

## APPLICATION REPORT

**Project Name:** Jasper's DREAMS (Dads Reaching for Empowerment, Access and More Support) Project

**Applicant Organization:** Hub City Autism Network /Hub Can

**Awarded Amount:** \$81,000

**Funding Announcement Name:** Promoting Service Access and Equity Grant



### PROJECT SUMMARY

Hub City Autism Network's (HubCAN) proposed Jasper's DREAMS (Dads Reaching for Empowerment, Access and More Support) Project will provide African American and Latino fathers of children and youth with Autism Spectrum Disorder (ASD) with programs and services designed to educate, empower, and support them so they can more fully engage with their children. HubCAN's families are predominantly African-American and Latinx, and Jasper's DREAMS will reflect this diversity. The Project will provide fathers with a support group, educational workshops, peer mentor and leadership training, special events, and family engagement activities. All of the Project's strategies, programs, and activities will be culturally and linguistically responsive to the demographics of the families we serve. Far too many African-American and Latino fathers do not have the knowledge, skills, and confidence to fully advocate for and/or engage with their children on the Autism Spectrum. Jasper's DREAMS is designed to address this large need in our community through the creation of Father Support and Education Groups, the training of Peer Mentors/Leaders, and by hosting Family Engagement Events and Activities targeting African American and Latino fathers in South Central Los Angeles. By integrating Peer Mentor and Leadership Training within the Support Group curriculum HubCAN will develop a pool of advocates that can help to shape the creation and implementation of the programs and services that can best address the needs of African American and Latinx families and children with ASD. HubCAN will collaborate with the South Central Los Angeles Regional Center and community organizations to leverage resources, coordinate activities and create pathways to access services and programs. Through the Jasper's DREAMS Project, African American and Latino fathers will gain an increased understanding of Autism, become more engaged with their child and their development, increase their knowledge and understanding to be able to access services and resources, and become empowered advocates for their child's needs.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<b>Applicant Eligibility</b>		
<b>Applicant Information</b>		
<b>1. Project Title</b>	<b>Applicant Response</b>	
What is the Project Title?	Jasper's DREAMS (Dads Reaching for Empowerment, Access and More Support) Project	
<b>2. Awarded Amount</b>	<b>Applicant Response</b>	
	\$81,000	
<b>3. Organization Type</b>	<b>Applicant Response</b>	
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)	
<b>4. Description of Organization/Group</b>	<b>Applicant Response</b>	
Provide a brief description of the	<a href="#">Hub City Autism Network (HubCAN)</a> is a grassroots nonprofit	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>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>organization providing hope to families that have children with autism spectrum disorder (ASD). HubCAN's mission is <b>to improve the quality of life for families who have children on the autism spectrum by offering resources, educational workshops, adaptive social events, adaptive activities and classes, support groups and more.</b> HubCAN serves families living within the South Central Los Angeles Regional Center's service area.</p> <p>Founder and Executive Director, Consuelo Evans, started the organization in 2009, soon after her son, Jasper, was diagnosed with ASD. Like many parents, she found herself at first in denial and then soon began to feel hopeless and alone. In those initial years Consuelo began to educate herself about ASD and the resources available for her son. She connected with the Regional Center, school, and community organizations to make sure her son benefited from all of the programs, support services, and resources available - and when she couldn't find something available in her community, she found a way to get it. Through this process, she learned the importance of advocacy and soon found her voice. She refused to let her son fall through the cracks of a system that is too often daunting and difficult to navigate. It was through Consuelo's struggles, challenges, pitfalls and accomplishments during those first few years that the idea of HubCAN was formed. She was motivated to take what she had learned and share them with other families to help them through their process and ease their journey.</p> <p>Over the years, HubCAN has developed a strong network of partners to bring programs, resources and activities to the community for families and children with ASD. Consuelo Evans and her core group of HubCAN volunteers (made up of parents and family members of children with ASD) have participated in several programs and activities of the South Central Los Angeles Regional Center and community organizations.</p> <p>Each year, HubCAN serves close to 500 families through:</p> <ul style="list-style-type: none"> <li>• educational workshops covering topics such as understanding ASD, how to access services and advocacy</li> <li>• community events like the Back 2 School Resource Fair to raise awareness of ASD, increase utilization of ASD resources, and promote HubCAN programs</li> <li>• adaptive social events activities like the Autism Adventure Swim Club and skateboard clinics to provide opportunities for family engagement in a safe and supportive environment</li> <li>• support groups and activities for parents like the Au-some Moms Night Out and</li> <li>• training, guidance and support so parents can better access services and navigate the system to support their children.</li> </ul> <p>HubCAN was born from love. Consuelo's love for her son, and the love for her community of fellow parents on a similar journey as her own. Since HubCAN's inception in 2009, it has grown from an idea to a network of over 500 families. Each year, HubCAN puts on more than twelve annual events and a host of workshops and family engagement activities. HubCAN's programs and activities provide families with children with ASD a safe, nurturing and welcoming space where the children can be themselves and the parents don't need to explain or apologize for their child's behavior, because EVERYONE understands. HubCAN provides parents with a support network of like-minded parents and family</p>	

