair that she is much more independent and that she feels that being able to go to church and go down the street to the stores and stuff was certainly a way that she identifies as being more independent. And then with some of the ways that people said they wanted to, which was an interesting thing, is they would like us to develop some training classes on getting along with family members. Some people have had to move back in with their parents or because of deaths in the family they've moved in with a sibling, and so they're having some issues with getting along in those situations. So that was one of the things that came up that they would like to see us develop for that.

Next slide.

The next slide is maintaining the highest standard, and the outcome is people with disabilities will participate in their communities to the extent they wish. The activities included increased participation in the disability advocacy groups by consumers, increase the community public presentations and refine the CA C's roles and responsibilities. The CACs are the consumer advocacy councils that both centers have an active CAC that gets involved with things in the community and also provides us with information on what they see and feel in the community and also from consumers at the center. Both of the CAC chair people are ex officio members on the Board of Directors and come to the board meetings and report on what they've been doing.

Some of the things that came out of this, of course, was, as always, in West Virginia, and particularly in areas like Beckley, is that transportation is an issue, and that helping people participate in their communities means that we need to try to find better transportation. One of the things that was mentioned here in Huntington is even though we have transportation we don't have transportation on Sundays, and people would like to go to church on Sundays or go shopping. We have several people that are working whose schedules include Sundays and they have difficulty getting to work because of that.

Next slide.

The next goal was to obtain and retain a strong base of human resources, including staff, board and volunteers. I put this one in here because this one is really basically for a staffing issue, that we wanted staff, grant ores and the program reviewers, to have a clear picture of what's happening. Our consumer service records, we have some issues with some case documentation. So we wanted to improve on that. We also wanted to improve on making sure that everything was filed in our consumer service records correctly. So ‑‑ and we also used CIL suite as our management information. So we wanted to make sure that the case notes were being put in CIL suite. So even though this was a staffing type thing, I asked the consumers what they felt that we needed to know about them that maybe we weren't asking so that we could tell people, and they came up with stuff like they thought that we should have a getting to know each other day, they would like to see them being involved in providing some peer training of some of the skills training classes. They also want to get involved in more self‑advocacy, and the CAC group here in Huntington wanted to recruit more members. So that's what they came up with that for.

Next slide.

Achieve and maintain financial responsibility and resource development. The resource development department will increase funding to the center through numerous fundraising activities. We do have an annual golf scramble and walk for independence. We just had our 10th annual walk for independence. We also asked consumers about things they would like to see and they came up with a carnival and maybe some auctions, celebrity auctions. They would like to have us have a community dinner, maybe a karaoke night, raffle off various items and to have a block party. And I will say that one of the ways that some of the consumers, particularly with the CAC, that they raise money for a fund that we have that's called the freedom fund, and we use that to help people like if they're transitioning we can pay utility deposits and first month rent deposits or we can help somebody get transportation that they need to go home or whatever. And the CACs are active in raising money for that. The Beckley CAC, as a matter of fact, remember in a rural area was just participating in the taste of Appalachia days and they made venison stew and made about $150 on that to put in the freedom fund. So they're actively involved in helping with that resource development.

Next slide.

Then this is one of the ways that we do as a fee for service that we do ADA compliance surveys. RYPAS, the personal assistance program, and the people applying for that have to have an assessment to see how many hours of personal assistance services they need and so we do the assessments on a fee for service basement. The ADL assessment is basically the same thing but it's done for the division of rehab services here. Rehab engineering, we are involved with helping them determine about ramps and bathroom modifications and things that would make the VA's houses more accessible.

Next slide.

Goal number 5 is to increase awareness of Mountain State's philosophies and programs and the outcome here we picked was that we would participate in students ‑‑ more in students IEPs and transition plans, that we wanted to have a 25% increase in the IEP meetings. We sometimes have difficulty getting into the schools to do that, but we're thinking after listening to some of the stuff that was said at this last consumer forum we need to focus more on the consumers and the parents as opposed to the schools. So that we can assist the parents ‑‑ one of the things we talked about was having a training for parents that's up here so that we can prepare them for what IEPs mean and how that they can have people involved with that.

Next slide.

So one of the things that I just want to give you some examples of, too, are things that have changed, that we have changed, based on some of the consumer outcome feedback for forms or satisfaction surveys and certainly their input. One that happened just recently was that we have a medical forum in their CSRs that keeps track of like their emergency contact, their doctors and medicines in case we have an emergency, and we realized we weren't updating those, and so because as a comment that a consumer made it was like, ah‑ha, we haven't been doing that. So now we're going to try to do that at least twice a year so we can keep current with their medicines and what doctors they have. Our independent living plan that we used for a long time has been streamlined and simplified because of comments consumers have made. We have new skills training modules. We developed those based on consumer suggestions and needs. A lot of those are given to us on these outcome feedback forms of other things they would like to see. Next slide.

