FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE

Note: Complete this form for **each** proposed project. Please refer to the Proposal Submission Instructions for clarification for any of the following questions.

Section I. Grantee Information (New and Reapplications)

Please check the box that describes your organization		
☐ Regional Center (RC)	☒ Community Based Organization (CBO), 501(c)(3)	☐ CBO, non-501(c)(3) ☐ EIN or ☐ No EIN

a. Name of organization/Group	b. Date
Autism Society Inland Empire, Inc	09/24/2019

c. Primary contact (Name)
Beth Burt

d. Mailing address
420 N McKinley St, Suite 111-118 Corona CA 92879

e. Primary e-mail address	f. Primary phone number
bburt@ieautism.org	951-532-4462

g. Secondary contact email address	h. Secondary contact phone number
cgarcia@ieautism.org	951-323-2062

i. Brief description of the organization/group (organization type, group mission, etc.). Include experience your organization has had managing a program similar to the proposal, and the outcomes of that program.
The Autism Society Inland Empire (ASIE), Inc is a 501(c)(3) grassroots organization which has been serving the Inland Empire (most of Riverside and San Bernardino Counties) for the last 33 years. Our mission is to improve the lives of all affected by autism in the Inland Empire. ASIE was awarded a DDS grant in 2018/19 for the establishment of the Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice (Collaboration, Leadership, Advocacy, Service and Education). This project is on track to meet all of its objectives.

j. If you check the CBO box, describe how your organization meets the definition of a CBO.
The Autism Society Inland Empire is mindful of our grassroots orgin and takes steps to ensure we do not lose our connection with the community by: - as a board, working to ensure it is representative of and advocates for the entire autism community. Our bylaws are written to include the statement that 51% of our board must be individuals on the spectrum and family members. Demographics are reviewed for representative diversity during nominations for the board. - Priority issue and possible solutions areas are identified annually and defined by community members by use of surveys, Info and Referral data, and conversations with community members throughout the year to determine educational, programs, and advocacy focus.

**FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE**

Section II. Grant Reapplication – Project Information (Reapplications Only)
If the organization is applying to continue a previously awarded project, complete this section in addition to all other required sections and attachments. Complete this section if your proposal will continue a previously awarded project without changes to the target population, geographic area, activities, or objectives; **OR,** if you proposal will expand a previously awarded project into other target populations, geographic areas, activities, or objectives. **After completion, continue to Section III.**

Summary Information

a. Grant Number: 18-C02	
b. Project Title: Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice	
c1. Start Date: 02/01/2019	**c2. End Date:** 12/31/2019
d. Total Project Duration (in months): 11	

Fiscal Information

Fiscal Year (FY)	e. Awarded*	f. Expended
FY 2016/17	**e1.** $ 0	**f1.** $ 0
FY 2017/18	**e2.** $ 0	**f2.** $ 0
FY 2018/19	**e3.** $ 85,607	**f3.** $ 85,607
Total	**e4.** $ 85,607 (e1 + e2 + e3)	**f4.** $ 85,607 (f1 + f2 + f3)
g. Amount Remaining (e4 – f4): $ 0		

If your project was a multiyear project that was fully funded during one FY, enter the total amount of funding in that corresponding FY. For example, if a 2-year project was fully funded in FY 2016/17, then the amount awarded should be included in e1. Projects that received funding in more than one FY, should enter the awarded amounts for each corresponding FY.

Project Information

h. Number of individuals originally proposed to be impacted	15 leaders
i. Actual number of individuals impacted by the project and why it is higher or lower than the proposed number.	Average attendance is 26 leaders. 36 leaders from 21 different organizations have attended at least one meeting. We found that the need for this information was great. Organizations wanted to share the information with as many leaders in their organization as possible. Current CLASE CoP members serve approximately 1,200 Hispanic/Spanish speaking family members a month combined.

FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE

j. RC(s) in the project catchment area(s)	Inland Regional Center
k. List the city(ies) your project has served:	CLASE Community of Practice Members serve families from the following cities: Adelanto, Apple Valley, Banning, Barstow, Beaumont, Big Bear Lake, Blythe, Calimesa, Canyon Lake, Cathedral City, Chino, Chino Hills, Coachella, Colton, Corona, Desert Hot Springs, Eastvale, Fontana, Grand Terrace, Hemet, Hesperia, Highland, Indian Wells, Indio, Jurupa Valley, La Quinta, Lake Elsinore, Loma Linda, Menifee, Montclair, Moreno Valley, Murrieta,Needles, Norco, Ontario, Palm Desert, Palm Springs, Perris, Rancho Cucamonga, Rancho Mirage, Redlands, Rialto, Riverside, San Bernardino, San Jacinto, Temecula, Twentynine Palms, Upland, Victorville, Wildomar, Yucaipa, Yucca Valley
l. List the county(ies) your project has served:	Riverside and San Bernardino Counties
m. If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) served*:	n/a
n. Provide a detailed explanation of project activities to date. What has the project accomplished to date?	

With three months left of our 11 month project (72% completed), we are pleased with the outcomes the CLASE CoP has achieved to date. The 2018/19 CLASE Community of Practice focused on increasing the understanding of these group leaders by bringing in subject matter experts on service systems relevant to the ID/DD population (Outcome 1). We have held 7 meetings. Topics covered by these experts included:

o   How Regional Center views undocumented families
o   Regional Center intake process and guidelines
o   Accessing IRC Respite and Other Services
o   The Self-Determination Program
o   Social Recreation – why RC doesn't pay
o   Inland RC Employment Options
o   Accessing Medical insurance and therapies
o   Generic Services: IHSS, Social Security
o   Accessing and advocating for Special Education Services
o   Transitioning to Adult Services
o   Legislative Advocacy
o   What a Community of Practice is and benefits of working together

Data was collected to assess areas of need prior to presentations. Concepts were reinforced during technical assistance (TA) hours to reinforce the new knowledge and help group leaders be able to apply this knowledge to their families. Post-data will be collected at the October meeting to see if this knowledge really stayed with the group leaders.