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	members. Many parents have become active dedicated volunteers to the organization, helping to bring in new families and guiding and supporting new families into the fold. HubCAN connects families to resources, support, and information through its collaboration with the Regional Center, schools, and community organizations. HubCAN advocates for its families and helps its families learn to advocate for their children. HubCAN educates, empowers and engages families with children with ASD.	
<b>5. Applicant in Good Standing</b>	<b>Applicant Response</b>	
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	
<b>6. Subcontractors in Good Standing</b>	<b>Applicant Response</b>	
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?	Not Applicable	
<b>Grant Reapplication Information</b>		
<b>Grant Reapplications Only</b>		
<b>1. Grant Number</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
<b>2. Project Title</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
<b>3. Project Start &amp; End Dates</b>	<b>Applicant Response</b>	
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
<b>4. Project Duration</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
<b>5. 2016/2017 Award</b>	<b>Applicant Response</b>	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
<b>6. 2016/2017 Expenses</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
<b>7. 2016/2017 Remaining</b>	<b>Applicant Response</b>	
(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	
<b>8. 2017/2018 Award</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
<b>9. 2017/2018 Expenses</b>	<b>Applicant Response</b>	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
<b>10. 2017/2018 Remaining</b>	<b>Applicant Response</b>	
(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	
<b>11. 2018/2019 Award</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
<b>12. 2018/2019 Expenses</b>	<b>Applicant Response</b>	
(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.	Not Applicable	
<b>13. 2018/2019 Remaining</b>	<b>Applicant Response</b>	
(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.	Not Applicable	
<b>14. 2019/2020 Award</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<b>15. 2019/2020 Expenses</b> (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.	<b>Applicant Response</b> Not Applicable	
<b>16. 2019/2020 Remaining</b> (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.	<b>Applicant Response</b> Not Applicable	
<b>17. Total Awarded</b> (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.	<b>Applicant Response</b> Not Applicable	
<b>18. Initial Proposed Number of People Served</b> (Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	<b>Applicant Response</b> Not Applicable	
<b>19. Actual Number of People Served</b> (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.	<b>Applicant Response</b> Not Applicable	
<b>20. Regional Centers in Catchment Area</b> (Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	<b>Applicant Response</b> Not Applicable	
<b>21. Cities Served</b> (Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	<b>Applicant Response</b> Not Applicable	
<b>22. Counties Served</b> (Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	<b>Applicant Response</b> Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<b>23. City of Los Angeles</b> (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.	<b>Applicant Response</b> Not Applicable	
<b>24. Activities to Date</b> (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.	<b>Applicant Response</b> Not Applicable	
<b>25. Project Impact &amp; Outcome</b> (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.	<b>Applicant Response</b> Not Applicable	
<b>26. Project Objectives</b> (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 organization plans to implement to address challenges, if any? If not applicable select Not Applicable.	<b>Applicant Response</b> Not Applicable	
<b>27. Project Transition</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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.	Not Applicable	
<b>General Application</b>		
<b>Proposal Summary</b>		
<b>1. Individuals Impacted</b>	<b>Applicant Response</b>	
Enter the projected number of individuals impacted.	135	
<b>2. People Served</b>	<b>Applicant Response</b>	
What is proposed number of people projected to be served?	20	
<b>3. Duration of project</b>	<b>Applicant Response</b>	
What is the duration of the project? Enter Start & End Dates.	Start Date: 02/28/2021, End Date: 02/27/2022	
<b>4. Duration of project (months)</b>	<b>Applicant Response</b>	
What is the total duration of project in months?	12	
<b>5. Regional Centers</b>	<b>Applicant Response</b>	
List all Regional Centers in the project catchment areas.	The <a href="#">South Central Los Angeles Regional Center</a> (SCLARC) is in the catchment area of the Hub City Autism Network's (HubCAN) <i>Jasper's DREAMS (Dads Reaching for Empowerment, Access and More Support) Project</i> .	
<b>6. Cities Served</b>	<b>Applicant Response</b>	
List the city or cities your project proposes to serve.	The Jasper's DREAMS Project will serve communities in South Central Los Angeles, primarily the City of Compton and surrounding cities of Carson, Gardena, Downey, Willowbrook, Watts, Paramount, Lynwood, South Gate, Westmont, West Athens and neighboring communities.	
<b>7. Counties Served</b>	<b>Applicant Response</b>	
List the county or counties your project proposes to serve.	The Jasper's DREAMS Project will serve Los Angeles County.	
<b>8. City of Los Angeles</b>	<b>Applicant Response</b>	
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	The Jasper's DREAMS Project will serve the zip codes of 90001-90003, 90007, 90008, 90011, 90016, 90018, 90037, 90043, 90044, 90047, 90058, 90059, 90061, 90062, 90201, 90220-90224, 90240-90242, 90255, 90262, 90270, 90723, 90280.	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<b>9. Community Based Organizations</b>	<b>Applicant Response</b>	
Will you be working with one or more Community Based Organization?	Yes	
<b>10. Regional Center Data</b>	<b>Applicant Response</b>	
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.	Hub City Autism Network (HubCAN) will work with the South Central Los Angeles Regional Center to obtain regional center data to use for the evaluation, development and enhancement of the Jasper's DREAM Project. Executive Director, Consuelo Evans, and the Project Evaluator will complete a data agreement and data requests and meet with the SCLARC regarding timelines and availability of data.	
<b>11. First Project Type Selection</b>	<b>Applicant Response</b>	
Select your first project type.	Parent Education (online or in person trainings, etc)	
<b>12. Second Project Type Selection</b>	<b>Applicant Response</b>	
Select your second project type (if applicable).	Engagement and Outreach (community events, etc)	
<b>13. Third Project Type Selection</b>	<b>Applicant Response</b>	
Select your third project type (if applicable).	Community Connector (Example: Promotora or Navigator)	
<b>14. Multiple Organizations</b>	<b>Applicant Response</b>	
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	
<b>15. Leverage &amp; Strategies</b>	<b>Applicant Response</b>	



