

APPLICATION REPORT

Project Name: Parenting Black Children - Connect Support Education to Empower - Village Wrap Around project
Applicant Organization: Access Nonprofit Center
Awarded Amount: \$150,000
Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

Parenting Black Children, is presenting The Village Wrap Around Parent/Caregiver Support Model. The basic wrap around model is backed by empirical data which has proven to be successful. The idea is to wrap around the parent/caregiver family with cultural relevancy to treat the whole person and not just segments. While continue to offer it's Support Group with the SGPRC and building on the lessons learned. The Inland Regional Center is a new partner and we will collaborate with them in building a support network model in their region with a target focus on the African American community.

APPLICANT QUESTION	APPLICANT RESPONSE
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Applicant Eligibility
Applicant Information

1. Project Title What is the Project Title?	Applicant Response Parenting Black Children - Connect Support Educate to Empower - The Village Wrap Around Model
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2. Awarded Amount	Applicant Response \$150,000
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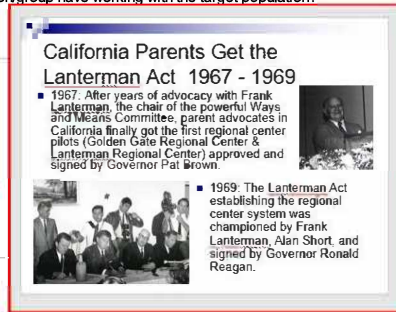
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)
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4. Description of Organization/Group
Applicant Response

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.

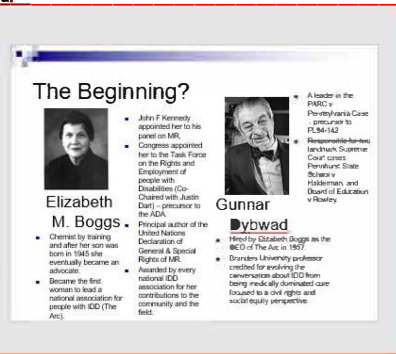
Project title
 Parenting Black Children – CONNECT SUPPORT EDUCATION & ADVOCATE
 1. What experience does the organization/group have working with the target population?

Image



Parent-Led CBO
Extra Extra Read all about it. California Parents Get the Lanterman Act!!!! A new day for our beautiful and precious children.
 In the 1950s a group of parents of children with developmental disabilities gathered to talk about ways to give their children better opportunities. These parents knew that there was just to either stay at home or be committed to a facility. These parents together with community and government set the foundation for the formation of the Lanterman Regional Center representative who pushed the Bill through Congress. The 50s marked the beginning of a grassroots Social Justice and Social Change movement they began to form parent sup. This Social Justice movement paved the way for the Lanterman Act 1967-69, In 1969: The Lanterman Act establishing the regional center system was championed by Frank Lanterman by Governor Ronald Reagan of California.

Image



Ardena Bartlett, founder, director and member of Parenting Black Children (PBC) a project of Access Nonprofit Center is a parent of a Beautiful Black Boy on the Autism Spectrum an African American parent is aware that while being Black poses challenge of its own BUT! being a Black boy with a developmental difference pose compounded challenges for being.

My T-shirt
 I CAN'T KEEP CALM, I GOT A BLACK SON

For a long time, the crimes against African Americans have gone unnoticed or ignored, but 2020 came and the country was exposed once again for its treatment of African American another Black person shot and killed, over and over again we are reminded how dangerous it is to be Black in American. Our hearts weep for Breanna Taylor and George Floyd a mom of a Black son on the Autism spectrum, just the thought of what could happen to him causes anxiety, pain, stress, sadness, hopelessness, sickness, and anger.