The CLASE Community of Practice (CoP) members have started working on Outcome 2: Collaboratively developing or modifying printed and electronic outreach and resource

FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE

materials to provide clearer information to Spanish-language consumers and future consumers. The CoP members chose which resources they felt would be most beneficial to their families. To date, the CoP had reviewed, printed and distributed "Accessing Services for Autism" (English and Spanish) to all of the CoP participants. Each orgaization received at least 100 copies of these. In September the CoP members reviewed and edited and glossary of terms for RC, school, and medical insurance. This will be translated, printed and distributed to CoP members by the November meeting.

Our third outcome, collaboratively developing Resource listings or a Resource map targeted to the Spanish speaking ID/DD community has also been started. There has been discussion on format (electronic vs print), what material should be included, and what kind of services each agency can provide in which areas. The Autism Society Inland Empire Resource Listing which has over 700 local resources was reviewed for content as well as assessability to Spanish speaking families. This project is scheduled to be completed by December.

o. Provide a detailed explanation of project impacts and outcomes to date. Attach data as well as success stories to demonstrate project outcomes and impact.

 To date, we have surveyed the CoP members on 34 questions specific to their knowledge of resources and systems for clients and families within the ID/DD system, 10 qualitative questions regarding their behavior as a leader or how systems were operation, and 56 questions on the quality of the meeting.

Knowledge of Resources and Systems: Using the mastery level of 80%, only 14 of the 34 questions (41%) were answered at a mastery level (80% or above) on the pre-tests. Because these are parent leaders in the community, it is vital that the information given to families is accurate. The post questions will be evaluated in October for this group.

Qualitative Questions: Eleven questions on quality of services were evaluated. Two examples of this:
- Since starting CLASE, 68% of the CLASE CoP members have started referring more families to Inland Regional Center. This is important because prior to the CoP leaders would recommend obtaining an advocate or tell families not to bother with asking for services from Inland Regional Center. The knowledge gained and the relationships made with key staff at Inland RC has empowered these parent leaders.
- 83% of the organizations reported that since the start of CLASE, they have started collaborating with any other CLASE members. Prior to CLASE, many of these groups refused to work with other Latino groups. There had been a history of non-cooperation which impacted the entire community.
"Thank you for the opportunity to train us on important issues for the families we serve, personally I have had the opportunity to further develop my leadership, and I have met other leaders I did not know and with whom I can work collaboratively for a good. common, the topics presented have been of quality and by experts which gives me the confidence that I am obtaining resources that I will not be able to access so easily, all this information received has helped me to better guide and direct towards services to families from my community."

See attached report for more information.

p. What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period.

FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE

During the first year of CLASE, we were working to find the gaps in knowledge about services and service systems as well as the most effective way to deliver this information to group leaders and ultimately their families. This was an 11-month project and at the beginning we asked group leaders their priorities which was understanding how to access service systems especially how documentation status could affect these services.
CLASE 2018/19 had the following objectives:

1. A total of 10 Community of Practice meetings will be held; Met. As of 09/30/2019, 7 out of the 10 meetings have been completed. Meetings are scheduled for Oct, Nov and Dec.
2. At least 15 group leaders will complete 4 hours of training a month or 540 Training Hours total for the group (this is a math correction 15 leaders x 4 hours a month x 9 months of training). Met. As of 09/30/2019 total training hours is 687 hours for the group with three group meetings left.
3. Coaching participants one hour a month per organization; this has been our most difficult objective to accomplish and very time intensive. As of 09/30/19, the CoP members used a combined total 83 of the 116 (72%) TA hours available. We considered this a lesson learned. The first few months the issue was scheduling. We found early in this process that some group leaders were not available during their scheduled appointment time. Originally, we had staff call each leader and schedule the time. We found that very time intensive. We then had leaders sign up during the CLASE meeting itself which worked better, but we still had leaders who forgot what time they signed up for and would call staff or not call in. For some groups, it was a trust issue and they did not want the TA time. During the summer months however, the TA time went down dramatically (46%). It was common for leaders to take an extended vacation, have children home so they could not talk, or back to school time. We will be reducing the TA time in next year's proposal and will make it available during certain "office hours" for group leaders to call in.

4. At least 15 group leaders will monthly trainings; Met. CLASE currently averages 26 attendees for each meeting.
5. At least two or more groups will engage in a new community partnership; Met. 83% of 18 of the current CoP members have reported they are currently partnering with a new CLASE member. This has ranged from inviting another group leader to advocate at a school board meeting to promoting each other's workshops on social media.
6. Group leaders will show gained knowledge and satisfaction with monthly meetings. Will be met by Dec 31, 2019. We will be collecting post gained knowledge in October. As of 09/30/19 CoP members have rated the meetings:
   a. I feel today's training gave me a better understanding of the services and procedures. 98% (131 answers)
   b. The information was useful, and I will share with parents I interact with. 97% (132)
   c. The information presented was very relevant to my needs. 95% (132 answers)
   d. The instructor was effective in presenting the information. 95% (133 answers)
   e. Overall, the workshop met or exceeded my expectations. 97% (133 answers)
7. A report containing stakeholder verbal and written feedback from group leaders and community-based organized. Will be met by Dec 31, 2019. This will be produced at the end of the project. Information has been gathered all along.
8. At least one material will be developed/modified and distributed to all participating groups. Met. The CoP group printed and distributed a brochure on accessing RC, school and Medi-Cal services in English and Spanish. Currently working on glossaries of terms and acronyms for the RC system, insurance and the school system. This is an area we are still trying to

understand. While many groups use Facebook to promote events and news, using electronic methods to teach and empower parents seems to be new to this population. We are continuing to explore different format options.

