

APPLICATION REPORT

Project Name: CLASE Community of Practice:
Empowering Latino Stakeholders with a
Voice for Advocacy

Applicant Organization: Autism Society Inland Empire

Awarded Amount: \$60,000

Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

Latino communities prosper when local Latino-serving organizations, communities, and individual leaders are at decision-making tables problem solving and collaborating with others for a better future. The Autism Society Inland Empire is requesting \$60,000 to fund a year of curriculum development and teaching of intensive leadership and advocacy training program addressing key skills for advocacy and collaboration while addressing cultural and linguistic differences in the Inland Empire Hispanic community. Training will provide culturally relevant training for at least 30 parent advocates and leaders who serve the Inland Empire Hispanic I/DD community to become effective catalysts for systems change and disrupters of social injustices and racial inequalities. Leaders will not only receive instruction but have practice with feedback given by subject matter experts to refine their skills. Additionally, the CLASE Community of Practice would use the next year to complete formalizing the structure to a self-sustaining independent collaborative.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title	Applicant Response	
What is the Project Title?	CLASE Community of Practice: Empowering Latino Stakeholders with a Voice for Advocacy	
2. Awarded Amount	Applicant Response	
	\$60,000	
3. Organization Type	Applicant Response	
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)	
4. Description of Organization/Group	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Provide a brief description of the organization/group (organization type, group mission, etc.). Explain what experience your organization has managing a program similar to the proposal and state the outcomes of that program.</p>	<p>The Autism Society Inland Empire has been serving the Inland Empire community for the last 34 years. We are a grassroots, 501(c)3 organization with the mission to improve the lives of ALL affected by autism. This includes serving the entire developmental disability community. We envision a world where individuals and families living with autism are able to maximize their quality of life, and treated with the highest level of dignity, and live in a society in which their talents and skills are appreciated and valued.</p> <p>We have more than 25 years of experience designing and delivering high-quality content to individuals with I/DD, family members and professionals. We have chaired the Inland Empire Autism and Neurodevelopmental Collaborative for 5 years. We have been active in grassroots advocacy for 13 years which includes being part of working together with a number of organizations to further advocacy issues including the California Person Centered Advocacy Partnership.</p> <p>We are grateful to the California DDS for funding the CLASE Community of Practice for the last two years. In those years we have:</p> <ul style="list-style-type: none"> - Improved the knowledge of local leaders in and understanding of what services are available and how to access those services in many areas including regional center services, legal rights, generic services, local resources - Created resource material which was shared with all group leaders - Discussed what services might have implications to access - improved the relationship between local Latino leaders and Inland Regional Center. - Started to build the capacity of local leaders to engage in stakeholder advocacy. Leaders received instruction and experience in gathering data, campaign development, communications, resource development, and advocacy. <p>Outcomes that we have achieved include:</p> <ul style="list-style-type: none"> - 26 leaders from 19 organizations joined the Colaboración, Liderazgo, Abogacia, Servicio y Educación (CLASE) Community of Practice in 2019. In 2020, 46 leaders from over 21 organizations joined. - In 2019, 68% of leaders started referring more families to Inland Regional Center. - 83% of group leaders reported started to work with a member of the CLASE Community of Practice. - 92% of group leaders reported they were more likely to recommend Inland Regional Center services to their families. - 10 organizations started collaborating with the IRC Diversity Coordinator compared to 2 before the CLASE Community of Practice was established. <p>CLASE participants have established relationships and trust with one another and our Director of Programs, Clara Garcia, and in the subject matter experts, we have used. The group has shown its dedication and commitment by attending meetings twice a month - even in the middle of the pandemic. This is a topic that they see value in and want to learn more about.</p>	
<p>5. Applicant in Good Standing</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	
6. Subcontractors in Good Standing	Applicant Response	
Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	
Grant Reapplication Information		
Grant Reapplications Only		
1. Grant Number	Applicant Response	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	19-C02	
2. Project Title	Applicant Response	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Expansion of the Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE)	
3. Project Start & End Dates	Applicant Response	
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Start Date: 03/01/2020, End Date: 02/28/2021	
4. Project Duration	Applicant Response	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	12	
5. 2016/2017 Award	Applicant Response	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
6. 2016/2017 Expenses	Applicant Response	
