APPLICATION REPORT

Project Name: Familias First: Creating Leadership Among Parents
Applicant Organization: Familias First
Awarded Amount: $250,000
Funding Announcement Name: Promoting Service Access and Equity Grant

PROJECT SUMMARY

A series of educational workshops provided to IRC and SG/PRC families virtually.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	**Applicant Response** Familias First: Creating Leadership Among Parents (CLAP)	
2. Awarded Amount	**Applicant Response** $250,000	
3. Organization Type Please check the box that describes your organization	**Applicant Response** Community Based Organization, non-501(c)(3) EIN	
4. Description of Organization/Group 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.	**Applicant Response** Familias First is a Community-Based Organization (CBO) that was established in 2002 under the direction of Ruth Tello-Di Leva, MS, BCBA. Our Executive Director, Ms.Tello-Di Leva, also co-founded the Latino Association for Behavior Analysis (LABA), a nonprofit corporation dedicated to the dissemination of evidence-based treatment to Latino families. and education of the professionals who serve Latino communities. The LABA is also a well regarded organization that helps define best practices for Latino clients diagnosed with disabilities. Since 2002, Familias First has successfully served over 4,000 Regional Center clients (and their families), ages 18 months to adulthood. Our Mission Statement is "A commitment to providing evidenced-based, person-centered services to persons with disabilities that are culturally and linguistically relevant, to empower the family to reach and maintain treatment success through education." We actively employ qualified, diverse personnel. Roughly, 90% of our employees are bilingual in both English and Spanish; approximately 75% of our clients come from Spanish-speaking homes. We place a strong emphasis on parent education, as parents are the natural teachers in the home. Our experience serving the target population has taught us that the use of various teaching modalities (e.g., visual, auditory) is pivotal in minimizing literacy barriers that may impact this community. A positive learning experience results in parents who are not intimidated to be their family member's voice. In turn, these parents are willing to help other parents who have not yet found their own voice. Familias First has had a successful track record of managing programs similar to the proposed project. Our success can be evidenced by the number of parents who have graduated from the vendored Regional Center services we provide, and have become self-advocates for their family members Lastly, our agency has collaborated with the ELARC and the SG/PRC in POS disparity projects that have had successful outcome	
5. Applicant in Good Standing Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	**Applicant Response** Yes	1
6. Subcontractors in Good Standing 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?	**Applicant Response** Not Applicable	
Grant Reapplication Information		
Grant Reapplications Only		
1. Grant Number (Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	**Applicant Response** Not Applicable	
2. Project Title	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
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.	Not Applicable	
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.	Not Applicable	
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**	
(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**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
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.	Not Applicable	
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.	Not Applicable	
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.	Not Applicable	
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.	Not Applicable	
16. 2019/2020 Remaining	**Applicant Response**	
(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.	Not Applicable	
17. Total Awarded	**Applicant Response**	
(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.	Not Applicable	
18. Initial Proposed Number of People Served	**Applicant Response**	
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
19. Actual Number of People Served	**Applicant Response**	
(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.	Not Applicable	
20. Regional Centers in Catchment Area	**Applicant Response**	
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Not Applicable	
21. Cities Served	**Applicant Response**	
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Not Applicable	
22. Counties Served	**Applicant Response**	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Not Applicable	
23. City of Los Angeles	**Applicant Response**	
(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.	Not Applicable	
24. Activities to Date	**Applicant Response**	
(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.	Not Applicable	
25. Project Impact & Outcome	**Applicant Response**	
(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.	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
26. Project Objectives	**Applicant Response**	
(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.	Not Applicable	
