

**FY 2018/19 DISPARITY FUNDS PROGRAM**  
**APPLICANT CHECKLIST**

---

**CBOs:**

1. ☒ 2018 Disparity Funding Proposal, Proposal Cover Page (Attachment A)
2. ☒ 2018 Disparity Funding Proposal, Project Information (Attachment B)
3. ☒ Schedule of Development/Activities Worksheet (Attachment C)
4. ☒ Project Measures Worksheet (Attachment D)
5. ☒ Budget Worksheet (Attachment E)
6. ☒ Letter(s) of support (data sharing, collaboration/shared projects), as applicable
7. ☐ Optional: Supporting documentation about the organization (e.g., verification of the organization's employer identification number (EIN) status, business registration, board minutes, or any other relevant documents).
8. ☐ UCs and CSUs: A completed Model Agreement

**Regional centers (New Proposal Requests):**

1. ☐ 2018 Disparity Funding Proposal, Proposal Cover Page (Attachment A)
2. ☐ 2018 Disparity Funding Proposal, Project Information (Attachment B)
3. ☐ Schedule of Development/Activities Worksheet (Attachment C)
4. ☐ Project Measures Worksheet (Attachment D)
5. ☐ Budget Worksheet (Attachment E)
6. ☐ Letter(s) of support (data sharing, collaboration/shared projects), as applicable

**Regional Centers (Continuation Requests):**

1. ☐ Budget Worksheet (Attachment E)
2. ☐ Request for Funding to Continue an Approved Project (Attachment F)

**Note:** Please complete this form for **each** proposed project. Please refer to the application instructions for clarification for any of the following questions.

## Section I. Grantee Information and Cover Sheet

Please check the box that describes your organization		
<input type="checkbox"/> Regional Center	<input checked="" type="checkbox"/> CBO, 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3)

a. Name of Organization/Group	b. Date
Autism Society Inland Empire	09/19/2018
c. Primary contact (Name)	
Beth Burt	
d. Mailing address	
420 N McKinley Ste 111-118, Corona, CA 92879	
e. Primary e-mail Address	f. Primary phone number
bburt@ieautism.org	951-532-4462
g. Secondary contact e-mail address	h. Secondary contact phone number
cgarcia@ieautism.org	951-220-6922
i. Brief description of the organization/group (organization type, group mission, etc)	
<p>The Autism Society Inland Empire (ASIE), Inc is a 501(c)(3) organization which has been serving the Inland Empire for the last 32 years. ASIE is a grassroots organization made up of dedicated family members, individuals with Autism, and professionals passionately committed to the mission of improving the lives of all affected by autism. The agency goal is to create a world where individuals and families living with autism can maximize their quality of life, are treated with the highest level of dignity, and live in a society in which their talents and skills are appreciated and valued. ASIE currently serves the entire Inland Empire, except for the Coachella Valley including all ages and all levels of the autism spectrum.</p> <p>ASIE serves over 14,000 individuals with Autism along with over 55,000 family members. ASIE also collaborates with and assists hundreds of professionals who support over 69,000 individuals. All programs are open to anyone regardless of their disability, severity of their disability, or the language spoken.</p> <p>Over the last two years, ASIE has participated in intensive non-profit-organizational leadership training programs to increase our capacity and build additional alliances throughout the Inland Empire. ASIE understands that today's issues are complex and acknowledge the importance of continuing to collaborate with long-time partners as well as new partner including many local governmental and community-based organizations, and non-profits to find solutions to meet the needs of constituents.</p>	