<p>APPLICANT QUESTION</p>	<p>Ardena, before the birth of her son, experienced a very successful career in higher education, community member and more. After giving birth to her son, battles, struggled with her career and soon found herself homeless and living with a stranger. She soon realized that parenting was difficult and then soon after her son was diagnosed with a difference. Her son by the age of 4 was "dismissed" from 3 preschools and the school headmaster showed no compassion or direction. She, personally experienced challenges gaining equitable access to the information needed to make informed decisions about her son. Although, gaining access into the Region's brighter future, her first interaction with the Service Coordinator was confusing and uninformative, matter of fact the young lady lied about service offerings. She immediately contacted and requested that they provide her with an African American Service Coordinator so that she may have someone who culturally sensitive to her needs as a parent of a responded with that out of all the service coordinators, there was not 1 Black SC to meet her needs. In that same passion of those mighty mothers who were instrumental in the establishment of the Lanterman Developmental Disabilities Services Act in 1969, so is Ms. Bartlett who Black Children a project of ACCESS Nonprofit Center around her personal struggle to obtain access to relevant early intervention information and resources to help her two-year-old son.</p> <p>Community Connection and Involvement: She currently serves as a member of the SG/PRC Client Services Committee of the Board and is also actively involved with public school special education advocacy. She has offered by SG/PRC that addresses increasing equity and empowerment: the Parent Mentor Initiative (PMI) five-module curriculum, as well as our Navigating the Regional Center's modules as well as participated in Children Hospital Los Angeles focus group Disparity research. She has participated in presentations of the SG/PRC Disparity Data and under the SG/PRC to offer a variety of supports to families to reduce disparity and enhance equity in access and utilization of paid regional center services and supports, as well as gene The ACCESS outreach team includes parents, special education teachers, social work interns, disability advocates, church ministers, foster-care advocates and others who have increase awareness, outreach and education of developmental disabilities.</p> <p>Access Current Initiatives: 1. Advocate for Inclusive Programs in Neighborhood Communities 2. Parent and Family Education and Resources 3. Parent Support and Mentoring</p> <p>ACCESS Nonprofit has provided the following efforts: •Organized workshops for unified school district with Regional Center presenter •Disability rights Awareness and Information to YMCA, Boys & Girls Club, Churches and city sports and recreation centers •Outreach to Police Department to encourage awareness of developmental disabilities in children •Information and awareness presentations to local Moms Groups providing information on early detection •Street Outreach to parks and local festivals to increase awareness of early detection</p> <p>As an African-American woman of a son diagnosed with Autism, she believes it is essential to the well-being of the community to create community-based support groups for part American children with developmental disabilities. Additionally, she believes that reaching out to the Next Generation to promote Early Early Outreach and Awareness to increase in future births.</p> <p>Access Nonprofit Center is a TEAM of passionate professionals who are parents, disability advocates, teachers, church ministers, culture experts, college students, film-makers, who are all ready to expand their passionate project.</p> <p>Parenting Black Children a project of Access Nonprofit Center, is a recipient of the 2019/20 disparity funding and even in the midst of truly challenging season continues to pivot a and changes to serve the African American/Black population. The project's support group initiative has given families hope in a time that has been more challenging than ever.</p> <p style="text-align: center;">Parenting Black Children CONNECT SUPPORT EDUCATE</p> <ol style="list-style-type: none"> Connects with Parents/Caregivers through personal phone calls, virtual support groups and through social media; Supports parents/caregivers by allowing for a safe place to share and receive Educate parents/caregivers about support that Regional Centers have available to them to support their families <div style="border: 1px solid red; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Self-Advocacy</p> <ul style="list-style-type: none"> ■ Eunice Kennedy In 1971, through the Joseph P. Kennedy, Jr. Foundation produced "Who Should Survive". ■ This revealed that the civil rights protections under Section 504 of the Rehabilitation Act against withholding care based on a child's sex, race, or disability were not enough. </div> <p>See Success Stories Attachment</p>
<p>5. Applicant in Good Standing</p>	<p>Applicant Response</p>
<p>Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?</p>	<p>Yes</p>
<p>6. Subcontractors in Good Standing</p>	<p>Applicant Response</p>
<p>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?</p>	<p>Yes</p>
<p>Grant Reapplication Information Grant Reapplications Only</p>	