9. Develop/edit a printed or electronic resource listing that is friendly to the Latino/Spanish speaking community. Will be Met. Due to be completed in December.

10. Increase the number of Latino leaders who engage with the Inland RC Diversity Outreach Coordinator. Baseline was 2 groups, as of 09/30/19 eight (8) groups have engaged.

Other lessons learned:

- We needed to address the hurt and mistrust in the room. We ended up spending more time than anticipated to address the feelings between leaders and Inland Regional Center as well as between the leaders themselves. Both of these issues continue to be addressed.

- Business norms had to be taught concretely and continually reinforced. Issues such as arriving on time and leaving early, taking photos or videos and posting on social media are consistently being addressed each month.

- During summer months the leaders had no childcare. We were faced with the decision to not allow them to attend or attend with child. Our hospitality budget went up dramatically during the summer to cover the cost for all attendees.

- We originally thought we would only need to print 25% of the training material into Spanish, however, group leaders indicated they wanted all materials translated so group leaders can make copies for their families who are Spanish speaking.

- "Homework." While a few assignments were given during the meetings, we found that few leaders would complete the assignments outside of class. We spend unexpected time trying to follow up and encourage assignments outside of class time with little results.

q. If awarded, how will your current project transition into the 2019/20 proposed project?

CLASE 2.0 takes that groundwork that laid in the 2018/19 model and deepens it to invest in the network of grassroots organizations and nonprofits who serve the Latino/Spanish Inland Empire ID/DD community. We would leverage the relationships and the systems which have already been established. The location and format would remain the same. All the leaders who participated in the CLASE CoP would be invited back.

CLASE 2.0 would expand the number of leaders served from the original goal to 15 leaders to 40 and focus on three new skills sets in this context. We've incorporated the lessons learned from 2018/19 project including allowing enough time for work to be done during the meeting instead of assigning it as "homework," adjusting TA time, providing more time for translation and interpretation.

The proposal was built with input from current CLASE leaders are will focus on:

1. Person Centered Planning. At least 40 leaders who serve the Latino/Spanish speaking Inland Empire ID/DD community will increase their understanding of person-centered thinking, person-centered planning and how to effectively use the process to create and implement plans that focus on what they personally define as important.

 2 Stakeholder Advocacy. CLASE 2.0 would increase the knowledge and practice of participating as a collaborative partner in stakeholder meetings and systems change

FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE

advocacy. Our initial results show that 4 out of 14 leaders surveyed (29%) were comfortable advocating at a system level. Training in this area would include (a) understanding RC POS reports; (b) learning how to gather and use data by developing a survey for the Hispanic/Spanish speaking community regarding unmet needs in the local community; (c) using the skills to advocate at a stakeholder meeting with Inland RC.

3 Messaging. Now that leaders are beginning to establish a trusting relationship with Inland RC staff we want tot continue and expand this skill into clients and families. (a) Increase the number of CLASE CoP participants who believe the Inland RC is a credible and trusted source of information (b) learning skills to be an effective stakeholder advocate including how to tell your story effectively; (c) understanding how stress and burnout will impact your ability to be effective, and (d) learning best practices to market to the Latino community.

Stipend (Revised): In 2018/19 CLASE organizations will receive a $1000 stipend if they have met the attendance requirements and are a 501(c)3 organization or, if they are a grassroots organization, a laptop with software. CLASE 2.0 reduces the stipend to $500 or, if they are a grassroots organization, translation equipment, not to exceed $500. This was done at request of the current CoP leaders.

**FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE**

Section III. Proposal Summary (New and Reapplications)

a. Project title	Expansion of the Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice
b. Total amount requested	$ 94,739.97
c. Projected number of individuals impacted	40 leader
d. Duration of project (months)	12 months Start date: 03/01/2020 End date: 02/28/2021
e. RC(s) in the project catchment area(s)	Inland Regional Center
f. List the city(ies) your project proposes to serve:	CLASE Community of Practice Members serve families from the following cities: Adelanto, Apple Valley, Banning, Barstow, Beaumont, Big Bear Lake, Blythe, Calimesa, Canyon Lake, Cathedral City, Chino, Chino Hills, Coachella, Colton,Corona, Desert Hot Springs, Eastvale, Fontana, Grand Terrace, Hemet, Hesperia, Highland, Indian Wells, Indio, Jurupa Valley, La Quinta, Lake Elsinore, Loma Linda, Menifee, Montclair, Moreno Valley, Murrieta,Needles, Norco, Ontario, Palm Desert, Palm Springs, Perris, Rancho Cucamonga, Rancho Mirage, Redlands, Rialto, Riverside, San Bernardino, San Jacinto, Temecula, Twentynine Palms, Upland, Victorville, Wildomar, Yucaipa, Yucca Valley
g. List the county(ies) your project proposes to serve:	Riverside and San Bernardino Counties
h. If your project proposes to serve the City of Los Angeles, list the zip code(s) and/or community your project will serve*	n/a
i. Will you be working with one or more CBO(s)?	☐ Yes*** ☒ No
j. Will the project require aggregate data from the RC(s)?	☐ Yes*** ☒ 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 and data sharing.*

FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE

k. Project Type Selection(s)		
Select your <u>one primary</u> project type.	**Select your <u>one secondary</u> project type (if applicable).**	**Select your <u>one tertiary</u> project type (if applicable).**
☐ **Translation** (equipment, translator services, translating brochures or materials, etc.) ☐ **Outreach** (community events, website or social media design, materials, etc.) ☒ **Workforce capacity** (staff training, incentives for bilingual employees, etc.) ☐ **Parent education** (online or in person trainings, workshops, etc.) ☐ **Promotora** (Peers educating community members about access RC services) ☐ **Family/** **consumer support services** (1:1 coaching, enhanced case management, service navigation, etc.)	☐ **Translation** ☒ **Outreach** ☐ **Workforce capacity** ☐ **Parent education** ☐ **Promotora** ☐ **Family/** **consumer support services**	☒ **Translation** ☐ **Outreach** ☐ **Workforce capacity** ☐ **Parent education** ☐ **Promotora** ☐ **Family/** **consumer support services**
l. Target Population (Race/Ethnicity)		
Select all groups the project will serve	**Proposed Number of Individuals Impacted by the Primary Project Type**	
☐ African American		
☐ Cambodian		
☐ Chinese		
☐ Filipino		
☒ Hispanic	40	
☐ Hmong		
☐ Indian		
☐ Japanese		
☐ Korean		
☐ Mien		
☐ Native American		
☐ Pacific Islander (list):		
☐ Vietnamese		
☐ Other (list):		

m. Target Population: Language (select all groups the project will serve)

☐ Cantonese	☐ Japanese	☐ Mien	☐ Tagalog
☐ Hmong	☐ Korean	☐ Russian	☐ Vietnamese
☐ Indian	☐ Mandarin	☒ Spanish	☐ Other (list):

n. Target Population: Age Group (select all groups the project will serve)

☒ Birth up to Three (Early Start)	☒ 16 to 21
☒ Three to Five	☒ 22 and older
☒ Three to 21	☐ Other (list):

FY 2019/20 DISPARITY FUNDS PROGRAM
COVER PAGE

Section IV. Proposal Certification

Proposer's (applicant) Certification: I certify that the information attached is true and correct.

Authorized by (print name): _____

Organization: Autism Society Inland Empire, Inc

Signature: _____**Date:** _____

Collaborative Proposals Only**

Sub-grantee (subcontractor) Certification: I certify that the information attached is true and correct.

Subcontractor 1:
Authorized by (print name): _____

Organization:

Signature: _____**Date:** _____

Subcontractor 2:
Authorized by (print name): _____

Organization:

Signature: _____**Date:** _____

Subcontractor 3:
Authorized by (print name): _____

Organization:

Signature: _____**Date:** _____

Subcontractor 4:
Authorized by (print name): _____

Organization:

Signature: _____**Date:** _____

**As applicable. If more subcontractors are needed, complete additional copies of this section.

FY 2019/20 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION

Project title
Expansion of the Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice
1. What experience does the organization/group have working with the target population?
The Autism Society Inland Empire (ASIE) has recongized that the Latino community requires cultural sensitivity along with translation and intepretation services. We have had a special initiative to serve the Latino Autism community since 2007 which included colllaborating with long-time partners to meet the needs of constituents in the Inland Empire. We offer translation and interpretation services for workshops and conferences, participate in outreach efforts to the Latino community, have bi-lingual Information and Referral services and a monthly Spanish support group. We collaborate often with Inland Regional Center, the State Council on Developmental Disabilities- San Bernardino Office, different school districts, our local Independent Living Centers, and other CBOs in the community on a variety of topics including Safety, Employment, Adult Services, and advocacy.   ASIE has been serving the autism and ID/DD population since 1986. Last year ASIE served over 5,634 individuals and family members in our social/recreational programs; 4,970 individuals attended one of our 12 outreach events; answered 2,935 inquiries via Facbook, email or phone; and educated 2,174 individuals in one of our 23 eduational presentations.   Last year, with the financial support of DDS, we established the CLASE Community of Practice with the focus of bringing the CBO's serving our local Hispanic/Spanish speaking population together to educate and collaborate on developing resources for this community.
2 Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.

The 2017/18 Disparity data shows that while Inland Regional Center continues to make progress to closing the gap, there are still areas of disparity for Hispanic families:
 - 24.2% of Spanish speaking consumers (1,788 consumers) compared to 21% of English speaking families have no POS
 - 26.4% Hispanic consumers (4,046 consumers) have no POS compared to 20.8% white consumers
 - Hispanic families continue to have the least amount of annual expenditures, least amount of authorized services, and a lower utilization rate:
    White $17,316 total expenditures - $20,146 authorized services, 86% utlization rate
     Black $13,825 total expenditures - $16,151 authorized services, 85.6% utilization rate
     Asian $10,096 total expenditures - $12,626 authorized services, 80% utlization rate
  Hispanic $ 8,463 total expenditures - $10,408 authorized services, 81.3% utilization rate
 	
 Hispanic and Spanish speaking families continue to lag behind in accessing these services, partly because of the lack of trust and innacurate information being given to this community. Keep in mind Inland RC currently serves over 38,000 clients in this region.