## Section II. Proposal Summary

Attachment A-2

<b>a. Project title</b>	<b><i>Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice</i></b> which means <i>Collaboration, Leadership, Advocacy, Service and Education Community of Practice</i>
<b>b. Total amount requested</b>	\$85,607
<b>c. Projected number of individuals impacted</b>	A minimum of 15 group leaders from local CBOs which serve the Hispanic ID/DD population in the Inland Empire
<b>d. Duration of project (months)</b>	12 months
<b>e. RC(s) in the project catchment area(s)</b>	Inland Regional Center
<b>f. Did your organization receive funding for a project in FY 2017/18?</b>	<input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No **If yes, provide the grant number and answer questions "f1" and "f2." If no, skip to question "g."  Grant # (CBOs only):
<b>f1. What is the current status of your project?</b>	n/a
<b>f2. How is this proposal different from your current project?</b>	n/a
<b>g. Will you be working with one or more CBO(s)?</b>	<input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No
<b>h. Will the project require aggregate data from the RC(s)?</b>	<input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No

\*Zip code information for Los Angeles County can be found at:

<https://www.dds.ca.gov/RC/regionMap.cfm?view=laCounty>

\*\*\*If yes, please provide letter(s) indicating that the CBO(s) and/or RC(s) have reviewed the proposal and are in support of collaboration.

Attachment B

**FY 2018/19 DISPARITY FUNDS PROGRAM  
PROJECT INFORMATION**

<b>1. Project title</b>
<b><i>Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice</i></b>
<b>2. Select the target group(s) the project intends to serve and provide a description of each group. Check all that apply.</b>
<input checked="" type="checkbox"/> Ethnicity: Latino <input checked="" type="checkbox"/> Language(s): Spanish and English <input checked="" type="checkbox"/> Age group(s): All ages <input checked="" type="checkbox"/> Socioeconomic: Primarily low and middle SES families <input type="checkbox"/> Other:
<b>3. Which area(s) of focus does the project meet? Check all that apply.</b>
<input checked="" type="checkbox"/> 1. Increase access to information about services available through the RC system and processes to receiving those services. <input checked="" type="checkbox"/> 2. Provide assistance during the intake process. <input checked="" type="checkbox"/> 3. Empower consumers to advocate for needed services. <input checked="" type="checkbox"/> 4. Increase access to services that meet the cultural and linguistic needs of consumers and their families. <input checked="" type="checkbox"/> 5. Other (explain): Increase capacity of local group leaders who serve the Hispanic and Spanish speaking I/DD community
<b>4. Project Type. Check all that apply.</b>
<input checked="" type="checkbox"/> Translation (equipment, translator services, translating brochures or materials, etc.) <input type="checkbox"/> Outreach (community events, website or social media design, materials, etc.) <input type="checkbox"/> Workforce capacity (staff training, incentives for bilingual employees, etc.) <input type="checkbox"/> Parent education (online or in person trainings, workshops, etc.) <input type="checkbox"/> Promotores (para professionals to help develop relationships and trust with the Regional Center) <input type="checkbox"/> Family/consumer support services (1:1 coaching, enhanced case management, service navigation, etc.) <input checked="" type="checkbox"/> Other: This project establishes a Community of Practice for leaders from organizations and group leaders from organizations in the Inland Empire which serve the Hispanic and Spanish speaking ID/DD population to improve all the goals listed above collectively.
<b>5. What experience does the organization/group have working with the target population?</b>
<p>The mission of our organization is to improve the lives of ALL individuals with Autism. Reducing disparities is an issue ASIE is very invested in. We have served the Hispanic and Spanish speaking community for more than 11 years. Over half of the ASIE staff is bi-lingual and bi-cultural. Additionally, our organization has a culturally sensitive administrative board who conduct annual needs assessments in the community. We gather data each year to improve social and educational events to meet the current needs for the various sub-populations ASIE services.</p>

Last year alone ASIE provided leadership and resources to the Inland Empire by:

- Answering over 4,000 Information and Referral Inquiries in Spanish, English, and Arabic. This includes providing navigation services to families who speak these languages utilizing Parent Navigators who share similar ethnic/language backgrounds for parents of children ages zero to adulthood.
- Educating over 1,000 individuals at one of 17 educational presentations which include taking into account cultural sensitivities, translation services and collaborating with organizations which serve the Spanish speaking community
- A dedicated group for Spanish speaking families
- Sponsoring 154 different Family/Support Events in which over 6,000 family members attended. These events range from Teen and Adult groups, play groups for children, and large events for the entire family.
- Advocating at federal, state, and local levels around Safety Issues, Employment, Day Options, and Disparity issues.