APPLICANT QUESTION	APPLICANT RESPONSE
1. Grant Number (Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	Applicant Response 19-C17
2. Project Title (Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Applicant Response Parenting Black Children - Connect Support Educate & Advocate
3. Project Start & End Dates (Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Applicant Response Start Date: 02/29/2020, End Date: 02/28/2021
4. Project Duration (Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	Applicant Response 12
5. 2016/2017 Award (Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Applicant Response Not Applicable
6. 2016/2017 Expenses (Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Applicant Response Not Applicable
7. 2016/2017 Remaining (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.	Applicant Response Not Applicable
8. 2017/2018 Award (Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Applicant Response Not Applicable
9. 2017/2018 Expenses (Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Applicant Response Not Applicable
10. 2017/2018 Remaining	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable
11. 2018/2019 Award	Applicant Response
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable
12. 2018/2019 Expenses	Applicant Response
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated, 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.	\$98,150.00
15. 2019/2020 Expenses	Applicant Response
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	\$98,150.00
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.	\$98,150.00
18. Initial Proposed Number of People Served	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	1500
19. Actual Number of People Served (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.	Applicant Response <p>We are half way through the project and we are on target to meet all the goals for our targeted audience.</p> <p>Direct Reach:</p> <p>The pandemic has opened up other opportunities to explore virtual ways of reaching out. We have conducted most of our activities by utilizing the old fashion use of the telephone to reach out to parents/caregivers directly.</p> <ul style="list-style-type: none"> • Parent/Caregivers: Our primary target is to directly serve parents/caregivers of African American consumers of the Regional Center. V about <u>88 parents specifically associated with the SGPRC.</u> • Support Groups: All support groups have been provided via Zoom and Zoom phone in feature. We have conducted <u>10 online</u> zoom sup we are target to exceed the original number. • Next Generation - This target audience was difficult to reach directly due to college on-site closures but we have gained momentum on date we have approximately <u>300 persons</u> under 30 years old who follow us. <p>Indirect Reach -</p> <ul style="list-style-type: none"> • Social Media and Virtual outreach have proven to help in connecting with African American/Black persons. We have exceed our expect daily we can reach up to <u>2,000 persons</u>. However, we are directly connected to <u>1200 persons</u> as direct followers which means that they information directly and they have chosen to receive our information and to be apart of the community. • During our first quarter our video reached 10,000 people.
20. Regional Centers in Catchment Area (Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Applicant Response <p>San Gabriel Pomona Regional Center</p> <p>Expanding to include Inland Regional Center</p>
21. Cities Served (Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Applicant Response <p>SGPRC - Caption Area List El Monte Health District</p> <ul style="list-style-type: none"> • Baldwin Park - 91706 • La Puente - 91746, 91747 • Bassett - 91746 • Rowland Heights - 91748 • El Monte - 91731, 91732, 91733 • South El Monte - 91733 • Hacienda Heights - 91745 • West Covina - 91790, 91791, 91792, 91793 • Industry - 91744 <p>Foothill Health District</p> <ul style="list-style-type: none"> • Altadena - 91001, 91002 • Inwindsale - 91706 • Arcadia - 91006, 91007 • Monrovia - 91016 • Azusa - 91702 • Pasadena - 91101 (Portion Shared With FDLRC) • Bradbury Charter Oak Covina - 91722, 91723, 91724 • Sierra Madre - 91024 • Duarte - 91010 • Temple City - 91780 (Portion Shared With ELARC) • Glendora - 91740, 91741 • Whittier - 90601(Portion Shared With ELARC) <p>Pomona Health District</p> <ul style="list-style-type: none"> • Claremont - 91711 • San Dimas - 91773 • Diamond Bar - 91765 • Walnut - 91789
22. Counties Served	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE																		
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Los Angeles County																		
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.	Indirectly-																		
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.	<p>PBC objective is to CONNECT SUPPORT EDUCATE parents and caregivers of African American children/persons with development disabilities AS WELL AWARENESS for the Next Generation of parents by utilizing direct personal through outreach activities contact and indirect contact through social media.</p> <p>Explanation of Project Activities</p> <p>This project has 3 main components</p> <ul style="list-style-type: none"> -Support Network & Outreach to parents/caregivers of African Americans -Next Generation Outreach and Awareness & Early Intervention -Social Media Outreach <p>The chosen measures and activities aim to connect and support parents and caregivers Regional Center consumers. We first connect parents, support th about Regional Center and the services that are offered to help their children better succeed and to provide them with respite so that the parent/caregiver</p> <p>Project Accomplishment</p> <p>We have gained attention in the community by providing WELLNESS KITS that include FREE face mask to families and handing out Informational fliers. T challenges and full of opportunities because we were forced to develop better ways of reaching out to families directly, since many of the ways such as pr readily available with many agencies suspending their services.</p> <p>Key Accomplishments</p> <p>This initiative began in March 2020 and has gained momentum to get families connected. We have continued to think of better and creative ways to reach position called Parent Support Specialist who focus on direct one on one communication through phone calls and text messages which has been prove many families while social media for others. The Parent Support Specialist are members of PBC and trained in Navigating Regional Center System and ex support and education parents/caregivers.</p> <p>Social Media Analytics are very interesting (See Attached Social Media Data). This area was unexpected because with the challenges of the Pandemic n online communication. We started our Post in April 2020 with only 1 follower, me, and began building a platform that provided solid and reliable informat disabilities in the Black community and people began to really engage and receive the information (see post attached). The Instagram page reached a mil followers, which is impressive for a little grassroots unknown nonprofit organization. Although, the Measure says indirect reach, but I know that the informe people directly because they are responding to the post, one person shared their story of dating some one with Epilepsy, and a black father saying he jus gravitating towards the pictures of beautiful Black children with differences and beautiful. (See Testimonial Attachments)</p> <p>Have all activities been completed</p> <p>All of the activities are in progress to completion by project end date, except for those that required in person participation. This season required some ma technology to meet some of the goals.</p> <p>The College Ambassador measure proved to be difficult because ALL COLLEGES ARE CLOSED due to the 2020 pandemic. The original thought was to work with the Black Student Unions and provide AWARENESS education to the Next Generation. That exact planned can't work now. However, we have the Next Generation age group on our Instagram page which reached a milestone of reaching 1,000 followers. The analytics shows there is a about a 30% year old, that's about 300 persons or so.</p> <p>Nevertheless we will continue to work on creative ways to reach this pertinent population as it relates to Awareness of Developmental Disabilities in the A to prepare the Next Gen of parents to Know the Signs. We will pick up the pace in January of 2021.</p> <p>Below Copy of Measures & Activities</p> <table border="1" data-bbox="328 1554 933 1923"> <thead> <tr> <th></th> <th>target</th> <th>achieved</th> </tr> </thead> <tbody> <tr> <td>00A. Disparity Target - parents/caregivers of African American persons with developmental disabilities served by the Regional Center. (Includes blended, multi-cultural, foster and adopted families)</td> <td></td> <td></td> </tr> <tr> <td>00B. Disparity Target - Next Generation of African American and other persons reached (primary focus on college students)</td> <td></td> <td></td> </tr> <tr> <td>00C. 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APPLICANT QUESTION				APPLICANT RESPONSE
	01. Number of persons educated and trained in Navigating Regional Center System (Staff, Volunteers, Parents & Caregivers)	20	10	
	01a Navigating Regional Center Training			
	02. Parent Support Group Meetings			
	02a. Number of Parent Support Group Meetings	14	10	
	04. Direct Support & Contact Parent / Caregiver Wellness Check ins (Parent Support Specialist)			
	05. Wellness Kits & Resource Folders Provided	200	50	
	06. Parent/Caregiver Crisis intervention and advocacy			
	07. College Ambassador Program - Next Generation Targeted Outreach - College Campuses and Social Media			
	08. Social Media Outreach			
	09. Social Media Outreach Followers	1,000	1,400	
	10. Social Media - Information Dissemination "Post" and Views & "Likes"			
	11. Cultural Perspective Presentations to community organizations and groups			
	19. Website development - Information Resources Direction to other Resources -			
	20. Culturally Relevant Outreach Events - Black Lives Matter, Churches, Hair Salons etc..	4	2	