3. How will your project improve the lives of individuals who have developmental disabilities and/or their families?

FY 2019/20 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION

Major barriers reported to the leaders attending the 2018/19 CLASE Community of Practice (CoP) for not accessing RC services include not knowing about the services, not trusting the RC system, services needed are not the ones provided, and not understanding how to access services. Additionally, we identified the barrier of ensuring accurate and complete information given out to families.

The Expansion of the Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice, or CLASE 2.0, will continue the intensive capacity building and increase the numbers of leaders served to a minimum of 40 leaders. Taking the current CoP input, CLASE 2.0 would focus on three skills sets:
- increase knowledge of person-centered thinking and tools
- becoming an effective advocate at stakeholder meetings
- increasing knowledge and practice around messaging

All these proposed skills will transfer over to generic resources.

Impact:
Outcome 1. At least 40 leaders who serve the Latino/Spanish speaking Inland Empire ID/DD community will increase their understanding of person-centered thinking, person-centered planning and how to effectively use the process to create and implement plans that focus on what they personally define as important. In an informal survey taken at CLASE CoP, none of the Latino leaders had ever attended a training on Person Centered Thinking/Planning. In fact, the last time a training on this topic was offered in the Inland Empire to the general public was more than five years ago and was not accessible to Spanish language speakers.   It is vital that this population be able to understand how to listen, discover and understand the individual, how they want to live, and what supports are needed to help them move toward a life they consider meaningful and productive. This training will be spread out over a few months to allow practice and discussion on cultural barriers which may exist. The "train the trainer" model with TA hours was effective in helping current Latino leaders increase their trust and knowledge of services and procedures, and in turn, support and provide resources for Spanish speaking and Latino families throughout the Inland Empire. Short-term: Leaders in the Hispanic/Spanish Speaking ID/DD community will increase their knowledge about person centered thinking and PCT tools. Long-term: This information and the importance of it will be conveyed to parents by a trusted leader. One of the potential barriers we see that if this "new" way of providing services is implemented without clear understanding by this population, it will cause even more distrust and suspicion.

Outcome 2. Increase the knowledge and practice of participating as a collaborative partner in stakeholder meetings and systems change advocacy. The leaders who participated in CLASE report that less than 1/3 (29%) of the 14 CoP members surveyed they felt comfortable advocating at a large meeting held at RC or another generic service. Looking around at stakeholder meetings, rarely does this population attend let alone participate in stakeholder meetings. At the 2018 Inland RC Disparity Stakeholder meeting only 6 Spanish and 63 English surveys (69 total) were submitted and 12 individuals attended the Spanish Open Forum/Facebook Live session and

FY 2019/20 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION

13 individuals attended. Training in this area would include (a) understanding RC POS reports; (b) increasing their knowledge of what makes a successful advocate at stakeholder meetings; (c) learning how to use data by developing a survey for the Hispanic/Spanish speaking community regarding unmet needs in the local community; (d) using the skills to advocate at a stakeholder meeting with Inland RC. This would give leaders tools and the self-confidence of understanding the process, how to gather and use data, and what makes an effective advocate in this arena.

Outcome 3. Increase marketing and resource material for the Hispanic/Spanish speaking community on issues relevant to Regional Center services. CLASE 2.0 will increase (a) increase the knowledge of leaders on best practices on marketing to the Latino community; and (b) increase the knowledge on how stress and burnout will impact their ability to be effective and their messaging. Now that leaders are beginning to establish a trusting relationship with IRC staff, we want to continue this by working on ways of transferring this to the families and the community. Short-term effects would be equipping the leaders with tools using web-based and social media to educate families. Long-term effects would be a library of tools could be built and shared with all groups. Using these methods more families would be exposed to accurate, timely information and would help alleviate the time intensiveness of working with families 1:1 either in person or by phone. Additionally, we noticed that one of the barriers comes from some of the great leaders in this community are experiencing burn out which can cause negativity and is being conveyed to family members. Short-term effects would be the leaders who participate would be able to identify burn-out and find new coping strategies. Long-term effects would be these skills would be passed to families. The barrier currently is negativity no matter what the situation.

Additionally, upon the completion of this year's CoP, each organization would be eligible to receive their choice of a $500 stipend or translation system not to exceed $500 which would be used in their monthly support groups. Not having enough subject matter experts in the area who speak Spanish is a barrier for the families who are seeking this information but cannot understand the speakers. This also causes a barrier for the group leaders who must take more time to speak with the non-English speaking families to summarize the presentations.
CLASE 2.0 takes that groundwork that laid in 2018/19 model and deepens it to invest in the network of grassroots organizations and nonprofits who serve the Latino/Spanish Inland Empire ID/DD community.

4. How will this project assist to implement the RC recommendations and plan to promote equity and reduce disparities?

This project will assist Inland Regional Center in empowering underserved Consumers and their families in assessing their needs and connecting them to services and resources that fit their needs by:
- Create culturally and linguistically appropriate and accessible information in the areas of person centered thinking as well as other important topics and identifying ways our families want to receive this information.

FY 2019/20 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION

- Create a community of effective advocates who will participate in RC stakeholder events. A great example of this is social recreation services. Families and advocates did not understand while social recreation services continues to be their top unmet need, it is not because Inland RC refuses to pay for these services. Advocacy efforts need to be done at a state level to allow this funding to resume.
- Continue to identify and address cultural barriers families from requesting needed services and exercising their rights.
- Continuing to build trust and deepen the Inland Regional Center connection to the Hispanic community through the Latino nonprofits who serve this area

5. How is the proposed project unique or different from a current disparity grant funded effort (e.g., strategies, activities, goals) in the proposed catchment area? If the project is similar to a current disparity grant funded effort, how will the proposed project expand on the current effort?