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
7. 2016/2017 Remaining	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
8. 2017/2018 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
9. 2017/2018 Expenses	Applicant Response	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
10. 2017/2018 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
11. 2018/2019 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	\$85,607.00	
12. 2018/2019 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	\$77,089.00	
13. 2018/2019 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	\$43.00	
14. 2019/2020 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	\$94,740.00	
15. 2019/2020 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	\$94,740.00	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>16. 2019/2020 Remaining</p> <p>(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>17. Total Awarded</p> <p>(Reapplicants only) Combine the amounts included in FY 2016/2017, FY 2017/2018, FY 2018/2019, and FY 2019/2020 for the total amount awarded for the project. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>\$180,347.00</p>	
<p>18. Initial Proposed Number of People Served</p> <p>(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>30</p>	
<p>19. Actual Number of People Served</p> <p>(Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>We have exceeded our goal of 30 leaders and currently have 49 leaders enrolled in the CLASE Community of Practice.</p>	
<p>20. Regional Centers in Catchment Area</p> <p>(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Inland Regional Center</p>	
<p>21. Cities Served</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	<p>The leaders who represent the different organizations and apparent advocates serve all the cities in the Inland Empire (Riverside and San Bernardino Counties) including:</p> <ul style="list-style-type: none"> Adelanto Apple Valley 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 	
22. Counties Served	Applicant Response	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Riverside and San Bernardino Counties	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>23. City of Los Angeles</p> <p>(Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>24. Activities to Date</p> <p>(Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>In this year's grant, we are on track to meet all goals and activities. Six out of the 10 activities are not scheduled to begin until January 2021. In January we are scheduled to complete the stakeholder advocacy trainings which focus on tools of advocacy such as using surveys and data as wells as marketing to inspire families to take action. We have completed the training on Preventing Burnout. We will be finishing the training on person-centered thinking in December.</p> <p>Some of the biggest accomplishments this year to date outside our scheduled activities include:</p> <ul style="list-style-type: none"> • Leaders are committed - even in the middle of the pandemic. We have exceeded the number of participants expected to join CLASE. Even during COVID, CLASE participation grew from an expected 30 participants to 49 from 21 organizations as well as parent advocates, who combined reach over 27,000 people a year. • Faced the unknown with COVID-19- by sharing fact-based information and resources to help the community gain assistance. • Was able to Identify and bridge gaps for the Hispanic community thru collaboration with the CLASE leaders including the distribution of PPE and basic needs. CLASE leaders helped the Autism Society Inland Empire distribute over 225,000 masks and \$50,000 in gift cards for food to our most vulnerable families. • Distributed 39 tablets to CLASE leaders too enable them to have access to training • Completed training on preventing burnout and compiled data. • Will be finishing the Person-Centered Thinking Training in December 2020. 	
<p>25. Project Impact & Outcome</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.</p>	<p>There was a total of 35 measures and we are on goal to meet or exceed all of them. Data collection is important to us and we plan the curriculum for each training. We have attached both highlights and in-depth reports from the data we have collected so far on two out of the three areas we are addressing in this grant. Included in the reports are comments leaders made about what they have learned as well as suggested improvements. Spanish comments have been translated.</p> <ul style="list-style-type: none"> • Preventing Burnout: These trainings were able to increase the ability to identify 11 signs of burnout (88% of the 21 participants could recognize post-test versus pre-test of 36%); 69% of participants learned at least one new coping skills; 95% felt the training was useful and relevant to their needs and 100% of the leaders reported they would share the information learned with other parents. • Stakeholder Advocacy: The initial pre-test taken in June showed that 72% of the 41 survey participants want to participate in DDS Stakeholder events, 58% in Inland Regional Center Purchase of Services and 52% at Inland Regional Center Disparity meetings. Furthermore, 33% would like to see systems change in the education system, 25% to increase the ease of accessing all services, 18% increase the availability of information in Spanish, 13% increase the inclusion in the community and 8% Regional center issues. We will work on additional tools for stakeholder advocacy in Jan 2021. • Person-centered thinking: This training will be completed in December. <p>An example for a success story: My name is Betty Carrillo; I am the founder/CEO of Somos Una Voz, a support group in the High Desert for families of children with special needs. I have benefitted from all the presentations and sessions that C.L.A.S.E in many ways, especially in developing my leadership skills so that I may continue to advocate for our children with special needs and empower the families in our community to do so as well. This program has been of great value to me as well as to my group and their families.</p> <p>We have attached letters of support from five of our CLASE members discussing the value CLASE has given them personally and the community they serve.</p>	<p>9</p>