**6. Explain how the target population(s) are underserved using POS data or other data as supporting evidence.**

The Inland Empire is an enormous geographic area, the largest in the state, with over 4 million residents in which 51% are Hispanic according to the 2017 Census estimates. *The State of Immigrants in the Inland Empire* report released in 2018 advises one in five residents in the Inland Empire is an immigrant (972,476 individuals) and out of that population 52% are not US citizens. This report highlights that lack of language access is reported as a major barrier for 67% of the Latino immigrants living in the Inland Empire.

Inland Regional Center serves the largest number of clients in California - almost 36,000 as of 08/2018. Data from Inland Regional Center points to significant disparities along the lines of race and ethnicity. In 2018, Inland Regional Center has identified the following groups as the most underserved:

- Autism – out of the 8,863 IRC Consumers with Autism, 32.8% (2,903 individuals) have no POS (purchase of service) authorization.
- Hispanic population as a whole – out of the 14,447 IRC Consumers, 28% (4,042 individuals) have no POS
- Spanish Speakers – out of the 6,970 IRC Consumers who speak Spanish as their primary language, 26% (1,815 individuals) have no POS

Through years of experience ASIE has identified numerous barriers for the Latino/Spanish-speaking ID/DD community:

1. Lack of trained personnel to serve this community. ASIE has identified 15 groups in the Inland Empire which serve the Spanish speaking I/DD population. Only 4 of those groups have at least one full-time employee. Many local support groups for the Spanish speaking community are made of long-term, dedicated volunteers or individuals who work just a few hours each week. This leaves little time for training or serving the almost 7,000 Spanish speaking families who are Inland Regional Center clients in a geographic area the size of West Virginia. Additionally, most of these group leaders have not had the opportunity to stay up to date on the latest changes in laws, regulations and services and receive in-depth training on issues specific to the Hispanic community.

2. Cultural barriers. Barriers include the stigma of developmental delays, fear of deportation, cultural pride in reluctance to asking for help, limited expression toward authority figures, and distrust of government agencies.
3. Fear of Immigration. This escalating fear is real for many of the families and prevents them from attending events.
4. Lack of adequate generic and vendored Regional Center resources. This is a barrier for many families in the Inland Empire and even more so for Spanish speaking families.
5. Financial Hardships and issues related to sustaining the family. Poverty has an enormous impact on quality of life and access to information. Families may not have internet, computers, transportation, or bank accounts to access services and supports. The *2017 Detailed Status of the Inland Empire Economy Report* advises that in California, Inland Empire residents living in poverty are the second highest in California (16.4%). Only the Central Valley has a worse level (20.8%). In addition, one in four Inland area children under 18 are considered poor.
6. Low English literacy/education. The *2017 Detailed Status of the Inland Empire Economy Report* also reports that within the group of adults 25 and over who live in the Inland Empire, 46.3% have a high school education or less. This is compared to 39.0% for the rest of Southern California (Imperial, Los Angeles, Orange, San Diego, Ventura). This lack of education for young Inland Empire residents/parents causes a number of misunderstandings:
  - a. The actual benefits of a specific service
  - b. Which agencies provide specific services
  - c. Lack of knowledge about or attending educational presentations
  - d. Awareness of RC services and/or understanding how to apply for Regional Center services.
7. Lack of understanding of the agency culture. These families often feel unwelcome when faced with the stricter culture of larger nonprofit and governmental agencies. These stricter structures may include limits on extended family attending events, child care, and adherence related to time and punctuality. Not understanding some of the social constructs causes stress and discontentment between the families and the agencies.