25. Project Impact & Outcome	Applicant Response
<p>(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.</p>	<p>INTRODUCTION: This is parent-led CBO, as it is led by a parent for parents/caregivers we all feel the impact together as a community, the effects of discrimination many cases just a plain lack of insensitivity for the importance of our cultures (including mixed cultures) and as human beings.</p> <p>This project began right in the midst of Covid 19 when everything shut down. The global pandemic just added to the already high levels of stress that families felt. It moved forward with the hope to support parents/caregivers where they are.</p> <p>With the much-needed PPEs donated by DDS we utilize the opportunity to give out WELLNESS KITS that include FREE face mask to families and information ab</p> <p>This grant period has both challenges and opportunities because we were forced to "PIVOT" and develop better ways of reaching out to families, since many of the referrals aren't as readily available with many agencies suspending their services.</p> <p>IMPACT: The impact has been very much from an emotional standpoint because as all the parents have said "finally something that speaks my language". Although the DDS/Regional Center and so many CBOS that support English speaking parents, many of us as African Americans/Blacks, did not feel that our voices were heard and experience of being Black in America. There is FREEDOM when the unmute button is released.</p> <p>DATA, SUCCESS STORIES, OUTCOMES/SOLUTIONS</p> <p>Additionally, the current pandemic has forced us to really have better direct conversations with the parents to understand their personal needs and concerns. Below are just few providing a unique perspective of the parent/caregiver's need. These success stories provided us with data that has allowed us to adjust the program proposal for the next cycle.</p> <p>SUCCESS STORIES</p> <p>The information listed below was a result of direct contact/conversation with parents. When it states below contacted regional center it is important to note that the contact was Xochitl Specialist who has made herself available to us when these issues arise. Additionally, we are working on a strategy to deal with some of the systematic issues that are coming up over and over, such as Service Coordinator relationships with parents/caregivers SGPRC</p> <ol style="list-style-type: none"> PROBLEM: Ms. R, 78-year-old mother of a 50-year-old son. Client of SGPRC, she shares that her son was victim of a racist act by vendor with the regional center 30 years she still sees that same vendor in the community doing things that are discriminatory. She continues to share that she feels that the SGPRC has not served her family as she has 7 years for a black service coordinator. I had to tell her that still amongst the 100s of SC there are only 2 or 3 coordinators. She continues to tell me that she does not want to do that she wants to be put on the waiting list for a black SC and will wait until that happens. Again, she is 78. SOLUTION: I made it a point to have several conversations with Ms. R finally convincing her to talk with Xochitl, join the navigating regional center system class and also of partnering agency, who does not have not one African American/Black parent mentor, despite that 3 received training, including myself. PROBLEM: MS. M Called and what appeared to be something simple that the SC could have explained the parent was frantic because she is an essential worker and she is going to take away the hours for her son to receive daycare hours because the school is not educating him during the pandemic. SOLUTION: I explained to her the role of the SC and that she as the parent has more power than she thinks. I explained what the SC was needing from her. PROBLEM: Ms. D during one of our wellness checks she said the SC took away ABA services and that her son doesn't receive any school education and the school will not give her a solution. SOLUTION: I connected her to the RC Education Specialist. PROBLEM: Ms. V, we were informed during an outreach event that this parent who is suffering from a terminal illness and her daughter who is in her 40s is not receiving any just stop coming with no explanation. I immediately contacted the RC and the director over the SCs quickly responded and things happened. PROBLEM: Ms. DD, she has experienced issues with her son's education for years and the school district keeps giving her the run around. I spoke with her and conference to come up with a strategy and to review legalities related to the case. SOLUTION: The parent felt more equipped to deal with the issue. I shared with her strategies I gained from working with African American families. PROBLEM: Ms. M, a parent who 18 year old daughter was experiencing mental health crisis committed herself into a mental hospital. she is not conserved because paperwork she was very upset and scared because the mom was leaving to go out of the country and the hospital said that they would just drop her off at any time without supervision, and she had a diagnosis of developmental disability. SOLUTION: I contacted RC and we conferenced and the Cultural Specialist put her in contact with the Clinical Psychologist. <p>Key Findings:</p> <p>The survey questions, primary data collected is specific to the SGPRC parents that have joined our network and below are a few of the qualitative results.</p> <ul style="list-style-type: none"> Parents/Caregivers say they are really happy that there is a support group finally for African Americans, because the struggles are unique and they have often felt muted by the RC Parents stated that the Service Coordinators do not explain services well enough for parents to understand, parents do not see SCs as a partner with the parent but an antagonist Disconnect with the SC and that they only check in once a year Regional Center is seen as an agency that is trying to deny needed services without clearly helping the parent to understand Parents that have been with the RC for many years but that of the RC and don't want to really engage with them for additional assistance for their own needs