<p>26. Project Objectives</p> <p>(Reapplications Only) 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. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your</p>	<p>Applicant Response</p> <p>The 2019 project focused on three areas: Increasing coping and stress management tools to decrease burnout; person-centered thinking training to understand what this philosophy really looks like and how it can be used to determine services; and increasing knowledge of tools that can be used to improve effectiveness in stakeholder advocacy. Our last topic left to address is the training and work around stakeholder advocacy tools such as gathering data and using marketing to inspire family members and clients to respond to a call to action. We probed advocacy skills during the summer. Leaders were stilled overwhelmed with COVID and the demands on their families so our schedule was rearranged until Jan</p>	

organization plans to implement to address challenges, if any? If not applicable select Not Applicable.	2021. This is scheduled to be completed by the end of the grant period.	
	<p data-bbox="570 306 1252 495">Our new project was born out of the data and discussions we had in the summer with CLASE leaders as well as experiences watching them participate in advocacy events. We realized that the three months of teaching advocacy tools will not give the leaders all the skills they are going to need to be successful at being a key stakeholder.</p> <p data-bbox="570 569 1102 596">Some of the key lessons we are continuing to learn:</p> <ol data-bbox="570 621 1252 1514" style="list-style-type: none"> <li data-bbox="570 621 1211 762">1. Continuing to reinforce a safe environment for the group is essential. Many leaders still prefer to talk 1 on 1 with the group facilitator when they feel vulnerable. This can range from not having the proper resources, not understanding how to access technology, or not sure what the training meant. <li data-bbox="570 787 1252 1157">2. Cultural differences affect survey responses. Studies show Latinos are more likely than other ethnicities to show acquiescence bias, meaning they lean toward giving “yes” answers at a disproportionate rate (Brown, A. The Unique Challenges of Surveying U.S. Latinos. 2015). We started to see this reflected in our Person-centered training pre-test. None of the participants had ever attended a training on Person Centered Thinking, yet more than half rated themselves as above average in understanding PCT tools and theories. Culturally, is not acceptable to show you don't know something. It is more acceptable to skip the question or to mark down that you understand or know the answer. We will be addressing this in our December meeting. <li data-bbox="570 1182 1252 1262">3. Cultural differences affect how many leaders communicate with authority figures and the understanding of what stakeholder advocacy means. <li data-bbox="570 1287 1252 1514">4. Language. Two-thirds of the CLASE members prefer to speak and read in Spanish. Our translator is fabulous, but because he is not knowledgeable in the theory and application of Person-Centered Training he was translating some of the words and concepts in other terms. We had to make adjustments and slow the training down, check for frequent understanding, use real life examples and repetition to ensure the leaders were truly understanding the training. <p data-bbox="570 1591 1203 1703">Challenges that prevented your project from meeting your objectives/measures. Almost all of the objectives that we had planned have been met. Some of the challenges we have encountered along the way:</p> <ol data-bbox="570 1707 1252 1921" style="list-style-type: none"> <li data-bbox="570 1707 1252 1871">1. Leaders being overwhelmed with COVID-related issues (sick family members, children not in school or not receiving therapy, families needing food) caused a lower than expected attendance at the very beginning. This also caused a "brain drain and did not allow us to introduce topics that required deeper thinking at the beginning. <li data-bbox="570 1875 1252 1921">2. Leaders not having access to technology to participate in Zoom meetings also caused lower than expected attendance at the 	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>meetings also caused lower than expected attendance at the beginning.</p> <p>3. The interpreter feature on Zoom did not work so we needed to figure out how to provide translation in an efficient way.</p> <p>4. Participants not understanding how to use technology.</p> <p>Strategies our organization implemented to address challenges:</p> <ol style="list-style-type: none"> 1. We rearranged the order of the topics we had planned to allow leaders time to adjust to COVID issues 2. Thank you to DDS for allowing us to reallocate funds to be able to purchase and distribute low-cost tablets so all CLASE leaders had the opportunity to have technology that allowed them to participate. 3. We had to use a separate conference all line to be able to offer translation services during the Zoom meetings. 4. Our staff spent many hours on the phone walking individual leaders through all of their questions on how to imwork with tablets, Zoom, Survey Monkey, and how to access the translator line. 	