## 7. How will the project address the identified POS disparity?

ASIE believes meaningful progress to solve the disparity that exists requires a multifaceted approach. While reaching out to families individually has been the most common approach, the Autism Society Inland Empire (ASIE) is asking DDS to invest in a “train the trainer” model in which ASIE will develop a local Community of Practice made up of leaders from local Spanish speaking ID/DD related groups to serve as connectors, supporters, and resources for Spanish speaking Latino families throughout the Inland Empire.

There are more than 15 organizations in the Inland Empire serving the Hispanic I/DD population, many of which are parent leaders with little support. By empowering local leaders who already have built trusted relationships with our Hispanic community, families will, in turn have increased access to information about services available through the Regional Center and generic resources; how to access those services; support during the intake and will learn how to advocate effectively for themselves for years to come.

This project will have three objectives:

**Objective 1:** Increase the understanding of resources and services relevant to the ID/DD population, how to access services, and learn advocacy strategies for the local groups who serve the Hispanic and Spanish speaking ID/DD community.

**Objective 2:** Increase awareness of, and access to resources by collaboratively developing or modifying printed and electronic outreach and resource materials to provide clearer information to Spanish-language consumers and future consumers to be shared with collaborative members and Inland Regional Center.

**Objective 3:** Increase access to resources by collaboratively developing Resource listings or a Resource map targeted to the Spanish speaking ID/DD community. This will be shared with collaborative members and Inland Regional Center.

The CLASE CoP will create opportunities for group leaders:

- Training: Peer learning to complement instructor-led training ensuring that best and promising practices are brought back to and implemented in the organizations served
- Technical Assistance: Peer coaching around the implementation of best practices
- Peer support that has the potential to outlive the Training and Technical Assistance program, stretching out the investment you are making in these organizations
- Exposure to subject matter experts who will provide training and new resources for local leaders.

The CLASE CoP will consist of one to four leaders from each organization. The minimum number of group leaders served will be 15 who will participate in formal learning sessions and have access to supplemental supportive learning services beyond the formal “class time” with linkages to subject matter experts. In addition, members will have time with a coach and peers for support with the required material that they will take back to their own groups for practice. Additionally, through this grant, ASIE would provide a total of 10 hours of coaching, mentoring, and support to participating agencies outside of the regularly scheduled meetings. Through training at the CoP meetings and technical assistance throughout the year, leaders of these participating organizations will increase their knowledge of practical advocacy strategies, resources, and information about ID/DD, as well as how to communicate their concerns and provide vital input on issues of disparity that impact their communities.

Training will be facilitated by the ASIE Director of Program and Autism Resource Specialists, augmented by subject matter experts and will include, but are not limited to the following topics:

1. Screening and assessment
2. Navigation of services different government agencies can provide (Social Security, IHSS, medical, School, Regional Center) such as parent rights and advocacy.
3. Effectively advocating for needed services – through agency and public policy
4. Understanding how immigration issues may impact services
5. Understanding and participating in the IPP/IEP process including technical assistance
6. Knowing how to find your CSC- including how to email; how to access events on the internet; and, how to request conferences



7. Determining what services might be beneficial- including what is the benefit of respite, social rec, camping, and other services
8. Practicing how to locate resources in the community
9. Identifying barriers to services and possible solutions
10. Understanding how the entire family is affected
11. Using technology to help families

Because many of these group leaders are individuals who do this because they are passionate about helping their community, but have little financial resources to assist, group leaders who complete the capacity training will be given the choice of receiving a new laptop which will assist them in providing resources and information to families, or \$1000 donation to the organization. Meetings will be held monthly in a central location for the year. Gas cards will be provided to assist with transportation for participants who request the assistance. Participants will receive organizational learning aides (notebook organizers, name table tents, study supplies). Lunch will be provided at each CLASE CoP along with accommodations (space in the room, snacks and activities) for children or extended family members. All trainings will have a greeter to welcome and provide review for anyone who might miss some of the presentation. A celebratory event at the end of the year will be held.