27. Project Transition	**Applicant Response**	
(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	
General Application		
Proposal Summary		
1. Individuals Impacted	**Applicant Response**	
Enter the projected number of individuals impacted.	600	
2. People Served	**Applicant Response**	
What is proposed number of people projected to be served?	300	
3. Duration of project	**Applicant Response**	
What is the duration of the project? Enter Start & End Dates.	Start Date: 02/28/2021, End Date: 02/27/2022	
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.	Familias First will serve clients who live within the San Gabriel/Pomona Regional Center's (SG/PRC) and the Inland Empire Regional Center's (IRC) catchment areas.	
6. Cities Served	**Applicant Response**	
List the city or cities your project proposes to serve.	The Familias First will provide parent education workshops virtually. Therefore, we will serve families that live in any city that falls within the IRC and SG/PRC coverage areas. These cities include: San Gabriel/Pomona Regional Center:	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	Baldwin Park La Puente Bassett Rowland Heights El Monte South El Monte Hacienda Heights West Covina Industry Altadena Irwindale Arcadia Monrovia Azusa Pasadena Pomona Bradbury Charter Oak Covina Sierra Madre Duarte Temple City Glendora Whittier Claremont San Dimas Diamond Bar Walnut Inland Regional Center: Adelanto Apple Valley Barstow Big Bear Lake Chino Chino Hills Colton Crestline Fontana Grand Terrace Hesperia Highland Joshua Tree Lake Arrowhead Loma Linda Lucerne Valley Montclair Needles Ontario Rancho Cucamonga Redlands Rialto Running Springs San Bernardino Twentynine Palms Upland Victorville Wrightwood Yermo Yucaipa Yucca Valley Banning Beaumont Blythe Calimesa Canyon Lake Cathedral City Coachella Corona Desert Hot Springs Eastvale Hemet Indian Wells Indio Jurupa Valley La Quinta Lake Elsinore Menifee Moreno Valley Murrieta Norco Palm Springs Palm Desert Perris Rancho Mirage Riverside San Jacinto Temecula Wildomar	
7. Counties Served	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
List the county or counties your project proposes to serve.	Los Angeles, San Bernardino, and Riverside Counties.	
8. City of Los Angeles	**Applicant Response**	
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?	No	
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.	Ms. Ruth Tello-Di Leva, Familias First Executive Director, has had multiple conversations with Ms. Xochitl Gonzalez, SG/PRC's Cultural Specialist, and Ms. Lilliana Garnica, IRC's Cultural Specialist, regarding their respective Regional Center's POS disparity data and areas of need. These conversations consisted of discussions as to what Familias First could do to help decrease the disparity in the Latino community. In addition, a review of the disparity data from the SG/PRC and the IRC was obtained through their corresponding websites. These documents include their Annual POS Disparity Reports and community meeting presentations. These documents incorporate equity projects by ethnicity and client age group and listed barriers, and expenditure data for the 18/19 fiscal year (IRC) and the 19/20 fiscal year (SG/PRC). If the DDS grant is awarded to our agency, Familias First and each Regional Center representative have agreed to continue communication and collaboration with the goal of achieving a successful project. Strategies that are likely to be successful have been discussed during each Regional Center representative.	
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).	Engagement and Outreach (community events, etc)	
13. Third Project Type Selection	**Applicant Response**	
Select your third project type (if applicable).	Community Connector (Example: Promotora or Navigator)	
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?	Familias First has extensive experience working with Regional Centers families of Latino descent. Familias First will leverage this in-depth knowledge by utilizing the lessons learned by being the first CBO ever to develop the first DDS-funded project (Navigating the Regional Center System), in collaboration with SG/PRC, to address the POS disparities in the Latino community. The knowledge obtained from this project will be used to improve parent recruitment strategies. We found that monolingual Spanish-speaking Latinos tend to access social media almost exclusively for the purpose of connecting with family and friends. It is not likely that Regional Center parents will access social media or the Regional Center's website to learn how to increase their family member's equitable access to the POS. A more traditional, grassroot effort will be needed to garner participation. Efforts will include mailing flyers to the families, conducting telephone calls to explain the flyer (even if in Spanish), and asking a household member to explain the purpose of the flyer to the parent. Flyers will be in English and Spanish to facilitate this process. Both Ms. Lilliana Garnica (IRC's Cultural Specialist) and Ms. Xochitl Gonzalez (SG/PRC's Cultural Specialist) expressed agreement with our assessment and have communicated their support to assist Familias First in meeting the project's objectives.