<p>APPLICANT QUESTION</p>	<p>Parents that have been with the RC for many years lack trust of the RC and don't want to really engage with them for additional assistance for their love ones</p> <p style="text-align: right;">APPLICANT RESPONSE</p> <p>In Summary many of the parents/caregivers don't have a clear understanding of the role of the Regional Center in addition to not trusting them to provide the needed services. The connected to the group feel that there is some glimpse of hope to assist them better with the needs of their families. Even before the pandemic many of the parents/caregivers were overwhelmed by the need but in the midst of the pandemic Vendors are not showing up and not providing explanation leaving them with out services and many of these injustices (PBC support network realized the need for a more comprehensive solution that will be outlined in the 20/21 proposal.</p> <p>OBTAIN DATA/STORIES/SURVEY</p> <p>Parenting Black Children, utilized the offerings of the DDS PPE distributions to draw parents to the website to sign up for a free Wellness Kit. The Wellness Kit included PPE and goodies for parents/caregivers.</p> <ol style="list-style-type: none"> Once arriving to the ParentingBlackChildren.org website a pop up comes up that is attached to a questionnaire that include the following questions (also see attached picture shows website and questionnaire). After the questions are answered the results are then populated into a spreadsheet that provides the results. which allows us to count the number of parents/caregivers who are coming from SGPRC and comments on their relationship with the Regional Center by way of its Service Coordi <p>ONLINE SURVEY Free Wellness Kit from Parenting Black Children Additional Questions are added and deleted</p> <ol style="list-style-type: none"> Email Address * Would you like to like to receive a Wellness Kit that includes face mask? * <p>Other Comment</p> <ol style="list-style-type: none"> Do you identify as ... (Please check all that apply) * <p><i>Check all that apply.</i></p> <p>African American and/or of African descent Afro-Latin or Afro-LatinX Parent or Caregiver of an African American with a Developmental Disability College Student or Young Adult aged 18 - 30 A Community Organization/Agency (Please specify in next question.) Other (Please specify in next question.)</p> <ol style="list-style-type: none"> How many people in your household are African American? (Agency or CBO, N/A) * Is anyone in your household a current consumer/client of the Regional Center? * How informed do you feel you are about developmental "disabilities" or differences in individuals? * What general concerns do you have related to obtaining services from the Regional Center or from the community for some one with a Developmental Disability? Optional, but information is used to provide better advocacy and training to the community. Do you think the Regional Center and other Community Based Organizations are culturally sensitive to the needs of African Americans with developmental disability? Optional, but information is used to provide better advocacy and training to the community. Do you want to stay informed about resources, information and events to assist you and your family? How did you hear about us? * <p>Attachment:</p> <ul style="list-style-type: none"> Website Wellness Kit pop up Survey Questions Success Stories .
<p>26. Project Objectives</p>	<p>Applicant Response</p>