Furthermore, the CoP will jointly develop education and resource material including a Resource Listing for Spanish speaking families. The group will develop and prioritize the needs and decide the format best suited for their communities. All information developed will be shared with Inland Regional Center.

ASIE is a veteran collaborator in the Inland Empire, having built a trusted relationship with many of the organizations which serve this community, including Inland Regional Center.

**8. How is the proposed project unique or different from a current effort (e.g., strategies, activities, goal) in this catchment area? If the project is similar to a current effort, how will the proposed project expand on the current effort?**

While APEP focused on families, CLASE will strengthen the leaders of local groups who are already successful in reaching the Hispanic community. Through the strengthening of trusted local group leaders, most of whom have been serving this population for over 10 years, the Hispanic CBO community will be better equipped to educate and empower families who are not using POS services.

This approach will build and strengthen the Hispanic ID/DD community. Many group leaders have expressed a feeling of isolation and lack of support. Participants in the CLASE CoP will have the opportunity to meet with other group leaders from a broader area. Participants will assist each other with their area of expertise and can give each other support and resources eventually allowing them to stand stronger – united in their efforts.

Furthermore, while there are other Latino/Hispanic Collaboratives which exist in the Inland Empire, there is nothing specifically for organizations which work with families and individuals with disabilities. Additionally, many of the groups which serve the Spanish speaking ID/DD population are parent leaders who do not attend any type of formal collaboratives because they do not feel welcomed. Different from a collaborative, the



CLASE project will focus on training, technical assistance, and will incentivize group leaders in the Latino community who have felt disenfranchised.

**9. How did your organization collect input from the community and/or target population to design the project?**

The Autism Society Inland Empire has relationships with many of these groups and we took the time to speak with five of the fifteen organizations in person or by phone to listen to what their needs are as an organization and what they felt the needs were for our community. Leaders acknowledged they have different areas of expertise like IEP's or IPPs. They advised that they currently do not feel comfortable referring their families to other organizations because they don't know what that organization will tell them. Leaders expressed they want to network, increase their knowledge, learn from each other to meet the needs of the communities and establish a CoP to bring forth change for the whole community instead of pockets of areas.

Additionally, we collected input from Spanish speaking families who attend ASIE's workshops over the last few months on their needs. The families' needs are also diverse but center around obtaining information and education on a wide range of subjects. Families advised they prefer training and information communicated in Spanish and not through an interpreter.

## DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

<b>Project Title:</b> <i>Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice</i>															
<b>Activity</b>	<b>Staff</b>	<b>Dec 2018</b>	<b>Jan 2019</b>	<b>Feb 2019</b>	<b>March 2019</b>	<b>April 2019</b>	<b>May 2019</b>	<b>June 2019</b>	<b>July 2019</b>	<b>Aug 2019</b>	<b>Sept 2019</b>	<b>Oct 2019</b>	<b>Nov 2019</b>	<b>Dec 2019</b>	<b>Jan 2020</b>
<i>Execute grant with DDS</i>	<i>Executive Director</i>	X													
<i>Identify with help of Regional Center all Hispanic ID/DD group leaders. Determine best method of contact</i>	<i>Director of Programs</i>	X													
<i>Locate and secure training facility</i>	<i>Program Coordinator</i>	X													
<i>Create and send/call group leaders to invite them to CoP</i>	<i>Program Coordinator</i>		X												
<i>Develop pre/post test measures</i>	<i>Executive Director/Director of Programs</i>		X												
<i>Develop sign-in sheets, template for training materials</i>	<i>Director of Programs</i>		X												
<i>Formalize which groups and leaders will participate in 12-month training and collaborative.</i>	<i>Director of Programs</i>		X												