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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>Hub City Autism Network (HubCAN) has developed strong relationships with community partners through the years. The organization will leverage and build upon this network by collaborating and partnering with the Regional Center and other community organizations to 1) promote the Project, 2) recruit participants, 3) plan and implement joint activities, 4) promote partner activities to provide Project participants with access to more workshops, events and activities, and 5) provide and receive referrals. In this way, HubCAN will increase the reach of the Project and increase the resources and services available to the Project's participants.</p> <p>HubCAN will build upon strategies by incorporating best practices into the curriculum and service delivery of the program. By keeping abreast of the most current information and working closely with the Regional Center, HubCAN will be able to enhance the strategies that work with culturally relevant material and activities.</p> <p>HubCAN is dedicated to the success of the program and its families and is committed to continuing the activities. The organization will sustain the program by increasing resource development activities and diversifying its funding through social media campaigns, special events, proposal developments to private and public funders, and other activities. We will leverage our partnerships to develop joint funded activities and to increase knowledge about our program to other funders. By working with partners to promote the program and increase awareness of the organization, HubCAN will be able to increase its pool of potential funders and supporters to sustain program funding after the end of the grant.</p>	
<b>Target Population</b>		
<b>1. Target Groups Served</b>	<b>Applicant Response</b>	
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	African American , Hispanic	
Applicant Comment		
<b>2. Number of Target Group Served</b>	<b>Applicant Response</b>	
For each target group selected in previous question, list number served.	The Jasper's DREAM Project will serve approximately 81 African Americans and 54 Latino/Hispanic individuals.	
<b>3. Languages</b>	<b>Applicant Response</b>	
Select all Languages the project will serve. If you select "Other" please list all languages.	Spanish	
Applicant Comment		
<b>4. Age Groups Served</b>	<b>Applicant Response</b>	
Select all Age Groups the project will serve. If you select "Other" please list groups.	Birth up to Three (Early Start) , Three to Five , Three to 21 , 16 to 21 , 22 and older	
Applicant Comment		