The modules have been modified. People will give us feedback on time management, I don't think I really need to know this. Those are things that are good for us. Sometimes people get grouped in classes they may be expecting to learn something that is a little bit more far advanced than what somebody else was taking the class and so those are outcome feedback forums help us identify the modules. Could we allow them to identify for us what kind of things they received and what did they get out of it and what are the things they would like to see. And after doing the outcome feedback forums for a good while, they gave us the feedback that they wanted to change the questions because some of them ‑‑ they thought they were could confusing or they didn't answer what they wanted. Next slide. We have an employment program for several years we were just doing supported employment and job coaching for people, and we've expanded that program into doing more community‑based job exploration and work adjustment and placement for people and, again, that was because a lot of consumers were wanting to go to work and were not getting the support that they needed to be able to do that. We also a while back filed a lawsuit against the City of Huntington because they were in the process of repaving a lot of their streets and we had a group of consumers who went out and were doing surveys of where they needed curb cuts, and the city was balking on the fact that they said they had an asphalt contract, they didn't have a concrete contract, and they didn't want to do them. So we filed a lawsuit and won, and so now the city's pretty good with putting in curb cuts all the time.

We have a web site, which the address is there at the bottom of the next one, and that web site was developed also out of feedback from stakeholders because we have several areas ‑‑ we got 35 counties out of 55 in West Virginia that are not served by a center with basic core services, and so the web site was developed in order to try to reach people in those unserved areas of West Virginia, which has actually expanded into ‑‑ we get requests for information from all over the country and actually other countries as well. But we did that, and stuff that we put on there a lot has to do with input that we get from consumers.

And I think that's it for my slides.

>> TIM FUCHS: Great. Thank you, Anne. I'm going to go to slide 36 now for questions and answers. I'll remind everybody if you're on the telephone you can press star pound to indicate you have a question. Star pound. And as I typically do, I'm going to start with a couple questions that have come in from the web while we wait for folks on the phone to queue up. Lillian Burch asks how attendance is at your forum. How has the response been?

>> ANNE WEEKS: Oh, gosh, we had probably, oh, 15 to 20 consumers in Beckley and we had about 25 consumers and some outside stakeholders at the forum here in Huntington. Like I said, we advertised it. We sent them a specific letter in the monthly calendar that we send them. We advertised on our web site. We sent an e‑mail blast out about it. And, of course, we also provided refreshments, because if we feed them, they'll come. But we had a real good turnout. I was really pleased this time.

>> TIM FUCHS: Great. Good. And Anne, Letty asks if he can have a sample of your consumer outcome feedback form. So I would ask you if that's something that is accessible that we can share electronically either in Word or plain text so we can send it to the whole audience.

>> ANNE WEEKS: It's a form so it's not in plain text, but we can transfer it to plain text so you can share it, because it's basically just the questions, and we just leave blocks for them to answer. So I certainly could give it to you that way.

>> TIM FUCHS: That would be fantastic. If you can get that to me, then for those of you in the audience, you can expect to receive that from us via e‑mail in the next week or so.

>> ANNE WEEKS: Okay. Sure.

>> TIM FUCHS: Thanks, Ann. There's another question pending but I want to be fair to the folks on the phone. Let's switch over, Patricia, and see if anybody is waiting in the queue there.

>> OPERATOR: We currently have no questions in the queue at the time.

>> TIM FUCHS: All right. I'll just remind everybody, don't be shy. I know we've got over 60 people on the presentation today. So if you have a question, you can press star pound. And we'll take your question in a moment.

Anne, Darius asks hoop enters and analyzes the data. Do you have staff assigned for that or does someone else take that responsibility?

>> ANNE WEEKS: When we are having like the consumer forums we have people taking down everything that people say that then we have the support staff type up. As far as analyzing the data, then we take that ‑‑ the data that's been typed up, we took it to a full staff meeting and discuss it, we take it to a Board of Directors meeting and discuss it. We don't have any real fancy put it in the computer and do number type stuff. But what we try to look at is once we ‑‑ we have Huntington's done and Beckley's done, we do try to take them goal by goal and see which ones are similar. Obviously we're going to have some differences because of the two different environments in which the folks live, but we don't have one particular staff assigned for this. We do ‑‑ everybody does a little bit of everything around here.

>> TIM FUCHS: All right. Thanks. No more questions on the web. Or the CART. Let's go back to the telephone and see if any questions have come in there.

>> OPERATOR: And there are currently no questions.