<p>27. Project Transition</p> <p>(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.</p>	<p>Applicant Response</p> <p>If awarded, the next project would be a continuation of what CLASE is already providing. Leaders would continue on their schedule of meeting twice a month via Zoom to connect, learn, and work together. We have intentionally maintained a safe place for the leaders to learn and share, discuss cultural differences and make learning and exchanging resources a priority. Leaders who are members of CLASE would be invited to continue. We would continue reviewing new applicants who serve the Inland Empire Latino/Spanish speaking IDD community.</p> <p>We are proposing a year-long in-depth training focused on learning and practicing key skills advocacy and collaboration while addressing cultural and linguistic differences in the Hispanic community. It is not only important to show up to the table, you need to be effective once you get there. We've identified nine areas to date that are affected by cultural and language issues which would be addressed and practiced in the new grant:</p> <ol style="list-style-type: none"> 1. The art of listening 2. Communication styles 3. Becoming comfortable with feedback 4. How to question authority 5. Speaking with clarity and avoiding abstractions 6. Learning to have a win-win interaction 7. Using your emotion effectively 8. Respectfully disagreeing 9. Sensitivity to how one's actions may affect both colleagues' work and the mission's outcome 	
General Application		
Proposal Summary		
1. Individuals Impacted	Applicant Response	
Enter the projected number of individuals impacted.	27000	
2. People Served	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
What is proposed number of people projected to be served?	30	
3. Duration of project	Applicant Response	
What is the duration of the project? Enter Start & End Dates.	Start Date: 03/01/2021, End Date: 02/28/2022	
4. Duration of project (months)	Applicant Response	
What is the total duration of project in months?	12	
5. Regional Centers	Applicant Response	
List all Regional Centers in the project catchment areas.	Inland Regional Center	
6. Cities Served	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
List the city or cities your project proposes to serve.	<p>This project will serve leaders who represent all the cities in the Inland Empire (Riverside and San Bernardino Counties) including:</p> <ul style="list-style-type: none"> Adelanto Apple Valley 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 	
7. Counties Served	Applicant Response	
List the county or counties your project proposes to serve.	Riverside and San Bernardino Counties	
8. City of Los Angeles	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
9. Community Based Organizations	Applicant Response	
Will you be working with one or more Community Based Organization?	Yes	
10. Regional Center Data	Applicant Response	
If you plan to use regional center data for your project, indicate what steps you will take (or already have taken) to acquire it. For example, completing a data agreement, completing a data request, meeting with RC to discuss data availability/timelines, etc.	We have a good relationship with Inland Regional Center. We do not require specific data for our project other than the POS and disparity data. We use the data provided and work with Inland Regional Center when we need additional information.	