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Project Application		
Project Application		
<b>1. Project Summary</b>	<b>Applicant Response</b>	
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>Hub City Autism Network's (HubCAN) proposed <b><i>Jasper's DREAMS (Dads Reaching for Empowerment, Access and More Support) Project</i></b> will provide African American and Latino fathers of children and youth with Autism Spectrum Disorder (ASD) with programs and services designed to educate, empower, and support them so they can more fully engage with their children. HubCAN's families are predominantly African-American and Latinx, and Jasper's DREAMS will reflect this diversity. The Project will provide fathers with a support group, educational workshops, peer mentor and leadership training, special events, and family engagement activities. All of the Project's strategies, programs, and activities will be culturally and linguistically responsive to the demographics of the families we serve. Far too many African-American and Latino fathers do not have the knowledge, skills, and confidence to fully advocate for and/or engage with their children on the Autism Spectrum. Jasper's DREAMS is designed to address this large need in our community through the creation of Father Support and Education Groups, the training of Peer Mentors/Leaders, and by hosting Family Engagement Events and Activities targeting African American and Latino fathers in South Central Los Angeles. By integrating Peer Mentor and Leadership Training within the Support Group curriculum HubCAN will develop a pool of advocates that can help to shape the creation and implementation of the programs and services that can best address the needs of African American and Latinx families and children with ASD. HubCAN will collaborate with the South Central Los Angeles Regional Center and community organizations to leverage resources, coordinate activities and create pathways to access services and programs. Through the Jasper's DREAMS Project, African American and Latino fathers will gain an increased understanding of Autism, become more engaged with their child and their development, increase their knowledge and understanding to be able to access services and resources, and become empowered advocates for their child's needs.</p>	
<b>2. Organization Experience</b>	<b>Applicant Response</b>	