Another strategy that will be utilized is ongoing communication with the families leading up to the workshop sessions and post-workshop follow up. This will help reduce potential barriers to attendance, and increase POS utilization after attendance. Familias First staff will provide families with instructions on how to engage the web-based platform (e.g., Zoom), if this is necessary. We will also convey that there are no formal prerequisites to attend a workshop. Frequently, parents who do not feel secure about their educational level, tend to not attend a training because they do not want to feel embarrassed in front of their peers and in front of "the professionals" (Familias First staff). Our agency has learned how to phrase questions or elicit sharing by parents in a manner that feels friendly to the audience.

Secondly, Familias First will also leverage the collaborative relationships that have been built with the Regional Centers and community contacts, to build bridges between families and the Regional Center. This will continue to connect parents with programs already set-up by the Regional Center, such as the NRCS and Parent Mentor Initiative (PMI) at the SG/PRC, or the Parent Education project at the IRC. Parents can also benefit from a connection to the Lending Library offered to families (via Parents' Place Family Resource & Empowerment Center) of the SG/PRC.

Thirdly, our experience implementing various projects has shown us that we need to not only review and modify the presentation materials as workshops are presented, but we will need to be flexible in the way information is delivered. There will need to be an ongoing assessment of factors that may be unique to a group of parents attending a session. The teaching modalities selected will need to match the group's learning needs. For example, certain parents understand materials better when it involves visual aids, role playing, tactile learning, etc. If there are literacy variables to address, reducing or eliminating the need for the parents to respond in writing or read a text must be considered. This will maximize positive outcomes for the attendees. The presenters have training in the major teaching modalities.

In summary, our over 20 years of field experience working effectively with Regional Center families of Latino descent is the starting point. Familias First will leverage the established partnerships with the Regional Centers, adult clients, and families to optimize the success of this project. We are confident that adult clients and parent leaders will be identified through our workshops and become a part of the grassroots effort to educate more Regional Center families to become self-advocates. Once knowledge and education has been attained, it can never be erased or taken away. The skills parents will learn from attending our workshops will maintain after attendance, and will contribute to accessing POS at an increased level. Moreover, the parent leaders will be able to disseminate what they have learned to other members of the community thereby empowering them also. Familias First will maintain the relationship with the Regional Centers and provide consultations to continue to address the POS disparities within the Latino community. | |

Target Population

1. Target Groups Served	Applicant Response	
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	Hispanic	
Applicant Comment	The target group will be Latino clients served by the IRC and the SG/PRC. The training may be provided in both the English Spanish languages, based on need.	
2. Number of Target Group Served	Applicant Response	
For each target group selected in previous question, list number served.	A total of 300 IRC and SG/PRC clients are expected to be served.	
3. Languages	Applicant Response	
Select all Languages the project will serve. If you select "Other" please list all languages.	Spanish	
Applicant Comment	Materials can be presented in both the English and Spanish languages.	
4. Age Groups Served	Applicant Response	
Select all Age Groups the project will serve. If you select "Other" please list groups.	Three to 21	
Applicant Comment		

Project Application

Project Application

1. Project Summary	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS

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.	Familias First proposes to provide online parent education and training to Latino families served throughout the IRC and SG/PRC catchment areas. Our project design consists of eight workshops in total. Four workshops will be provided to the IRC families and the remaining four to the SG/PRC families. Each workshop consists of (4) three-hour sessions. The session time includes set-up time and time after the session to answer additional questions from parents or give them additional information. The following outlines the structure of each workshop:
	
	I. Workshop 1: Familias First: Growing Parent Community Leaders
	    A. Session #1: "Giving a voice to my family member"
	        1. Topics to be selected per referral information
	            a. Effective, clear 2-way communication
	                1. Leaving a message with full, concise information
	                2. Writing an email
	            b. Learning to be assertive without being aggressive when making your case
	                1. Tone of voice & usage of words
	                2. Body language & other nonverbal communication
	            c. Person-centered Planning
	                1. Writing goals from the family member's perspective
	                2. Asking for supports to achieve the family member's Preferred Futures
	    B. Session #2: Organizing and advancement of services
	        1. Topics to be selected per referral information
	            a. Learning to use the RC's website
	            b. Learning to use community resources (including generic)
	            c. Gathering supporting documents for POS requests
	            d. Taking effective notes during "family time" to support POS requests
	            e. Creating an document organization system at home
	            f. "So why doesn't the RC pay for my family member's educational needs?"
	                1. Payor of Last Resort
	    C. Session #3: Leadership & self-advocacy
	        1. Topics to be selected per referral information
	            a. "What does self advocacy mean?"
	            b. "Building the parent-RC relationship: We get more with honey than vinegar"
	            c. "RC services:Understanding the Lanterman Entitlement
	                1. Discussion of what is a right vs. a privilege
	                2. Awareness of cultural values
	            d. "Am I being ungrateful when I disagree with the services offered?"
	                1. The Fair Hearing process
	            e. Strengthening my family member's voice
	    D. Session #4: Support, Networking & Outreach (session will be individualized based on the cohort needs)
	            a. Connection to RC-sponsored supports and training (e.g., for SG/PRC: NRCS or PMI) & meetings (e.g., of board or consumer groups)
	            b. Peer support to address grief, frustration, or sharing of resources and success stories among parents
	            c. Having a guest speaker to address a specific need(s) of the group (e.g., a speaker for Medical to address generic resources)
	            d. Presentation on a topic the group needs further information to make a decision (e.g., ABA services)
	II-IV. Workshops 2-4 (for each Regional Center) will follow a similar format
	V. Materials
	    E. Multi-modal PowerPoint Point presentations
	        1. Video clips
	        2. Memory games and similar strategies to rehearse main concepts
	        3. Written
	            a. Parent answers in writing
	            b. Instructions presented in written format
	        4. Verbal
	            a. Parent answers verbally
	            b. Verbal rehearsal or repetition of key points
	    F. Performance Measures
	        1. Quantitative data surveys
	            a. Attendance count per session (how many parents attended)
	            b. Percentages (e.g., number of parents responded affirmatively to a question, divided by the number of parents who attended)
	            c. Number of parents contacted
	        2. Qualitative /social validity measures
	            a. Survey questions using a Likert scale
	                1. Assessing value of attending workshop
	                2. Assessing if new information was learned that could help increase their family member's POS
	                3. Assessing satisfaction with instruction
	                4. Assessing if parent would refer another IRC or /SG/PRC parent to a future workshop
	