The most common model of grant funded efforts is the APEP or 1:1 which is an effective tool for reaching families. The other model in our area is a conference in the Coachella Valley area, which is a rural part of the Inland Empire, which again is a good model. However, both of these proposals focus on reaching a finite number of clients and family members.

Our Community of Practice model is innovative in that it looked at the 23 different CBOs in our area and implemented a "train-the-trainer" model with TA support to address training needs in the Latino leadership community and by extension will reach more parents and have longer-term effect. The current CLASE CoP class of 19 organizations have a combined outreach of 1200 family members/clients per month. CLASE 2.0 proposes to expand the number of leaders served from the original goal to 15 leaders to 40 and focus on one Person Centered Thinking, learning how to message, and becoming an effective stakeholder. These skills would continue the important work of strengthening the group leaders who serve this community, who in turn will reach thousands of Inland Regional Center families.

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

Each member of the current CLASE collaborative was asked both in class and during Technical Assistance time for input.

Leaders expressed their concern that the Regional Center caseworkers would be learning information regarding Person Centered Thinking and that they would not be using the same langauge causing more frustration.

Leaders appreciated having access to subject matter experts and discussed the lack of experts who are fluent in Spanish.

One example of this is including Person Centered Thinking training. Some of the group leaders heard that Inland RC is training caseworkers on this. No PCT training has been offered to the public in more than 5 years, and even then it was not offered with Spanish translation. The group felt this is an extremely important topic and wanted it included in the next CLASE CoP.

**FY 2019/20 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION**

Another example of how community input changed the proposal was the use of the stipend. This year we had originally decided not to include a stipend for the CoP members. Group leaders spoke up about the need for translation services at their monthly support groups. After some discussion, the compromise was for the groups who completed the CoP to be eligible for a $500 stipend for 501(c)3 organizations or a small group translation kit not to exceed $500 for the grassroots organizations.

CLASE CoP will continue to utilize a translator for all meetings and have all training material translated into Spanish for the group leaders. Many conversations are had with ASIE staff who faciliate this group and does most of the TA hours and the Executive Director to ensure we are being culturally sensitive.

Leaders appreciated having access to subject matter experts and discussed the lack of experts who are fluent in Spanish.

We recognize it took the 2018/19 CLASE CoP almost six months to heal some of their old wounds and really understand some of the requirements of "professional behavior". By bringing in new leaders, it will change the dynamic of the group inlcuding taking time to rebuild some of the trust that has been established. It will require us to take a step backwards so to speak to ensure all participants clearly understand the expectations of being part of the CoP.

7. Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project.

The cost of subject matter experts to train on Person Centered Thinking, messaging, and stakeholder advocacy, as well as funding for another year to make sure the relationships are strong require another year of major funding of the CLASE CoP to ensure it is sustainable. After another year, we feel the CoP would be able to continue as a less formal group which could pursue smaller grant funding through private foundations to continue to meet the needs of the local community to continue to address disparities.

Lessons learned:
-        We underestimated the need for Spanish translation and interpretation in everything we do. The Autism Society has already taken this information to ensure at all major workshops we bring in an interpreter – even if no one has RSVP'd.
-        Healing. We have already seen group leaders start to heal the divide between each other and Inland RC. We look forward to this to produce stronger relationships and greater collaboration in the community.
-        Sharing information between the group leaders is already leading to a less competitive attitude and willingness to refer families to other group leaders without the fear that family wll be "stolen" by the new group.

FY 2019/20 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION

-       The new translation equipment will allow the groups to bring in quality speakers and have the information translated so all families can receive the information at the same time - not just paraphrased information.

Our goal is to create a commubity where everyone can collaborate with the best of intentions, leverage the group's strengths and resources, would allow the CoP members to collaborate to innovate to continue to address the unmet needs of this community.

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES
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Year 1 Goal: Increase the knowledge on person centered thinking and planning of 40 leaders who serve the Inland Empire Hispanic/ID/DD community.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
Contract with facility, interpreters and subject matter experts.	☒ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21	Program coordinator, Program Faciliator, and Executive Director will determine which contractors will be used and contract with them.	☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☒ Other: PLEASE DESCRIBE: Contracts/agreements ☐ Not applicable	If all speakers and interpreters have been contracted.	100% completed by 05/01/2020.	☐ 3/01/20 – 6/30/2020 ☒ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21
Recruit and enroll new Community of Practice members.	☒ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21	Program Faciliator.	☒ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable	# of participants	At least 40 leaders who serve the Inland Empire Latino/Spanish speaking ID/DD community will be enrolled.	☐ 3/01/20 – 6/30/2020 ☒ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES
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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
Provide training on Person Centered Thinking (PCT).	☐ 3/01/20 – 6/30/2020 ☒ 07/01/20- 9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21	Participants will be given pre/post test developed by Executive Director and Program Facilitator.	☒ Count ☐ POS ☒ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable	Percentage of partipants who increased their understanding of the PCT philosophy and tools used.	80% of training attendees will have increased understanding of the PCT philosophy and tools.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20- 9/30/2020 ☒ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21
	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20- 9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 3/01/20 – 6/30/2020 ☐ 07/01/20- 9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21

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Year 2 Goal (if different from Year 1 Goal):

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021		☐ Count ☐ POS ☐ Pre/post survey/assessment			☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES
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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
	☐ 10/01/21–12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 10/01/21–12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021 ☐ 10/01/21–12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021 ☐ 10/01/21–12/31/2021 ☐ 01/01/22 – 3/31/22