Activity	Staff	Dec 2018	Jan 2019	Feb 2019	March 2019	April 2019	May 2019	June 2019	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020
<i>Purchase Gas Cards for participants</i>	<i>Director of Programs</i>		X												
<i>Determine and Order training material</i>	<i>Director of Programs /Program Coordinator</i>		X												
<i>Formalize curriculum and calendar of training with input from stakeholders</i>	<i>Director of Programs /Executive Director</i>			X											
<i>Secure Subject Matter Experts for meetings</i>	<i>Director of Programs</i>			X											
<i>Distribute pre-test surveys</i>	<i>Director of Programs /Program Coordinator</i>			X											
<i>Send reminders about meeting and confirm participation of all participants</i>	<i>Program Coordinator</i>			X	X	X	X	X	X	X	X	X	X		
<i>Arrange for food, beverage, hospitality for meetings</i>	<i>Program Coordinator</i>			X	X	X	X	X	X	X	X	X	X		
<i>Purchase supplies needed for meeting</i>	<i>Director of Programs /Program Coordinator</i>			X	X	X	X	X	X	X	X	X	X		
<i>Collate resources for each training subject</i>	<i>Resource Specialist</i>			X	X	X	X	X	X	X	X	X	X		
<i>Put training packets together for meetings</i>	<i>Resource Specialist</i>			X	X	X	X	X	X	X	X	X	X		
<i>Facilitate 10 CoP meetings</i>	<i>Director of Programs /Resource Specialist</i>			X	X	X	X	X	X	X	X	X	X		

<b>Activity</b>	<b>Staff</b>	<b>Dec 2018</b>	<b>Jan 2019</b>	<b>Feb 2019</b>	<b>March 2019</b>	<b>April 2019</b>	<b>May 2019</b>	<b>June 2019</b>	<b>July 2019</b>	<b>Aug 2019</b>	<b>Sept 2019</b>	<b>Oct 2019</b>	<b>Nov 2019</b>	<b>Dec 2019</b>	<b>Jan 2020</b>
<i>Coaching participants one hour a month per organization</i>	<i>Director of Programs Resource Specialists</i>			X	X	X	X	X	X	X	X	X	X		
<i>Gather pre and post-test data, number of participants invited/attended each workshop</i>	<i>Director of Programs</i>			X	X	X	X	X	X	X	X	X	X		
<i>Submit Quarterly Claim Expense with the Quarterly Progress Report</i>	<i>Executive Director/Director of Programs</i>					X									
<i>Submit Quarterly Claim Expense with the Quarterly Progress Report</i>	<i>Executive Director/Director of Programs</i>								X						
<i>Determine community needs for educational material and prioritize.</i>	<i>Group</i>								X	X	X				
<i>Determine what format is most appropriate for target population.</i>	<i>Group</i>									X	X				
<i>Create educational material.</i>	<i>Group</i>									X	X				
<i>Edit educational material.</i>	<i>Group</i>											X			
<i>Determine if any other listings exist and can be used.</i>	<i>Group</i>								X						
<i>Determine which resources are needed to be included.</i>	<i>Group</i>									X	X				

Activity	Staff	Dec 2018	Jan 2019	Feb 2019	March 2019	April 2019	May 2019	June 2019	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020
<i>Submit Quarterly Claim Expense with the Quarterly Progress Report</i>	<i>Executive Director/Director of Programs</i>											X			
<i>Determine what kind of resource listing is needed (format).</i>	<i>Group</i>									X	X				
<i>Compile resources.</i>	<i>Group</i>									X	X				
<i>Format</i>	<i>Director of Programs/Exec Dir</i>										X				
<i>Edit material</i>	<i>Group</i>											X			
<i>Print material</i>	<i>Director of Programs/Exec Dir</i>											X			
<i>Purchase laptops or prepare checks for those who completed training</i>	<i>Director of Programs</i>											X			
<i>Submit Quarterly Claim Expense with the Quarterly Progress Report</i>	<i>Executive Director/Director of Programs</i>											X			
<i>Distribute Material to CoP members.</i>	<i>Director of Programs</i>												X		
<i>Discuss plans for continuing CoP</i>	<i>Group</i>												X		
<i>Discuss plans for culminating event</i>	<i>Group</i>											X	X		
<i>Distribute all educational and resource material created.</i>	<i>Group</i>													X	