>> TIM FUCHS: Okay. We've got plenty of time here. So please do share your questions if you have them. Again, we'll take questions for anything from the two presentations for Tonya and Chris in Missouri or Ann and Anne in West Virginia. So, again ‑‑

>> TONYA FAMBRO: This is Tonya. I was going to ask: Do you ‑‑ you all were talking about the IL skills modules that you all had improved because of things that your consumers ‑‑ suggestions they had made. Are those the same modules used statewide?

>> ANNE WEEKS: No, the modules that our staff has developed, some of them, Ann McDaniel used to work for us years ago before she will to the SILC, and she and another staff person at the time developed several modules, and then since that time we've refined them. We created new modules. In fact, we just recently in the Beckley forum they gave us a list ‑‑ they had been talking about this ahead of time, and they gave us a list of modules they would like to see developed. So we actually have two retired teachers who are volunteering, and so they're going to help develop the new modules. Because in doing the modules we always give them a PRE‑TEST and then a post test. We have a learning objective checklist, and so in order to be able to do a module or to do a training on something, we have to have the PRE‑TEST and post test and learning objectives so that we can measure people's success in the classes. So that for sure has to be done. So when people say they would like to have a module on tap dancing, for instance, we don't have one, and so before we could do that we would have to create that module.

>> TONYA FAMBRO: Thank you.

>> ANN McDANIEL: In addition to the modules that they have that they do training at their centers and with individual people they have training modules on their web site. It's really a virtual center. There's some things you can't do online, but there are training modules on there that people can access from anywhere in our state or anywhere else to learn about specific things, and those are really helpful and can be used by anybody.

>> ANNE WEEKS: Right. Thanks, Ann, for reminding me of that. Those modules online, like she said, anybody can access them, and we use them ‑‑ um is of the staff use them in classes. They will get on the computers that we have and they will teach from those modules online, but then it also was developed out of the fact that we wanted to be able to provide some skills training to people who didn't have access to a center, but anybody across the country can access them and they actually have PRE‑TESTs and post tests, and they will tell you if the answers are right or wrong, and if they're wrong they will I give you a link to where you can find out what the right answer would have been.

>> TONYA FAMBRO: Thank you. I am going to look at that. That's great.

>> ANNE WEEKS: Sure.

>> ANN McDANIEL: Additionally about that web site, that's one of the ways that we for several years have been using Part B dollars in West Virginia. We did for a while some expansion grants to try to get center services in counties that didn't have a center, and after some struggling in a few areas of the state, Anne's center proposed doing a web‑based center, and that's how we were able to create that, and I believe Anne is still using some Part B funds to keep that running.

>> ANNE WEEKS: Yes, that's correct. Yep.

>> TIM FUCHS: Great. Well, I'm curious about something. I'm going to start with West Virginia and then ask the same question of the folks in Missouri. As you've collected and analyzed this information, I wonder how the data that you've put together has impacted your discussions with legislators and if it's helped you leverage any support or funding at the state level. Ann and Anne?

>> ANNE WEEKS: Oh, yeah, and particularly with our community living services program, which is partially Part B but it's also state independent living dollars where we provide actual direct service funds to build ramps and do bathroom mods, buy hearing aids and so forth. When we started this program, the independent living money in the state was like $24,000, and now it's $500,000, and that pretty much is due to the fact that we have people provide the legislators with data about this is how it impacts me, this is how it's impacted by mother, brother, whomever, and actually have the consumers up there talking to legislators so that they are putting faces with what's going on. So I would say that having that information available to legislators has helped a lot. Wouldn't you, Ann?

>> ANN McDANIEL: Yeah, I would. With that program and with the Ron Yost program, the personal assistance program we have, and just in general doing any legislative advocacy, being able to talk about the number of people with disabilities that we have in our state, and in West Virginia our rate of disability is about 25%. We have over 400,000 people with disabilities in West Virginia, and we only have 1.8 million in the whole state. So it's a pretty good chunk of our population. And being able to talk about the numbers of people that don't have access to center services and the differences that centers are able to make in the lives of people with disabilities, being able to talk about of those individuals with disabilities who have had difficulty obtaining or maintaining employment, very often the reasons, the problems that have kept them from being able to work are independent living related problems, and we can show, you know, we've got even data from the consumer satisfaction and the needs assessment things that our VR program does that the difference that having good independent living skills makes and good peer support makes for an individual to be able to work and being able to show the difference in the unemployment rate of the general population versus people with disabilities and how many people with disabilities we have depending on benefits, that if we could really get more independent living services available out there, the trickle ‑‑ the domino effect that it has on all these other areas of life by helping folks on the independent living end that you then have an impact on their ability to work, their reduced reliance on benefits, and having that kind of data is really helpful when we're talking to legislators and any of the policymakers in the state that have authority over programs and funding particularly.