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What experience does the organization/group have working with the target population?	<p>Hub City Autism Network (HubCAN) has served African American and Latinx families since its inception in 2009. Executive Director and Founder, Consuelo Evans, created HubCAN in response to the needs and challenges she herself experienced as an African American mother of a child with Autism Spectrum Disorder (ASD) in South Central Los Angeles. The organization serves families with children with ASD in a community that is predominantly African American and Latino. The majority of HubCAN activities are implemented from the city of Compton, CA. According to the most recent 2017 U.S Census data, Compton is 31.0 % African-American and 66.3% Hispanic. HubCAN's families mirror the demographics of Compton and neighboring communities. Not only does the organization serve this community, the volunteers and staff are from this community. They have the same backgrounds, experiences and cultural identity as the target population because they are the target population. HubCAN has provided culturally competent and linguistically appropriate workshops and activities for its families for over ten years. It is this experience of serving the community for over a decade that HubCAN used to identify the need for targeted programs for African American and Latino fathers. Observing the specific challenges and needs of HubCAN fathers, and the knowledge of the potential in these fathers was the spark that eventually became Jasper's DREAMS.</p>	
<b>3. Underserved Target Populations</b>	<b>Applicant Response</b>	
Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.	<p>The South Central Los Angeles Regional Center serves the most African Americans out of all 21 Regional Centers. Yet, POS data shows that while African American consumers increased by 6.9%, utilization decreased by 1.9% between FY 2017-2018 to FY 2018-2019. Latinx consumers saw an even larger increase in consumers by 12.6%, yet also saw a negative trend in utilization by 0.8%. POC data also shows that the per capita expenditure for African American and Latinx children (ages 3 to 21) was lower than the average per capita expenditure in FY 2017-2018. A difference of \$659 for African American children and as high as \$2,359 for Latinx children. While per capita expenditure in FY 2018-2019 for both groups, Latinx children still received over \$1,200 less than the average per capita expenditure.</p> <p>Lack of culturally relevant programs and services and the inherent structural racism and marginalization, especially in predominantly low-income communities of color play a role in the equity and access gap faced by African American and Latinx children and youth with ASD. In fact, the 2017 Kaiser Permanente Health Needs Assessment of the region states that structural racism and marginalization has resulted in significant health and economic disparities based on categorization of race, ethnicity, gender, sexual identity, or mental capacity. They not only limit the resources and access available but also marginalize individuals by not providing the support and training to be advocates for their needs, thus limiting their voice.</p> <p>The SCLARC Parent/Community Discussion Meeting of October 2020 reflect these challenges with the concerns raised by Latinx parents regarding access, feelings of marginalization and other challenges that are symptoms of structural racism. The meeting was held to address a letter from Latinx families' concerns. The advocacy conducted by these parents is leading to more transparency and accountability of the RC, and an increase in families' awareness and understanding of the programs and resources. This exemplifies the importance and impact of parent</p>	

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	<p>advocacy in developing more equitable programs and increasing access.</p> <p>African American and Latino men are even more impacted by structural racism. A Black person is five times more likely to be stopped without just cause than a white person. While a Black man is twice as likely to be stopped without just cause than a Black woman. 65% of Black adults have felt targeted because of their race. Similarly, approximately 35% of Latinx adults have felt targeted because of race. This mental health burden is comparable to that associated with diabetes, a disease that strikes 1 in 5 Black Americans. Add to this the challenge of raising a child with ASD and the role and expectations of fathers is even more daunting. The talk Black fathers have with their child about how to behave around law enforcement is far more challenging for fathers of children with ASD. Culture and language barriers for Latino fathers create additional challenges in accessing services and navigating the system.</p> <p>Compounding these already daunting challenges is the COVID pandemic, which has decimated the economy and strained the mental health of our nation. Statistics show that COVID has left over 20% of workers in Los Angeles County unemployed and has impacted the African American community even more. According to the U.S. Bureau of Labor Statistics, unemployment among White workers fell from 14.2% in April to 12.4% in May of 2020. But the unemployment rate for African American workers increased from 16.7% to 16.8%. In Los Angeles, predominantly African American neighborhoods like those served by SCLRC are experiencing double and in some cases triple the unemployment rate of the County. The unemployment rate in West Athens 25.7%, Westmont is 27.1%, Ladera Heights is 24%, and View Parlor-Windsor Hills is 32.2%.</p> <p>For more than two decades, CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network has been tracking the number and characteristics of children with autism spectrum disorder (ASD) and other developmental disabilities in diverse communities throughout the United States. African American and Latinx children continued to be less likely to be identified with ASD than white children. The CDC reports that autism is 1.6 times less likely to be diagnosed among Latinx children compared with their white counterparts, in part because of language barriers, cultural differences and lack of awareness in the Latinx community. One report stated that many Latinx families had not heard of ASD or had little information about it. Some families assumed ASD red flags were normal or could be attributed to family dysfunction. There are also concerns about provider communication and access to language services. Having a child with a developmental delay was often associated with embarrassment, rejection, and family burden, making it difficult for parents to raise developmental concerns with providers. For Latino fathers that are engrained with the machismo mentality, understanding their ASD child can be even more challenging.</p> <p>The importance of the presence and engagement of a father in the life of his child is well documented. Many studies show that children from fatherless homes are more likely to be poor, become involved in drug and alcohol abuse, drop out of school, and suffer from health and emotional problems. These challenges are exacerbated for children within the autism spectrum as they are</p>	