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES
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Year 1 Goal: Increase the knowledge of effective stakeholder advocacy and participation of the Latino/Spanish speaking community at Inland RC stakeholder meetings in 2020 and 2021.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
Provide training on effective story telling, using data to tell your story and effective advocacy at the stakeholder level.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☒ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21	Training participants will be given a pre-post test that was developed by the Executive Director and Program Faciliator.	☒ Count ☐ POS ☒ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable	# of attendees Percentage of attendees who increased their knowledge on effective stakeholder advocacy.	At least 40 leaders will attend 80% of attendees will have an increased understanding of effective stakeholder advocacy.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21
Develop survey questions and send to DDS for approval.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☒ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21	A short survey will be developed by CLASE participants to be used for input at the 2021 Inland RC stakeholder	☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☒ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable	survey developed	Survey developed with Community of Practice.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES
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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
		meeting with the guidance of the Program Faciliator and Executive Director.				
Collect and review data to decide how it can be used in stakeholder process.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☒ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21	Participants will learn how practice skills in reading and utlizing data faciliated by Program Facilitator.	☐ Count ☐ POS ☐ Pre/post survey/assessment ☒ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable	Information sheet developed	Information sheets will be developed to highlight key points of data collected.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21
Participate in RC Stakeholder process.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21	Group faciliator	☒ Count ☐ POS ☐ Pre/post survey/assessment ☒ Stakeholder feedback ☐ Materials developed	# of participants in the 2021 IRC Disparity Stakeholder process.	At least 20 of the 40 leaders will participate in the Inland RC Disparity Stakeholder process.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21

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Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
			☐ Other: PLEASE DESCRIBE: ☐ Not applicable			

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES
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Year 2 Goal (if different from Year 1 Goal):

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021		☐ Count ☐ POS ☐ Pre/post survey/assessment			☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES
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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
	☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22

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Year 1 Goal: Increase marketing and resource material for the Hispanic/Spanish speaking community on issues relevant to Regional Center services.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
Provide training on best practices for marketing to the Latino community.	☐ 3/01/20 – 6/30/2020 ☒ 07/01/20-9/30/2020 ☒ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21	Training particiapnts will be given a pre-post test that was developed by the Executive Director and Program Faciliator.	☒ Count ☐ POS ☒ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable	Percentage of attendees who increased their knowledge on effective stakeholder advocacy.	80% of attendees will have an increased understanding of effective stakeholder advocacy.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☒ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21
Develop social media marketing tools (video, flyers, graphics, FB posts, etc).	☐ 3/01/20 – 6/30/2020 ☒ 07/01/20-9/30/2020 ☒ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21	Group will determine topics and format with guidance from the Program Faciliator and Executive Director.	☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☒ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable	# of material produces	At least 3 social media marketing tools will be developed by CoP.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
Gather qualitative feedback from the community on resource material.	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☒ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21	Participants will learn how practice skills in reading and utlizing data faciliated by Program Facilitator.	☐ Count ☐ POS ☐ Pre/post survey/assessment ☒ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable	# of material distibuted either in print or social media Engagement of resource material (likes, feedback, etc)	80% of the material created will be found helpful or eleicit a postive response from families of RC clients	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☒ 10/01/20 – 12/31/2020 ☒ 01/01/21 – 3/31/21
	☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21		☐ Count ☐ POS ☐ Pre/post survey/assessment ☒ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 3/01/20 – 6/30/2020 ☐ 07/01/20-9/30/2020 ☐ 10/01/20 – 12/31/2020 ☐ 01/01/21 – 3/31/21

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Year 2 Goal (if different from Year 1 Goal):

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021 ☐ 10/01/21– 12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021		☐ Count ☐ POS ☐ Pre/post survey/assessment			☐ 04/01/21 – 06/30/21 ☐ 07/01/21- 9/30/2021

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES
Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	*Quarter Activity Will Occur (check all that apply)*	*Responsible Party and additional information*	*Type of Measure*	*What Will Be Measured?*	*What is the Target for This Measure?*	*Quarter Data Will Be Reported (check all that apply)*
	☐ 10/01/21–12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 10/01/21–12/31/2021 ☐ 01/01/22 – 3/31/22
	☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021 ☐ 10/01/21–12/31/2021 ☐ 01/01/22 – 3/31/22		☐ Count ☐ POS ☐ Pre/post survey/assessment ☐ Stakeholder feedback ☐ Materials developed ☐ Other: PLEASE DESCRIBE: ☐ Not applicable			☐ 04/01/21 – 06/30/21 ☐ 07/01/21-9/30/2021 ☐ 10/01/21–12/31/2021 ☐ 01/01/22 – 3/31/22

Disparity Funds Program
SERVICE BUDGET (ATTACHMENT D-1)