11. First Project Type Selection	Applicant Response	
Select your first project type.	Parent Education (online or in person trainings, etc)	
12. Second Project Type Selection	Applicant Response	
Select your second project type (if applicable).	Not Applicable	
13. Third Project Type Selection	Applicant Response	
Select your third project type (if applicable).	Not Applicable	
14. Multiple Organizations	Applicant Response	
Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.	No	
15. Leverage & Strategies	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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. How will your project continue its work after the grant funding has concluded?	<p>The CLASE Community of Practice is itself a collaboration between more than 21 organizations and other parent leaders. Additionally, the Autism Society Inland Empire is part of the Inland Empire Community Collaborative, the California Person-Centered Advocacy Partnership, the Autism/Neurodiverse Collaborative, and the Inland Empire Non-profit Collaborative. All of these collaboratives bring resources and experienced mentors who believe in the CLASE Community of Practice. One of the main ideas of starting CLASE was that many leaders would have access to the exact same information - leveling the playing field so to speak. Leaders in CLASE have learned to trust and to collaborate with each other and Inland Regional Center. This has also been responsible for leaders feeling more confident in referring families to Inland Regional Center as evidenced by our survey in 2019 (attached).</p> <p>CLASE has been an invaluable tool for our community. It continues to build the leadership capacity, serves as a place to exchange ideas and resources, and a doorway together data about what is happening in the Latino and Spanish speaking communities. Every meeting the community gets stronger and we continue to learn new things.</p> <p>If accepted, this would be the third year of funding the Community of Practice. CLASE has taken a considerable amount of time in administrative and technical assistance. In this third year, the group would finish formalizing policies and procedures and plan for a transfer of leadership. If the group feels additional funding is required, grants outside of DDS will be pursued.</p>	1
Target Population		
1. Target Groups Served Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups. Applicant Comment	Applicant Response Hispanic	
2. Number of Target Group Served For each target group selected in previous question, list number served.	Applicant Response 30 leaders in the Latino community	
3. Languages Select all Languages the project will serve. If you select "Other" please list all languages. Applicant Comment	Applicant Response Spanish	
4. Age Groups Served Select all Age Groups the project will serve. If you select "Other" please list groups. Applicant Comment	Applicant Response Birth up to Three (Early Start) , Three to Five , Three to 21 , 16 to 21 , 22 and older	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Project Application		
Project Application		
1. Project Summary	Applicant Response	
<p>Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served.</p>	<p>Latino communities prosper when local Latino-serving organizations, communities, and individual leaders are at decision-making tables problem solving and collaborating with others for a better future. The Autism Society Inland Empire is requesting \$60,000 to fund a year of curriculum development and teaching of an intensive leadership and advocacy training program addressing key skills for advocacy and collaboration while addressing cultural and linguistic differences in the Inland Empire Hispanic community. Training will provide culturally relevant training for at least 30 parent advocates and leaders who serve the Inland Empire Hispanic I/DD community to become effective catalysts for systems change and disrupters of social injustices and racial inequalities. Leaders will not only receive instruction but have practice with feedback given by subject matter experts to refine their skills. Additionally, the CLASE Community of Practice would use the next year to complete formalizing the structure to a self-sustaining independent collaborative.</p> <p>The Partners in Policymaking curriculum focuses on the “what” of change. This new CLASE training will focus on the “how” of change. CLASE members will meet twice a month, primarily online. Training will be provided by subject matter experts in the field of communication, collaboration, and advocacy, looking at it through a cultural lens. Some examples of the skills include questioning authority, becoming comfortable with feedback, and disagreeing respectfully. Applications of skills will be practiced at stakeholder events both for Inland Regional Center and for DDS/statewide advocacy issues specifically around Regional Center service issues. Feedback will be provided in a debriefing to all participants to ensure that effective skills are being reinforced. Non-profit organizations who attend will receive a \$300 stipend or a printer with ink at the end of the program if they meet the attendance requirements.</p> <p>CLASE currently has 49 leaders from 21 Inland Empire organizations and independent parent advocates who participate. Collectively, this group serves over 3,300 families a month and has a social media reach of 27,000 people. This year CLASE developed their own mission: Families with disabilities are well informed, have a decent life, access to the services available to reach their full potential, and have a voice in decision-making. Nobody's left behind. Being an effective stakeholder will ensure Latino leaders can help to create, shape, and implement an action plan that will help decrease service disparity and improve a better understanding of challenges, barriers, and needs in the Latino and Spanish speaking communities so no one is left behind.</p> <p>By giving the leaders these intensive skills and training twice a month, they will be empowered to participate in stakeholder events advocate effectively. There is a need to increase representation and voice in the developmental services system for diverse communities. Representation is not enough; these leaders and parent advocates need the skills to be successful.</p>	