>> TIM FUCHS: That's great. Thanks so much. How about in Missouri, Tonya and Chris?

>> TONYA FAMBRO: Chris? Let me start off by one example that I can share in regards to one of the centers actually ‑‑ well, a number in of the centers talked about developing packets using the graphs and the different information from the IL outcomes and presenting it to the legislators, going to their offices and sitting down talking with them and discussing the individual impact that it has statewide as well as the services in their particular area where their constituents are residing, and they actually had legislators ask for extra copies of the information because they were going to use it to show the impact not just in their region but statewide, and they were going to talk to ‑‑ you know, talk in their meetings so they could help advocate for needs for people with disabilities, and one year in particular we were expecting a huge cut, and everybody was more or less bracing for that, and ended up, I was on the CDS program side, and they actually got an increase that year, and they felt like it had a lot to do with the fact they had so much information to present to legislators and legislators had that information in hand and went into their meetings.

>> CHRIS CAMENE: And I think that the centers really use a lot of the testimonial type of information, too. I know you'll see ‑‑ we've used a lot of those statements that we see in there about how the ‑‑ how it's changed people's lives in a lot of our marketing and when we want to take statements and put it maybe into grant applications or foundation applications. It helps us really show that impact and why it's so important to support those types of services. So, yes, all the centers use it in different ways. Some of the smaller centers will use it just to show those outcomes and how they're meeting various outcomes within their center and how their services are making a difference.

>> TONYA FAMBRO: A lot of times when they say those actual comments from the consumer, that helps as well. And then, of course with the consumers going to the Jefferson center and talking with them and citing down and talking with them. When they go they also take this information with them, the outcome information.

>> TIM FUCHS: Let me see if we have anyone the phone before we wrap up. One moment, please. >.

>> CALLER: My name is Lisa. I have just have a question. I like the open‑ended questions but I'm wondering if you've developed any way of kind of quantifying those answers, in other words, it's kind of hard to measure somebody's level of satisfaction as a number that you can report. I wonder if you guys can speak to how you translate that information into numbers.

>> CHRIS CAMENE: The initial question is on a Likert question of satisfied, somewhat satisfied, not satisfied. The other end is if they say they're not satisfied or somewhat satisfied so we can see if there is a way we can improve the services but we do ask, and then we can quantify that information based on the number of people that say they were satisfied or somewhat or not satisfied.

>> TIM FUCHS: Was that the only question, Patricia?

>> That was my only question.

>> OPERATOR: That is the only question in the queue at the moment.

>> TIM FUCHS: Okay. Great. All right. We have a question on the web. I'm just clarifying whether it's ‑‑ somebody wondered by training modules. Just wondered whether it's related to our training or the state information. Let me just clarify quickly before we wrap up.

That was for the West Virginia training modules. Is there a place that Vicki can access that online, or is that ‑‑ I know that you all had included the link to your survey report, but is there a place Vicki can access the training modules you all use online, Ann?

>> ANN McDANIEL: Yes, they need to go to the Mountain State web site. So it's MTSTCIL.org.

>> TIM FUCHS: Great. I just posted that that the chat. That's the mountain states for independent living web site.

>> ANNE WEEKS: Yes on the left‑hand side of the column there's a menu and the third thing down says skills training online.

>> TIM FUCHS: I put that up there so Vicki and the rest of you can access that. That looks like our final question. Again, today it looks like we finished a little bit early. I'm going to go through a few additional slides to wrap things up once again.

Chris Camene and Anne Weeks have been generous enough to provide their contact information. And that's here on slide 37. On slide 38 is the evaluation form I mentioned to you the other day. This is a different evaluation form for part 2. So please do fill this out so that we know what you thought of today's call. Like I said, they're very short, but we take them very seriously. We review every response and use them to improve our program and all of our training. So please do tell us what you thought.

If you're participating in a group today, that's great, but please do fill this out individually so we have your input and your opinions.

Okay. I want to thank our presenters so much, Chris, Tonya, Ann and Anne. Really fantastic information. This has been really helpful. I know I've enjoyed it and I trust our audience has, too. For those of you in the audience thank you so much for being with us. For a lively discussion. And please remember that whether you think of a question later today or in a few months, please don't hesitate to reach out to us. The presenters have been generous enough to provide their own contact information but you can always contact us here at the IL net. My e‑mail a is simple, Tim@NCIL.org. And I know that you all have requested some sample surveys as well. So once we get those into accessible formats that can be shared electronically, within about a week we'll send those out to you so you can see those samples as you begin to think about your process and materials in your own states.

Thanks so much, everybody. Have a wonderful afternoon. And please be in touch. Bye‑bye.