Applicant Name and Address

Autism Society Inland Empire, Inc   420
N McKinley Ste 111-118, Corona, CA 92879

Line No.	PERSONNEL-Salary and Benefits		Year 1 Annual Budget			Year 2 Annual Budget		
			Annual Salary	Annual FTE to Disparity Grant (Percentage)	Annual Cost to Disparity Grant	Annual Salary	Annual FTE to Disparity Grant (Percentage)	Annual Cost to Disparity Grant
1	Name: Beth Burt Title/Position: Executive Director	☑ Existing Position ☐ New Position	$76,500.00	15%	$11,475.00			
2	Benefits:		$6,885.00	15%	$1,032.75			
3	Name: Clara Garcia Title/Position: Director of Programs	☑ Existing Position ☐ New Position	$46,512.00	30%	$13,953.60			
4	Benefits: 9%		$4,186.08	30%	$1,255.82			
5	Name: Anel Ibarra Title/Position: Program Coordinator	☑ Existing Position ☐ New Position	$16,014.00	5%	$800.70			
6	Benefits: 9%		$1,441.26	5%	$72.06			
7	Name: Melissa Cardona Title/Position: Resource Specialist	☑ Existing Position ☐ New Position	$4,134.00	50%	$2,067.00			
8	Benefits: 9%		$372.06	50%	$186.03			
9	Name: Title/Position:	☐ Existing Position ☐ New Position						
10	Benefits:							
11	Name: Title/Position:	☐ Existing Position ☐ New Position						
12	Benefits:							
13	Name: Title/Position:	☐ Existing Position ☐ New Position						
14	Benefits:							
15	Name: Title/Position:	☐ Existing Position ☐ New Position						
	Benefits:							
	Personnel Subtotal				$30,842.97			
	OPERATING EXPENSES							
16	Facillity/AV (11 months x 6 hours x $70 hr)				$4,620.00			
17	Subject Matter Experts				$19,000.00			
18	Hospitality - breakfast and lunch ($20 a day x 50 attendees x				$11,000.00			
19	Interpretation Services ($30 hr x 6 hours x 11 months)				$1,980.00			
20	Translation Services ($15 hr x 6 hours x 11 months)				$990.00			
21	Travel stipend for participants ($25 gas card x 10 participants				$2,750.00			
22	Printing and program material ($400 x 11 months)				$4,400.00			
23	Marketing Production of Informational Material				$2,500.00			
24	Stipend (25 organizations x $500)				$12,500.00			
	Operating Subtotal				$59,740.00			
	ADMINISTRATIVE/INDIRECT COSTS							
25	Staff Mileage (150 miles x 11 mos x $.58)				$957.00			
26	Telephone ($100x 12 mos)				$1,200.00			
27	Accounting Fees				$1,500.00			
28	Office supplies (ink, paper, etc)				$500.00			
29								
30								
	Administrative/Indirect Cost Subtotal				$4,157.00			
	TOTAL (rounded to nearest dollar)				**$94,739.97**			

Project Total $94,739.97

PROJECT BUDGET NARRATIVE WORKSHEET
The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment D-1).

Organization Name	
Autism Society Inland Empire, Inc	
Project Title	
Expansion of the Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) Community of Practice	
Project Duration (start and end date)	
Start Date: 03/01/2019 **End Date:** 02/28/2020 **Number of Months:** 12	

Salary/Wages and Benefits

Line Number	Line Item	Description of Position Duties and FTE Allocation for Title/Position AND Description of Benefits
01	Title/Position: Executive Director	Prepare DDS reporting, oversee the project, assist in developing agenda and pre/post tests, manage the budget, attend CoP meetings to help faciliatie, assist in TA hours, assist in creating educational and resource material, and payroll.
02	Benefits: 9%	Vacation, sick time, worker's comp, and taxes
03	Title/Position: Director of Programs/Program Faciliator	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 11 CoP meetings and oversee "graduation" ceremony. Create training resources each month. Create sign in sheets, facilitate development of new educational and resource material. Provides most TA hours.
04	Benefits: 9%	Vacation, sick time, worker's comp, and taxes
05	Title/Position: Program Coordinator	Bilingual staff responsible for logistics, creates and sends out invitations, tracks attendance, orders lunches, arranges for special dietary needs.
06	Benefits: 9%	Vacation, sick time, worker's comp, and taxes
07	Title/Position: Resource Specialist	Bilingual staff. Assists during meeting time with sign-in, distribution of amterial answering questions and as needed.
	Benefits:	Vacation, sick time, worker's comp, and taxes
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	

Operating Expenses

Line Number	Line Item	Description
16	Facility/AV	Would need to arrange for a location that can provide seating and AV needs for at least 50 people. (11 months x 6 hours x $70 hr)

PROJECT BUDGET NARRATIVE WORKSHEET
The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment D-1).

Line Number	Line Item	Description
17	Subject Matter Experts	Experts will need to be secured for a two day training on Person Centered Thinking/Tools; Best practices for marketing to the Latino community; Using data to tell your story; and stress management. For the person centered training, travel is included.
18	Hospitality	Culturally, serving food is important. We furnished breakfast with coffee, juice and water as well as a hot lunches. Speakers and support staff also are offered lunch. During summer months additional food was needed.
19	Interpreation Services	$30 hr x 6 hours x 11 months of meeting
20	Translation Services	$15 hr x 6 hours a month x 11 months to translate presentations so all partipants have access to both English and Spanish material
21	Travel Stipend	The Inland Empire is a lower socioeconomic area and we estimate 25% of the participants will require help with travel ($25 gas card x 10 participants x 11 months)
22	Printing and program material	Material is printed and distributed in English and Spanish for all presentations. This includes cost of binders and dividers. $400 a month x 11 months.
23	Marketing	Includes cost of video production, graphic material or printing for information produces by CoP
24	Stipend	Allowed one per organization if they meet the attendance requirements (25 organizations x $500) $500 stipend will be given to 501(c)3 organizations; translation equipement will be given to grassroot CBOs

Administrative/Indirect Costs

Line Number	Line Item	Description
25	Staff Mileage	Cost of staff to attend 11 CoP meetings. Estimated 150 miles per month x 11 months x $.58
26	Telephone	$100 a month x 12 months
27	Accounting Fees	Consultant to help with Quickbooks
28	Office supplies	Ink, paper, misc office supplies