Activity	Staff	Dec 2018	Jan 2019	Feb 2019	March 2019	April 2019	May 2019	June 2019	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020
Arrange location, hospitality, food, supplies	Program Coordinator												X		
Invitations sent out for "graduation."	Program Coordinator												X		
Order certificates	Director of Programs														
"Graduation" event to recognize participants	Director of Programs /Resource Specialist													X	
Submit Quarterly Claim Expense with the Quarterly Progress Report	Executive Director/Director of Programs														X

**DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET**

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. Please see Attachment D-1 for a sample worksheet.

<b>Project Title:</b> <i>Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice</i>	
<b>Measures of Outcomes</b>	<input checked="" type="checkbox"/> Count: Facilitate 10 Community of Practice meetings. Training hours completed by each participant, number of Technical Assistance (TA) hours, number of attendees, number of community partnerships established.
	<input type="checkbox"/> POS
	<input checked="" type="checkbox"/> Pre/post survey/assessment: Develop and conduct pre and post-surveys for group leaders before participation in the each training as well as at the end of the project. Measure changes in responses from pre/post surveys.
	<input checked="" type="checkbox"/> Stakeholder feedback: Verbal and written feedback from group leaders and community-based organizations.
	<input checked="" type="checkbox"/> Materials: Development or modification needed of outreach and education materials in Spanish. Development of resource listing in Spanish. Materials will be distributed to Regional Center and all participants electronically/through printed material.



**PROJECT BUDGET WORKSHEET**

Attachment E-1

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed. Full time equivalent (FTE) typically means 40 hours per week. For example, .5FTE means 20 hours per week.

<b>Organization Name</b>		
Autism Society Inland Empire		
<b>Project Title</b>		
Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice		
<b>Project Duration (start and end date)</b>		
<b>Start Date:</b> Jan 1 ,2019	<b>End Date:</b> Dec 31, 2019	<b>Number of Months:</b> 12

Description	Cost
<b>Salary/Wages and Benefits</b>	
Name: Beth Burt Position: Executive Director <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .15 FTE (this current position is part-time, this would be additional hours)	\$11,700
Name: Clara Garcia Position: Director of Programs <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .3 FTE (this current position is part-time, this would be additional hours)	\$16,848
Name: Melissa Cardona Position: Resource Specialist <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .1 FTE (this current position is part-time, this would be additional hours)	\$3,299
Name: Anel Ibarra Position: Project Coordinator <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .1 FTE (this current position is part-time, this would be additional hours)	\$3,825
<b>Salary/Wages and Benefits Total</b>	<b>\$35,672</b>

<b>Operating Expenses</b>	
Subject Matter Experts (\$500 x 10 months) travel expenses/honorarium	\$5,000
Travel stipend for CoP participants \$25 x 15 people x 10 months	\$3,750
Mileage for ASIE staff (120 mil @\$ .545 x 12 months)	\$785

Hospitality \$300 x 11 months	\$3,300
Training materials \$500 x 10	\$5,000
Printing - Spanish outreach/resource materials - Printed and electronic	\$4,000
Incentives - (25 participants x \$1000)	\$25,000
<b>Operating Expenses Total</b>	<b>\$46,835</b>

<b>Administrative Expenses</b>	
Telephone/Internet (\$100 x 12 months)	\$1200
Accounting Fees	\$1400
Office Supplies (ink, paper, etc)	\$500
<b>Administrative Expenses Total</b>	<b>\$3,100</b>
<b>Project Budget Total</b>	<b>\$85,607</b>

\*As applicable. If the period for year 2 is less than 12 months, provide budget for the number of months that services will be provided.