2. Organization Experience	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>What experience does the organization/group have working with the target population?</p>	<p>While the Autism Society Inland Empire has been serving the Latino and Spanish speaking community since 2007, providing bilingual information and referral, a support group, and translation for conferences for members of our autism community. We currently have a staff of six with four out of the six being fluent in Spanish and culturally competent.</p> <p>After being part of other collaboratives for years and seeing that other groups who serve the VDD community were not invited, our organization developed the model of CLASE Community of Practice. The purpose was to address the disparity in services and to provide vital information and resources to the different group leaders who serve our community. We have been facilitating the Clase Community of Practice for the last two years. With help from the California Department of Developmental Services, we have provided the administrative and fiscal support to ensure the practice has subject matter experts, structure, and leadership. In the first year, 26 leaders from 19 organizations participated in CLASE. This year, 49 leaders from 21 organizations and at least 6 individuals parent advocates are part of CLASE.</p>	
<p>3. Underserved Target Populations</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p>The Inland Empire covers the same geographic area as West Virginia. Inland Regional Center serves this region and currently has over 40,0000 clients. The need is great and the number of families who need service is considerable.</p> <p>While the Inland Regional Center (IRC) Purchase of Service (POS) Disparities showed a decrease, the data for the fiscal year 2018/2019 reported that of the 15,791 IRC clients of Hispanic ethnicity, 25.3% did not have POS (4,003 clients) compared to 20.2% for white clients and 20.7% for Asian families. This was a 1.1% decrease in POS disparity from the fiscal year 2017/2018. Additionally, the 2018/2019 disparity data showed while IRC served 7,604 clients whose primary language is Spanish, 22.4% did not have POS (1,700 clients) compared to 19.9% English. This was a 1.8% decrease in POS disparity from the fiscal year 2017/2018. While the percentages are decreasing, the number of families who do not have services continues to be staggering.</p> <p>The disparity is also evident by the feedback Inland regional Center has received regarding Disparity issues. In 2019, despite massive marketing and offering multiple ways to receive input (online, through surveys, in person or through Facebook), only 26 English speakers and 27 Spanish speakers out of 40,000 clients gave any type of input. This highlights the need for better advocacy understanding in the Latino community.</p>	<p>1</p>
<p>4. Input from Community</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>How did your organization use input from the community and/or target population to design the project? What methods did your organization use to allow the community to advise you in designing the project? Were there any changes to your project design as a result of community input?</p>	<p>Data collected from CLASE participants this year informed this grant. In a survey of the CLASE leaders taken this year, 72% of the CLASE leaders indicated they would like to participate in DDS Stakeholder events, 58% would like to participate in Inland Regional Center purchase of service stakeholder events, and 52% would like to take part in Inland Regional Center Disparity stakeholder events. Pre-test surveys, discussions during training, and participating in stakeholder events revealed the need for comprehensive training other than what we had scheduled in the current grant. The current grant was to focus on tools such as collecting data and marketing. There is a need for training to be provided by subject matter experts in the field of communication, collaboration, and advocacy with a cultural lens. Some of our findings from this year include:</p> <ul style="list-style-type: none"> - Inland Empire leaders often confused stakeholder advocacy with advocating for a single family for school or regional center services - Were very passionate about a single issue, but can be viewed as overly emotional and may not be completely informed about the topic (for example being angry with Regional Center for an issue that is covered by medical insurance) - Focused on immediate needs and had a harder time envisioning future needs (wanting a 1-1 aide, but not understanding how that could affect employment) - Did not recognize advocacy as relational <p>There needs to an investment in giving leaders the skill to advocate at stakeholder events effectively so they can represent their community and be part of the solution.</p>	<div style="border: 1px solid gray; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div>
