

2022 Results Report for Weyburn and Area

Instructions

- This results report is for the application for funding approved December 2021 for the period January 1, 2022 to December 31, 2022
- Type answers in the spaces provided.
- Answer all questions completely and do not direct to outside documents.
- To check a checkbox in the applicable questions, double-click on the checkbox and change the default value to “Checked” then click OK. An ‘X’ will appear in the box. If this does not work, put an X beside the box.
- Keep answers succinct and applicable to the question. The size of the box does not indicate the amount of content to be provided. The boxes will expand if you need to include more than the space displayed.
- Review this form to ensure it is complete.
- Email the completed form to kgushuliak@unitedwayregina.ca.
- **The due date is January 31, 2023.**
- This Results Report will be considered as part of the application process if submitting an application in January 2023.
- For further information, questions, or request for accommodation, please contact Kristin Gushuliak, Community Grant Manager, kgushuliak@unitedwayregina.ca

Section 1 – Organization Information

1. The contact person for this report:

Contact Name:	Nanette Ermel
Contact Position Title:	Manager, Philanthropy
Email:	nanette.ermel@cnib.ca
Phone Number:	306-216-1529

2. Organization:

Organization Name (legal name):	The Canadian National Institute for the Blind (CNIB)
Street Address or P.O. Box:	2160 Broad Street
Community/Region Name:	Regina, SK
Postal Code:	S4P 1Y5

Section 2 – Program Information

3. Name of program indicated on the application for 2022 funding:	Peer Support Program
4. Provide a one-line description of the program:	Peer Support provides a place for people with vision loss to connect and gain their independence while learning new skills and having the support of others.
5. Indicate the reporting Period: (Most recently completed program cycle within the period January 1, 2022 to December 30, 2022 <u>(date)</u> to <u>(date)</u>):	January 1, 2022 to December 31, 2022

Demographics

Complete the following questions on demographics for the program. Please answer with a final number, not a range or percentage.

6. How many different individuals have been served by the selected program? (<u># of unique clients served as opposed to # of visits</u>)	82
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7. Fill out the demographic categories that you have program data readily available for:

- In the first column, select all the Population Types highlighted in grey that apply to your program. (Clicking on the box should add an “x”, if not, enter an “x” next to the box.)
- Then select the primary populations who are served within each Population Type if applicable. You are asked to select a maximum of 2 within each population type to identify the primary populations being served.
- Finally, enter the number of each population served.

PRIMARY (max 2)	Number Served	Population Type
<input type="checkbox"/>		<i>Populations by Age</i>
<input type="checkbox"/>		Early Years (0-5)
<input type="checkbox"/>		School-aged (6-12)
<input type="checkbox"/>		Adolescence (13-17)
<input type="checkbox"/>		Youth (18-29)
<input checked="" type="checkbox"/>		Adults (30-64)
<input checked="" type="checkbox"/>		Seniors and Elders (65+)
<input checked="" type="checkbox"/>		<i>Populations Requiring Specific Care or Supports</i>
<input type="checkbox"/>		People experiencing homelessness
<input type="checkbox"/>		People with low income or living in poverty
<input type="checkbox"/>		People living with mental illness
<input type="checkbox"/>		People struggling with addiction
<input checked="" type="checkbox"/>		Persons with disabilities
<input type="checkbox"/>		People experiencing interpersonal violence or abuse
<input checked="" type="checkbox"/>		People living in group homes or supportive living (under the age of 55)
<input type="checkbox"/>		<i>Indigenous People</i>
<input type="checkbox"/>		Indigenous: First Nations
<input type="checkbox"/>		Indigenous: Inuit
<input type="checkbox"/>		Indigenous: Metis
<input type="checkbox"/>		Indigenous: Non-Status
<input checked="" type="checkbox"/>		Indigenous: Unspecified
<input type="checkbox"/>		<i>Racialized Communities</i>
<input type="checkbox"/>		All (Do not select all unless you regularly serve all the communities listed. Check the top 3 and note any others.)
<input type="checkbox"/>		South Asian

PRIMARY (max 2)	Number Served	Population Type
<input type="checkbox"/>		Chinese
<input type="checkbox"/>		Black
<input type="checkbox"/>		Filipino
<input type="checkbox"/>		Latin American
<input type="checkbox"/>		Arab
<input type="checkbox"/>		Southeast Asian
<input type="checkbox"/>		West Asian
<input type="checkbox"/>		Korean
<input type="checkbox"/>		Japanese
<input checked="" type="checkbox"/>		Groups not otherwise specified
<input type="checkbox"/>		<i>Gender and Sexual Identity</i>
<input type="checkbox"/>		Male
<input type="checkbox"/>		Female
<input type="checkbox"/>		Members of LGBTQ2S+ communities
<input checked="" type="checkbox"/>		Gender Unknown
<input type="checkbox"/>		<i>Newcomers</i>
<input type="checkbox"/>		Permanent Residents - immigrants
<input type="checkbox"/>		Permanent Residents - refugees
<input type="checkbox"/>		Temporary Residents
<input type="checkbox"/>		Unknown Status
<input type="checkbox"/>		<i>Single Parent Households</i>
<input type="checkbox"/>		Single mothers
<input type="checkbox"/>		Single fathers
<input type="checkbox"/>		Single grandparents
<input type="checkbox"/>		<i>Other</i>
<input type="checkbox"/>		Specify:

Outcome Measurement:

Inputs	
Inputs are the resources required to fulfill your selected program.	
8. Check off the key Inputs that apply to the identified program and directly led to the intended outcomes:	
<input checked="" type="checkbox"/> Computers and other technology	<input type="checkbox"/> Professional Development/Training
<input checked="" type="checkbox"/> Curricula	<input checked="" type="checkbox"/> Staff
<input type="checkbox"/> Equipment	<input checked="" type="checkbox"/> Supplies and materials
<input checked="" type="checkbox"/> Facility or Program Space	<input type="checkbox"/> Utilities
<input type="checkbox"/> Facility Security	<input type="checkbox"/> Vehicles
<input checked="" type="checkbox"/> Funding	<input checked="" type="checkbox"/> Volunteers
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Activities	
Activities are the key tasks or services that demonstrate a reasonable response to the social issue identified and directly contribute to the program outcomes.	
9. Check off the key Activities that you collected outputs on and that apply to the identified program:	
<input type="checkbox"/> Assessment and Screening	<input checked="" type="checkbox"/> Outreach
<input type="checkbox"/> Case Management	<input type="checkbox"/> Provide Food
<input type="checkbox"/> Childcare	<input type="checkbox"/> Provide Shelter
<input type="checkbox"/> Counseling	<input checked="" type="checkbox"/> Raising Awareness or Public Education
<input type="checkbox"/> Crisis Support Lines	<input type="checkbox"/> Referrals
<input type="checkbox"/> Field Trips	<input type="checkbox"/> Rehabilitation or Therapy
<input type="checkbox"/> Home Visits	<input type="checkbox"/> Transportation
<input type="checkbox"/> Non-Crisis Support Lines	<input checked="" type="checkbox"/> Workshops/Instructional Classes
<input checked="" type="checkbox"/> Other: program sessions	<input checked="" type="checkbox"/> Other: guest speakers
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Outputs	
Outputs are the anticipated products of the program's activities that will produce the desired intended outcomes for the program's participants.	
10. Check off the key Outputs that you collected data on and that correspond to the Activities selected above and enter the number produced:	
Example: <input checked="" type="checkbox"/> # of calls	25
<input checked="" type="checkbox"/> # of assessments completed	12
<input checked="" type="checkbox"/> # of calls	82
<input type="checkbox"/> # of childcare spaces provided	
<input type="checkbox"/> # of counseling sessions conducted	
<input type="checkbox"/> # of educational materials distributed	
<input type="checkbox"/> # of field trips	

<input type="checkbox"/> # of home visits completed	
<input type="checkbox"/> # of meals served	
<input checked="" type="checkbox"/> # of new connections made	3
<input type="checkbox"/> # of referrals made	
<input type="checkbox"/> # of rehabilitation/therapy sessions conducted	
<input type="checkbox"/> # of shelter spaces provided	
<input type="checkbox"/> # of specialty services that are culturally appropriate delivered	
<input type="checkbox"/> # of transports	
<input type="checkbox"/> # of web inquiries	
<input checked="" type="checkbox"/> # of workshops/instructional classes taught	12
<input checked="" type="checkbox"/> Other: # of participants for Peer Support Program	15
<input checked="" type="checkbox"/> Other: # of participants in all CNIB programs	82
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	

11. Indicate any changes made to inputs, activities and outputs compared to what was indicated on the application. Provide an explanation of why changes were made and what you learned throughout the process (i.e. did you add, remove or make changes to the planned inputs, activities or outputs listed on the application?):
<p>Inputs:</p> <p>There were no changes to inputs made in this program.</p>
<p>Activities:</p> <p>There were no changes made to the activities indicated in the application.</p>
<p>Outputs:</p> <p>There were no changes made to outputs that were indicated in the application.</p>

12. Did the program meet its targets and/or achieve its intent? Please explain.

The program met all its targets and the intent of the program. The program was able to reach the demographics of individuals living with sight loss who are 60+ years old. The program was able to provide information and support in many areas such as nutrition, exercise, accessible entertainment options, mental health, as well as providing participants the opportunity to create a support network of peers who are going through the same life experiences that they are.