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	<p>left with fewer natural resources in their lives. In 2016 Carol Potter, a Senior Lecturer within the School of Education and Childhood at Leeds Beckett University, headed one of the largest studies to have been undertaken with fathers with autism so far. In it Carol states that, "professionals need to become more aware of the important role that fathers play, alongside mothers, in the lives of children with autism, and that they need to develop more effective ways of supporting both parents. A more gender-differentiated approach to service provision is needed, where the potentially differing needs of fathers and mothers are taken into account."</p> <p>The importance of father engagement combined with the challenges faced by African American and Latino fathers make the need for access to culturally relevant and equitable programs that are delivered by culturally competent individuals with similar backgrounds and experiences very clear. Jasper's DREAMS addresses these gaps in services. Through the project, fathers can see and connect with someone who looks like them and participate in programs and activities that address their needs.</p>	
<b>4. Input from Community</b>  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?	<b>Applicant Response</b>  HubCAN gathered input from the community during the organizations various activities and events to develop programs and activities for the Jasper's DREAMS Project. The personal experiences of its Executive Director and volunteers have guided the creation and design of the Project's programming and activities. Input is gathered through personal interviews, participant feedback after activities, meetings, and events, and surveys.	
<b>5. Improve Access</b>	<b>Applicant Response</b>	