	The workshop will be presented in Spanish, with the ability to present them in English if there is need. Familias First staff will be available to assist English-speaking Latino families.
	
	The topics have been selected for each session, but the varied topics that may be covered could be used to individualize the information taught to a parent group, based on the needs identified at the time of referral. All workshops will be presented virtually. Familias First staff may provide assistance to a parent by teaching him/her how to access a Zoom or GTM meeting.	

2. Organization Experience	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
What experience does the organization/group have working with the target population?	Familias First was established in 2002 under the direction of Ruth Tello-Di Leva, MS, BCBA, as a Community-Based Organization, with the purpose of serving Regional Center families in Southern California. Our mission is "To provide evidenced-based, person-centered services to individuals with disabilities that are culturally and linguistically relevant, and to empower the family to reach and maintain treatment success through education." The majority of Familas First's employees are bilingual in the languages of Spanish and English. Since 2002, Familias First has successfully served over 4,000 Regional Center clients 18 months to adulthood, and their families. Roughly seventy-five percent of these clients live in monolingual, Spanish-speaking homes. Nearly 20-years' experience serving the Spanish-speaking community has taught our agency that the use of concurrent, teaching modalities (e.g., visual, auditory) is pivotal to minimize barriers that are associated with literacy. Moreover, when parents have a positive, learning experience, they feel empowered to have their voices heard, and to help other parents find their own voice. This is the crux of the current project being proposed. We would like to continue to build on what we have experienced firsthand -parent leadership is foundational to empowering parents and their peers to access and utilize services that are available to them. Familias First will also use our extensive experience managing similar programs that target the Latino population. The programs that have been implemented by Familias First have had a significant positive outcome on the Latino community that has been historically underserved. Most recently, Familias First was awarded a DDS grant to implement a project targeting the Latino population. In 2019-20, Familias First was awarded a DDS grant for the "Parent Empowerment Project (PEP) Talk". The PEP Talk consisted of a workshop series presented in Spanish and English and provided in-vivo and web-based formats. This program exceeded the expectation by reaching a total of 211 families that signed up for the workshops and 91 families (69 Spanish speaking and 22 English speaking) that attended the PEP TALK Workshops. Another example is Familias First's development and presentation of the Navigating the Regional Center System (NRCS) project awarded by the DDS to the SG/PRC with the goal of addressing the POS disparity between ethnic groups, among other factors. Our agency created the presentation materials including the PowerPoints, handouts, and pre and posttest surveys provided to the parents. Our Familias First BCBA analyzed the data and assisted in writing the final report. And, for the fiscal year 2017-18, the ELARC subcontracted Familias First to provide and implement the POS Equity Project Spanish Language Behavioral Workshops to families in their catchment area to also address this disparity in the Latino community. Both projects lasted for two years and targeted families from similar demographics as defined in this proposal. Other related experiences include Familias First co-authoring the original curriculum for the Autism Parent Education Program (APEP) for Fiesta Educativa, and our staff currently still presenting the modules to Latino families. We have also formed effective partnerships with representatives from community-based institutions, such as university professors Dr. Michele Wallace and Professor Jose Rios from the California State University, Los Angeles. These partnerships have resulted in the training and education of countless professionals dedicated to serving individuals with developmental disabilities from diverse backgrounds. Lastly, Familias First owner and CEO Ruth Tello-Di Leva, MS, BCBA founded our agency with the primary goal of providing quality Regional Center services to the Latino community, as well as other underserved groups. A similar driving force led Ms.Tello-Di Leva to co-found the Latino Association for Behavior Analysis (LABA), a nonprofit corporation dedicated to the dissemination of evidence-based practices to the Latino community. The LABA also defines best practices for all professionals serving underrepresented families. The various programs and outcomes mentioned above are evidence of the vast amount of experience Familias First has in this area. Additionally, the organization is fortunate to have a staff of members and a CEO with a plethora of experience working with the target population in similar programs as proposed for this project.	