<p>5. Improve Access</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>How will your project improve equity, access and reduce barriers to services for individuals with intellectual and developmental disabilities and their families and is sustainable?</p>	<p>Latino and Spanish speaking individuals with intellectual and development disabilities typically experience a range of barriers when seeking to access services. Much of the reasons have been identified and are modifiable:</p> <ul style="list-style-type: none"> - Lack of knowledge about what services are available (need for information in Spanish) - Lack of understanding of how to access services (trusted Spanish speaking navigators) - Fear of accessing services - Little or no services exist to meet the needs of individual and family (Spanish speaking providers, geographic constraints, need for innovative services) - Little representation at stakeholder meetings to be part of the solution <p>Many projects have focused on increasing the knowledge of families about services and building trust with Regional Centers to increase access to services, which are good strategies. Just as important is identifying needs and services that don't exist and advocating for them. The CLASE Community of Practice in the Inland Empire consists of 49 leaders representing 21 Inland Empire CBOs and independent parent advocates with a collective reach of 27,000 families living in the Inland Empire. These CLASE leaders need an opportunity to build collaborative relationships and trust with policymakers and other stakeholders and represent their community in this work. This grant would increase these leaders' effectiveness and participation in regional center advocacy issues while embracing cultural differences.</p> <p>We appreciate DDS support in providing financial support to provide administrative support, training, and funding to launch the CLASE Community of Practice. This would be the last year we ask DDS for funding for CLASE. A third year of funding would provide the final training element needed to launch the Community of Practice leaders and allow the leaders to finish formalizing their structure including electing new leaders and possibly pursuing funding if needed from other funding sources.</p>	
<p>6. Support RC's Recommendations</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>How does this project support the RC recommendations and plan to promote equity and reduce disparities in their catchment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Inland Regional Center has identified a number of strategies to help reduce disparities including CBO Collaboration. We have attached a letter of support from Inland Regional Center. In it, CJ Cook, the Manager of Community Engagement for Inland Regional Center states, "We believe this proposal will enhance IRC's core values: Client independence, empowerment, and inclusion. Additionally, ASIE pre and post surveys will provide IRC with reliable, valuable, and measurable data in both quantitative and qualitative forms. This data can be used to improve programs and training; moreover, it can shine a light on new trends for a proactive response to our disparity groups' needs."</p> <p>By having leaders in the Latino community trained to be effective stakeholder partners, everyone wins. Greater input into solutions can lead to early buy-in, successful program design, and establishment of long-term support for the program which will reduce disparities. Services and systems will be more effective and accountable. Families want a solution - how much better would it be if they can be part of the solution.</p>	<p>1</p>
<p>7. Project different or unique</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?</p>	<p>The CLASE Community of Practice: Empowering Latino Stakeholders with a Voice for Advocacy project is unique from other projects. While it builds on the work the CLASE Community of Practice has completed, this project focuses on developing a stakeholder advocacy curriculum specific to Latino leaders in the VDD community with the ultimate goal of having Latino leaders as part of the solution to reduce disparities. This year's CLASE participants are scheduled to work on tools of advocacy in January and February and March 2021. The focus will be on effective storytelling and using data to tell your story which are valuable advocacy tools. However, this year has revealed the need for additional in-depth training specifically on communication and advocacy skills. These skills will not just be taught, but practices with a feedback component built in.</p> <p>In our search of DDS funded programs, we found none with a focus to increase advocacy effectiveness and participation in regional center advocacy issues while embracing cultural differences for the Latino community. The most similar to the project we are proposing would be the Partners in Policymaking year-long training which is not currently being funded by DDS, However, Partners in Policymaking focuses on the "what" of change, nor does not address cultural differences in communicating and how that may affect advocacy efforts. Objectives given for this curriculum include The History of the Developmental Disabilities Movement; Lessons Learned and the Way Forward, State Laws and Policies and Those Who Create Them, Federal Laws and Policies and Those Who Create Them, Inclusive Education and Lifelong Learning, Employment, Housing and Transportation, Positive Behavioral Supports, Assistive Technology, Independent Living, and Supporting Families.</p> <p>The proposed training that we will develop will focus on the "how" of change looking at communication and collaboration through the lens of the Latino culture. For example - communication styles and how they can affect people's perceptions; how to question authority; how to disagree with a colleague respectfully. These are skills not only for being an effective stakeholder, but also a collaborator.</p>	
<p>8. Activities & Measures to Achieve Goal</p>	<p>Applicant Response</p>	