Proposer (applicant):

Authorized by (print name): Beth Burt

Signature:  Date: 10/12/2018

Sub-grantee (subcontractor):\*\*

Authorized by (print name): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*As applicable

**PROJECT BUDGET NARRATIVE WORKSHEET**

The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment E-1).

<b>Organization Name</b>		
Autism Society Inland Empire		
<b>Project Title</b>		
<i>Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice</i>		
<b>Project Duration (start and end date)</b>		
<b>Start Date:</b> Jan 1 ,2019	<b>End Date:</b> Dec 31, 2019	<b>Number of Months:</b> 12

<b>Salary/Wages and Benefits - Line Item</b>	<b>Description of Duties</b>
Title/Position: Executive Director	Prepare DDS reporting, oversee the project, manage the budget, assist in creating educational and resource material, and payroll.
Title/Position: Director of Programs	Bilingual and culturally competent. Develop pre/post-tests, build relationships with potential participants, arrange for Subject Matter Experts. Lead trainer in and lead coach. Facilitate 10 CoP meetings and oversee "graduation" ceremony. Create training resources each month. Create sign in sheets, facilitate development of new educational and resource material. Supervise other coach and Project Coordinator.
Title/Position: Resource Specialist	Bilingual staff. Will research resources and material. Assists with coaching hours. Will assist in CoP meetings.
Title/Position: Project Coordinator	Bilingual staff responsible for logistics, creates and sends out invitations, track attendance, order lunches, arrange for stipends for travel.

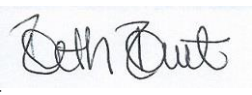
<b>Operating Expenses - Line Item</b>	<b>Description</b>
Subject Matter Experts	Travel expenses/honorarium for Subject Matter Experts (\$500 x 10 months)
Travel stipend	for CoP participants meetings/coaching appointments
Mileage for ASIE staff	Mileage for staff to attend CoP meetings and coaching sessions
Hospitality	Food, beverages, plates, napkins, utensils, etc for training/workshop attendees
Training materials	Binders, dividers, name tags, printed handouts from presentations, book and training resources, certificates for graduation etc
Spanish outreach/resource materials	CoP will jointly develop resources and educational materials for families which can be printed and distributed to all CoP participants

Incentives	Each participant who completes 10-month session can chose laptops with software for group leaders to be used for meetings with families or \$1000 stipend for organization
------------	--

Administrative Expenses - Line Item	Description
Telephone/Internet	Telephone and internet services
Accounting Fees	Payroll and billing
Office Supplies	Supplies for office printers, miscellaneous office supplies

Proposer (applicant):

Authorized by (print name): Beth Burt \_\_\_\_\_

Signature:  \_\_\_\_\_ Date: 10/12/2018

Sub-grantee (subcontractor): \*\*

Authorized by (print name):  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\* As applicable.

October 9, 2018

The California Department of Developmental Service  
1600 9th Street  
Sacramento, CA 95814

To Whom It May Concern:

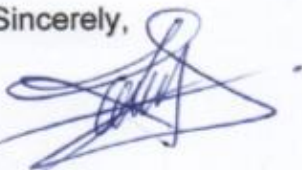
I am writing in support the Autism Society Inland Empire's grant proposal to establish Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice.

The Autism Society Inland Empire is a trusted organization than is being helping supports groups like us that serve minorities and vulnerable population, and their purpose is to bring all of the groups and organizations serving the Inland Empire Hispanic ID/DD population. CLASE would bring many group leaders together to receive much needed training by experts and create resources specific for our needs.

This gives our local leaders and opportunity to strengthen our skills and knowledge so we in turn can help the families that trust us to be more knowledgeable with information and support in the language that they understand.

I hope DDS considers this proposal so we will be able to reach more families in need in our community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Isabel M. Torres', with a large, stylized flourish extending to the right.

Isabel M. Torres

Padres con poder support group

Director