3. Underserved Target Populations	**Applicant Response**	
Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.	According to the data collected and reported by the San Gabriel Pomona Regional Center for Fiscal Year 19-20, out of the total of eligible consumers with no POS from ages 3-21, 64% are Hispanic (Latino) consumers. This data shows the Hispanic (Latino) group is the highest, with eligible consumers that did not have purchase of services. When analyzing the Inland Regional Center reported data for Fiscal Year 2018-19, a similar trend was observed. The IRC reported that the Hispanic (Latino) population makes up 49.4% of the total consumers from ages 3-21 without POS.	
4. Input from Community	**Applicant Response**	
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?	The authors of this proposal obtained input to design this project through various sources. The sources include the Purchase of Service Expenditure Data presented by San Gabriel/Pomona Regional Center and the Purchase of Service presentation as discussed in the Public Input Meeting presented by the IRC for the 2018/19 Fiscal Year. The Regional Centers documented the barriers and needs impacting the disparity of services. The foremost barrier expressed was the need for continued growth in POS (i.e., lack of information, initiative taking, and follow up from the families). There is a need to empower Latino families through education, training, outreach, and self-advocacy is at the core of increasing and maintaining progress in the POS available to the Latino community. In addition, during the delivery of the NRCS workshops, Familias First received direct input from the over 330 parents served via surveys, social interactions, and feedback. Familias First developed a strong, collaborative relationship with Ms. Xochitl Gonzalez, the Cultural Outreach Specialist from the SG/PRC. She provided us invaluable input regarding the Latino community's needs. Ms. Gonzalez has expressed support for our project by agreeing to disseminate information to both the Regional Center clients and the Service Coordinators via phone system outreach among other methods. We also learned through our presentation of the PEP Talk workshop series that parents who are provided with clear information and support are likely to use their voice and utilize their leadership skills to request services needed for their family member. The proposed project was designed with this input in mind, and the input gained from over twenty years of experience working with 4,000 plus Latino families who have received Regional Center services from our agency and listening to their concerns regarding the accessibility of services.	
5. Improve Access	**Applicant Response**	
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?	The project will improve equity, access and reduce barriers to service for the Regional Center clients of Latino descent by empowering parents to become leaders and advocates for themselves and their peers. According to the SG/PRC, common barriers to receiving services are literacy, language, and education. To combat these barriers, our proposal would work with Latino families by providing the information in their native language, translating literature as needed, developing their leadership skills to work with others. This project will empower Latino families to search for available services, make informed decisions when requesting for services based on their family members needs. Research and papers have shown the importance of parent leadership. Parent leaders are vital in ensuring there is equity and access to services. The development of parental leadership reduces barriers for Latino families to receive services. Joyce C. Jennings, in "Parent Leadership: Successful Strategies" (noted in National Resource Center for CBFRS Programs, 1/2002) states that, "Parent leadership is a process or path. It begins by supporting parents in acquiring the skills associated with becoming leaders and helping to overcome barriers to their participation." The US Department of Education, states that parents have an "invaluable contribution to their own children's education and development, starting with parents' efforts to help their children learn and grow at home." Given this data along with the input received from the Latino community, this project makes parent leadership development a priority. Familias First has firsthand knowledge of the benefits parent leaders bring to the community. They impact their own families but also share successful experiences with other parents. when accessing services and model overcoming barriers among their peers. This is an all-encompassing approach that will create collaborative opportunities for connection and learning among individuals, families, service providers, and regional centers.	
6. Support RC's Recommendations	**Applicant Response**	