This program ran in-person allowing individuals to really create a sense of community with each other. As they learned new skills and worked through the changes in their lives as they experience vision loss, they were able to also help each other with the isolation that many individuals who are blind or partially sighted feel. When the pandemic was creating barriers for people to get out, we really saw a decline in the participants mental health and isolation, the affects that it had on them was significant. The ability to meet in person and have this type of connection for them was critical as we move out of the last couple of years.

13. Impact Story - Provide at least one Impact Story that highlights how your program made a change in the life of a participant. The most useful stories highlight a specific positive change resulting from the program, and then clearly states how the change is linked to United Way's Focus Area Outcomes* All That Kids Can Be, Poverty to Possibility or Healthy People Strong Communities (maximum of 400 words). These stories could be used in United Way marketing materials and may be edited to fit the communication medium.

If possible, provide the name of the person who appears in the story, a photo and a signed photo release form (you can use your own form or one provided by United Way).

Fred Sandeski – “I really enjoy attending the peer group. It’s a great time to socialize with other participants in Weyburn. Since the pandemic it was hard to get out and being able to be a part of the group again is great. It is also a nice place to get more community resources for those who are blind or partially sighted.”

I enjoyed the BBQ, great time coming out and meeting with everyone after a long time in doors. It was well organized and great food. - Tannis Hawton

The peer support group is a huge benefit to the Weyburn community. It has given participants the knowledge to make things a little easier in their day to day lives. It is my pleasure to work with all of the participants and to assist them with any of their inquiries. The laughs and smiles really make this a support group. - Korryn Kubashek, Peer support lead

*see Appendix A for more information on the Focus Areas.

14. Provide additional quotes from participant children, youth, families/caregivers or individuals.

If possible, provide the name of the person who provided the quote, a photo and a signed photo release form (you can use your own form or the one provided by United Way).



Navy really enjoyed taking part in the CNIB Employment Bootcamp mock interviews. Some of the feedback from the volunteer interviewers, was: She look lovey and professional, well prepared and had answer to share for all the questions, spoke clearly. Overall the mock interviews were a success!

The CNIB Employment Bootcamp program is designed to help youth who are ages 15-21 to build the skills and confidence necessary to move into Post-Secondary education and or employment.

15. If there are any additional information/comments you would like to provide, enter it here. (E.g. Information about the effects of COVID-19 on programming, any changes to the organization, challenges, etc.)

For a community to be great, it must be great for everyone. A community is only as strong as the sum of its parts. Strong, supportive, and inclusive communities are vital to a thriving city. Too many blind or partially sighted individuals are vulnerable and isolated in Weyburn and surrounding areas. This prevents them from having a great quality life - they need connection and support, and CNIB wants to ensure we change what it is to be blind through innovative programs and advocacy for everyone.

Due to the pandemic, we were really limited on how we were able to reach the participants in the Weyburn area and they were having a difficult time with the virtual and teleconference options that we were able to provide. Due to this, the blind and partially sighted community in the area became very isolated and we knew that we needed to do something as soon as possible. In May we kicked off the start of back to in-person programming for the area with a community BBQ where we saw many of our peer group participants come out.

Creating connection and meaningful support is critical for our community and this peer group has been a great way to do that.

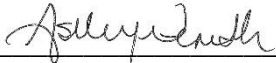
16. Acknowledgment: Provide a list of the ways that your organization recognized United Way Regina for the funding over the past year. If possible, provide a screen shot of social media posts.

We have recognized United Way on our website.
We recognized United Way funding during our sessions.

By signing below:

Agency signing authorities certify that they have the power to bind the agency, and further, they affirm that the total contents of this application are true, complete and accurate.

Signature:



Ashley Nemeth, Provincial Director Saskatchewan

January 31, 2023

Date

ashley.nemeth@cnib.ca

Email address

Appendix A

United Way Focus Areas:

- **All That Kids Can Be:** Improving access to early childhood development programs, helping kids stay on track in school and graduate from high school.

Success in School

- Children are ready for school
 - Children and youth are successful in school
 - Youth make a healthy transition to adulthood
- From **Poverty to Possibility:** Increasing opportunities for individuals and families to move from living in poverty to become more independent and self-sufficient.

Food Security, Housing Stability, Employment and Financial Literacy

- Access to affordable, nutritious and appropriate food
 - Increased consumption of nutritious and appropriate food
 - Improved access to emergency shelter
 - Improved access to affordable housing
 - Increased access to supports to maintain stable housing
 - Increased support to find and maintain employment
 - Improved financial stability and avoidance of financial crisis
 - Improved access to affordable goods & services needed to support independence and stability
- **Healthy People, Strong Communities:** Improving access to social, health-related support services including systems navigation to find help when they need it the most.

Personal Wellbeing and Safety and Connected to Supports

- Improved mental health
- Improved safety especially victims of interpersonal violence and abuse
- Increased help to better navigate support systems
- Improved access/availability to services and supports