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>The educational workshops, peer mentor training, and leadership development components of the Jasper's DREAMS Project are designed to improve equity, access and reduce barriers to services for African American and Latinx families with children with ASD. By increasing the knowledge and understanding of ASD and of the resources available to them, African American and Latino fathers will be better able to better access the available resources. A major barrier to services is the system itself. Jasper's DREAMS will provide fathers with educational workshops that will help them to navigate the system and obtain the services, programs, and resources their child needs. The leadership training will increase engagement of African American and Latino fathers in Resource Center activities and RSC planning. This will help to improve equity and access as it develops a pool of proactive and vocal advocates for the African American and Latinx communities that will help to shape the programs and service delivery to be more culturally relevant and address the specific needs of their communities.</p> <p>The peer mentoring component will create sustainability for the Project. By the end of the Project, the fathers in the program will have received training to be able to provide peer mentoring to other fathers and parents. They will have been trained on how to facilitate the Support Group Meetings and assist with educational workshops and presentations. As a result of the Project, HubCAN will have a pool of trained peer mentors that can run support groups and provide assistance to parents on how to navigate the system and access services. These activities will not only be sustained, but their reach and impact will grow exponentially as these peer mentors/leaders will then go on to train other peer mentors/leaders in the community. HubCAN will continue to provide the educational workshops and family engagement activities to support the families, as it has done for over a decade.</p>	
<p><b>6. Support RC's Recommendations</b></p>	<p><b>Applicant Response</b></p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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>Hub City Autism Network's (HubCAN) Jasper's DREAMS Project supports the RC recommendations and plan to promote equity and reduce disparity in the South Central Los Angeles region by providing targeted programs, support and activities that address the needs of African American and Latinx fathers in a culturally competent and relevant manner. The Project's Peer Mentor/Leadership training component will create a pool of advocates that can help guide the creation of more equitable programs and service delivery for the region. Through the Project, fathers will become more engaged in SCLARC activities.</p> <p>The Project supports the SCLARC's goals of Per Capita purchase of service expenditures by individual's primary language (for primary languages chosen by 30 or more consumers only) and to have an increase in percentage of total annual purchase of service expenditures by individual's ethnicity and age by developing advocates to participate in the SCLAC parent advisory committee.</p> <p>HubCAN will continue to partner with the South Central Los Angeles Regional Center (SCLARC) on events and activities. Staff and volunteers will participate in and promote the various training and workshops offered by SCLARC. Additionally, HubCAN will continue to collaborate with its network of community partners, like Los Angeles Parks and Recreation, Compton Sheriff's YAL (Youth Activities League), Compton Library, El Dorado Park Nature Center, local school districts (Compton Unified School District and LAUSD) and the City of Compton to coordinate activities, promote programs, and provide referrals.</p>	
<b>7. Project different or unique</b>	<b>Applicant Response</b>	
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?	What makes Jasper's DREAMS unique are the participants, both the target population - African American and Latino fathers, and the staff and volunteers delivering the services - the HubCAN community. While the strategies and activities of the Project are not unique (i.e., educational workshops, support groups, engagement activities, and peer mentor training) the delivery of the services and programs are delivered are. The curriculum, activities and services will be developed with a cultural and linguistic understanding and competency that will create an environment that is welcoming, nurturing and supportive of the specific needs of African American and Latino fathers. The Project Coordinator will be hired from within the community and will have a similar background and culture of the fathers he will be working with in the program. The staff and volunteers involved in the program will be from the community and will have shared histories and experiences that shape the way they interact, communicate and engage with the target population. The shared histories and cultural competency will enable staff to develop trust with the fathers and create a strong network for support within the groups. The personal experiences of Executive Director/Founder, Consuelo Evans, the Project Manager, and volunteers and families are what make Jasper's DREAMS unique and will ensure it best addresses the needs of African American and Latino fathers with children with ASD.	
<b>8. Activities &amp; Measures to Achieve Goal</b>	<b>Applicant Response</b>	
Clearly and specifically state how the schedule of activities and	Hub City Autism Network's (HubCAN) Jasper's DREAMS Project consists of the following components:	



<b>APPLICANT QUESTION</b> measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. <b>Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</b>	<b>APPLICANT RESPONSE</b> 1. Father Support Group 2. Educational Workshops 3. Peer Mentor Training/Leadership Development and 4. Family Engagement Activities	<b>ATTACHMENTS</b>
	<p>These components will be delivered by culturally competent individuals with similar backgrounds, life experiences and cultural identity as the target population. This is why the recruitment, training and hiring of the Project Coordinator position is so important. The Project Coordinator will participate in ongoing professional development and training opportunities offered by SCLARC and community partners throughout the grant period. HubCAN will also recruit a bilingual Group Facilitator to assist the Project Coordinator to provide translation and co-facilitate support groups as needed.</p> <p>Two (2) Father Support Groups consisting of 10 fathers per group will be created. Each group will meet once a month. The Support Groups will be facilitated by the Project Coordinator and bilingual Group Facilitator as needed. The Support Group will be the main form of service delivery. During Support Groups fathers will have the opportunity to share concerns, challenges, highlights and accomplishments with other fathers with whom they can relate. It will help them develop a support group for themselves outside of the group. It provides them with a safe space to share their fears and insecurities. Most importantly it provides them with hope in a loving and accepting environment.</p> <p>Outreach and promotion activities will be conducted by the Executive Director, Project Coordinator and volunteers through social media, community events and meetings, school meetings and events, word of mouth, and flyers.</p> <p>Educational Workshops covering topics such as understanding Autism Spectrum Disorder (ASD), how to access services, navigating the system, advocacy, and other topics identified by the groups themselves will be folded into the monthly sessions. These workshops will be conducted by the Project Coordinator and guest speakers from SCLARC and community partners will be invited to present on various topics. The Project Coordinator will provide Peer Mentor Training and Leadership Development activities within the group sessions to develop the skills and confidence of the fathers in their ability to advocate for and access services for their children. By the end of the grant period, fathers will co-facilitate at least one group session in pairs.</p> <p>HubCAN will plan and host ten (10) monthly Family Engagement Activities and Events for participants during the fall, spring and winter quarters. Activities include HubCAN's popular skate clinics that provide the equipment and instructors, art workshops and classes, family bowling tournament, as well as hikes and nature outings. In addition to these activities, the Father Support Group participants will identify and plan two additional Family Engagement Activities. For example, the group may plan a Juneteenth Family Day Celebration or a Cinco de Mayo Fiesta. The Family Engagement Activities are designed to provide fathers with opportunities to engage with their children in social, fun and active settings. They also enable fathers and their families to develop relationships to create their own support network and community. The events provide families with a safe and welcoming space where their children can be themselves and parents do not need to explain their behavior. The events will bring together families from both groups and other HubCAN families.</p>	



APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>During the summer quarter, HubCAN will plan and host weekly Swim Instruction and Family Days through its Autism Adventure Swim Club. Each support group will participate in 8 sessions for a total of 16 sessions. Swimming is a popular activity for HubCAN families. ASD children love the water, but are at high risk of drowning without the proper instruction and supervision. These sessions provide families a chance to enjoy the water, develop skills and spend the day in the sun together.</p> <p>HubCAN will bring on an outside consultant to evaluate the program. The evaluation will track the proposed outcomes and measures of the Project. They will be responsible for the creation of the evaluation tools (pre-/post-tests, surveys and questionnaires) at the beginning of the Project, training staff on how to use the tools to collect data, analysis of data, and creation of a Final Project Report. Data will be used to improve the program and activities as part of the organization's continuous quality improvement process. The report will be shared with HubCAN families, supporters, the community, SCLARC and community partners.</p>	
<p><b>9. Measures</b></p> <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><b>Applicant Response</b></p> <p>HubCAN's proposed measures track quantitative and qualitative outcomes of the project. The Project's evaluation plan reflects the organization's commitment to continuous quality improvement. HubCAN will use quantitative and qualitative data to assess the program. Quantitative data enables HubCAN to assess the reach of the program and participation in the program through sign in sheets to document participation in activities and planning calendars to track the number of meetings, sessions and activities held. Pre/post-tests and surveys will measure both quantitative and qualitative changes in knowledge, engagement, participation in Regional Center activities and RSC planning, as well as participant satisfaction. The data will be compiled and reviewed monthly to assess if the Project is on track to reach its targets. This provides staff with the opportunity to address challenges early and adjust strategies. An evaluator will be brought on to design the evaluation tools and conduct the final project evaluation. By tracking the proposed measures: (1) Number of fathers participating, (2) Participation rates, (3) Knowledge of ASD before and after program participation, (4) Increased engagement of fathers, (5) Percentage of fathers involved in Regional Center and RSC planning, and (6) Number of meetings, sessions, activities and events, HubCAN will be able to measure the reach and impact of the Project.</p>	
<p><b>10. Budget Narrative</b></p>	<p><b>Applicant Response</b></p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p><b>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.</b></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
<b>Proposal Certification</b>		
<b>Certification</b>		
<b>1. Applicant &amp; Regional Center Discussion</b>	<b>Applicant Response</b>	
If you are a CBO, have you discussed your proposal with the RC(s)?	Yes	2
<b>2. Applicant Certification</b>	<b>Applicant Response</b>	
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	Consuelo Evans	