<p>Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</p>	<p>The objective of this grant is to empower Inland Empire Latino leaders to increase their advocacy effectiveness and participation in regional center advocacy issues while embracing cultural differences. Activities are high-priority vital tasks that will be accomplished. Contingency time has been built to handle unpredictable events and interruptions. The activities were determined, resources that will be performing these activities were planned and durations of activities have been estimated. These activities will keep the project on schedule.</p> <p>Activity List</p> <ol style="list-style-type: none"> 1. Contract with interpreters and subject matter experts 2. Develop a schedule for trainings 	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>2. Develop a schedule for trainings</p> <p>3. Recruit/confirm CLASE participants</p> <p>4. Provide training on key advocacy skills addressing cultural differences in the Latino community</p> <p>5. Attend stakeholder advocacy events</p> <p>6. Provide feedback and debriefing after stakeholder events</p> <p>7. Analyze pre/post data</p> <p>8. Completion of written documents for the CLASE Community of Practice's mission, structure, values, policies, decision-making processes and plan for transferring of leadership.</p> <p>9. Celebrate accomplishments and distribute stipends.</p> <p>The measures are designed to ensure the effectiveness of this program. We feel we have identified the right metrics and reports which are critical indicators of progress and results. We expect to learn much from the participants and made sure to include narrative reports along with the data to ensure we can communicate not just the accomplishments but all relevant lessons learned in this process.</p> <p>Measures</p> <p>1. Create pre/post tests for each training module.</p> <p>2. At least 30 leaders who serve the Inland Empire Latino/Spanish speaking ID/DD community will be enrolled in the CLASE Community of Practice trainings to improve stakeholder advocacy skills.</p> <p>3. Report summarizing how CLASE Community of Practice's structure and capacity was formalized and documented. Report summarizing the collaboration's mission, structure, values, policies, decision-making processes and plan for leadership.</p> <p>4. Report of results of pre/post-tests, a summary of information collected, comments from participants, strategies used, challenges and key lessons learned.</p> <p>5. 80% of attendees will be able to self-reflect on how effective their communication strategies were at a stakeholder event</p> <p>6. 80% of attendees will report feeling more confident in advocating at a stakeholder advocacy event</p> <p>7. 80% of attendees will have an increased understanding of effective communication strategies that can be used in stakeholder advocacy.</p> <p>8. At least 20 of the 30 leaders will participate in a DDS or Statewide Stakeholder session on Regional Center/DDS issues.</p> <p>9. At least 20 of the 30 leaders will participate in at least one Inland Regional Center Stakeholder session.</p> <p>10. 80% of sub-centers will have written agreements in place by</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>10. 80% of subcontractors will have written agreements in place by 04/01/20.</p> <p>11. At least 30 Community Practice members will participate in 80% of the trainings</p> <p>12. Participants will average 30 hours of training</p>	
9. Measures	Applicant Response	
<p>Are your proposed measures appropriate to track project goals and activities, provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated?</p>	<p>Our ability to collect this data is the reason for this proposal. In our pre-test assessing advocacy skills and subsequent observations of leaders interacting at stakeholder events alerted us to the need for intensive training on this topic.</p> <p>The measures we will be using will be a combination of surveys, facilitator observations in trainings and during actual stakeholder events, group and individual dialogue, and using participants' own self-reflection. While stakeholder advocacy strategies can vary, effective communication methods and methods for building relationships are well established across many domains. Data will be taken monthly so that arising issues can be addressed immediately. We have built-in a feedback loop into the program design in that every time there is a stakeholder advocacy event, facilitators will debrief with the group on what worked and was effective and what could be improved so that we are reinforcing effective skills.</p> <p>Latino leaders attending and effectively advocating at stakeholder events will be an impact on our community. In 2019, despite widespread marketing Inland Regional Center and attempts to collect input by email, in-person and online, they received input from 26 English and 27 Spanish speaking individuals. This grant can give leaders the tools, knowledge, and trust in themselves and with the Regional Center system that they can make a difference.</p> <p>We are better when a diverse group of advocates can respectfully and thoughtfully have conversations to make the lives of individuals with VDD and their family members better.</p>	
10. Budget Narrative	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative.</p> <p>The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.</p>		1
Proposal Certification		
Certification		
1. Applicant & Regional Center Discussion	Applicant Response	
If you are a CBO, have you discussed your proposal with the RC(s)?	Yes	1
2. Applicant Certification	Applicant Response	
By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget. (Select Yes or No and enter you name in the comment box.)	Yes	
Applicant Comment	Beth Burt	