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?	The Familias First project promotes equity and plans to reduce disparities in the IRC and SG/PRC catchment areas by addressing common barriers in the community.These recommendations were provided to Ms. Ruth Tello-Di Leva, Familias First Executive Director, via telephone calls by the IRC Cultural Specialist and the SG/PRC Cultural Specialist. Additionally, there are numerous barriers detailed by the IRC and SG/PRC in the POS Community Meetings and POS disparity reports (available in each of their corresponding websites to the public). Common reported barriers include: Language, Literacy, Transportation, Community Influence,and trust. The proposed project would address all of the barriers outlined. Familias First being a trusted CBO has proven effective in similar DDS-funded projects aimed at addressing POS disparity. Parents can attend from the comfort of their home without having to worry about daycare and/or transportation. Familias First will use our relationship with the community entities and the trust developed through the years serving the Latino families. At its core, trust and support among parents will be highlighted through a dedicated session to address networking and will encourage parent leaders to share their successful collaboration with SG/PRC and IRC. This will eliminate the barriers that have been identified by the Regional Centers as causing the disparity.	
7. Project different or unique	**Applicant Response**	
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?	Similarities with current Regional Center projects include a focus on increasing POS within the Latino population and providing information in their preferred language (Spanish/English). However, the Regional Center areas of focus differ from the proposed Familias First project. The Regional Center projects provide various strategies that include: • Information about consumers rights • General guidance through the Regional Center role including the role of the Services Coordinator • Understanding the Individualized Program Plan (IPP) • Information regarding steps to obtaining services and identification of resources. In contrast, the project proposed by Familias First addresses the development of parent leadership within the Latino community. The proposed project encompasses the following: • Uses presentation via a web-based format, a skill that Familias First has successfully implemented within previous projects • Uses grassroot efforts to reach parents and promote the workshops with different community organizations • Takes into consideration and overcomes barriers often outlined as challenges for the Regional Centers • Promotes parents involvement in other RC projects to maintain progress long after the conclusion of the project. • Presented by a team that has years of experience working with the Latino community and providing culturally sensitive teaching. Based on information gathered from previous workshops and feedback shared by stakeholders, having a parent leader within the community provides others with a sense of trust and comfort to learn and acquire relevant information from knowledgeable peers. The Familias First project moves beyond the basic understanding of the regional center components, it promotes leadership, action and collaboration from within the community. Working from the root of the Latino community, the culture.	
8. Activities & Measures to Achieve Goal	**Applicant Response**	
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.**	The goal of the activities schedule is to provide a step by step layout of the activities timeline, from the start to the conclusion of the project. It is a detailed time-based plan that is monitored to ensure each proposed activity is met within its scheduled time. The schedule of activities includes the implementation and analysis of measurements, which will be carried out through the duration of the project. The goal of the Activity and measures is to ensure the project is implemented as described and will help to make adjustments as needed for the benefit of the Regional Centers parents.	
9. Measures	**Applicant Response**	
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?	The measures proposed for this project were selected to provide an understanding of the impact of the project across different areas. We will be looking at quantitative and qualitative data to show progress and report the outcomes of activities. • Count: This measurement was selected to report on the numbers of parents attending each of the 4 sessions of each workshop of the project. Internally, this measurement will be analyzed for each session, giving us also valuable information to be used for the next session. Reporting this information to DDS will provide you with the number of parents served by our project for each session, workshop and overall project. • Pre and post survey: Will evaluate parents' knowledge on each of the session topics before (baseline) and after the presentation. In addition, to obtain a comparison of the knowledge gained by the parents, the analysis of this measurement after each session, will provide us with information regarding areas of the presentation we should take more time explaining to the parents and what areas they are proficient in. • Stakeholder feedback: Working in coordination with the Regional Centers and community leaders is very important for the success of this project and future ones. Their thoughts of the project will allow us to understand their needs better and make adjustments as appropriate for the benefit of the parents. • Social Validity Surveys: This qualitative measure will provide data on how relevant / valuable the parents found this information and how likely they are to implement what they learned to change / increase the acquisition of services for their family member.	
10. Budget Narrative	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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. 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.		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	2
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	Ruth Tello-Di Leva, MS, BCBA	