APPLICANT QUESTION	APPLICANT RESPONSE
<p>(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.</p>	<p>INTRODUCTION: This is parent-led CBO, as it is led by a parent for parents/caregivers we all feel the impact together as a community, the effects of discrimination many cases just a plain lack of insensitivity for the importance of our cultures (including mixed cultures) and as human beings.</p> <p>This project began right in the midst of Covid 19 when everything shut down. The global pandemic just added to the already high levels of stress that families felt. It moved forward with the hope to support parents/caregivers where they are.</p> <p>With the much-needed PPEs donated by DDS we utilize the opportunity to give out WELLNESS KITS that include FREE face mask to families and information ab</p> <p>This grant period has both challenges and opportunities because we were forced to “PIVOT” and develop better ways of reaching out to families, since many of the referrals aren’t as readily available with many agencies suspending their services.</p> <p>IMPACT: The impact has been very much from an emotional standpoint because as all the parents have said “finally something that speaks my language”. Although the DDS/Regional Center and so many CBOS that support English speaking parents, many of us as African Americans/Blacks, did not feel that our voices were heard and experience of being Black in America. There is FREEDOM when the unmute button is released.</p> <p>DATA, SUCCESS STORIES, OUTCOMES/SOLUTIONS</p> <p>Additionally, the current pandemic has forced us to really have better direct conversations with the parents to understand their personal needs and concerns. Below are just few of the Success Stories and the parent/caregiver’s need. These success stories provided us with data that has allowed us to adjust the program proposal for the next cycle.</p> <p>SUCCESS STORIES</p> <p>The information listed below was a result of direct contact/conversation with parents. When it states below contacted regional center it is important to note that the contact was Xochitl Gonzalez, Cultural Specialist available to us when these issues arise.</p> <p>Additionally, we are working on a strategy to deal with some of the systematic issues that are coming up over and over, such as Service Coordinator relationships with parents/caregivers. Below are all of</p> <ol style="list-style-type: none"> PROBLEM: Ms. R, 78-year-old mother of a 50-year-old son. Client of SGPRC, she shares that her son was victim of a racist act by vendor with the regional center 30 years ago and she shares vendor in the community doing things that are discriminatory. She continues to share that she feels that the SGPRC has not serve her family as she has requested for more than 30 years for a black SC that still amongst the 100s of SC there are only 2 or 3 coordinators. She continues to tell me that she does not want to deal with the RC. She has said that she wants to be put on the waiting list until that happens. Again, she is 78. <p>SOLUTION: I made it a point to have several conversations with Ms. R finally convincing her to talk with Xochitl, join the navigating regional center system class and also obtain a parent mentor does not have not one African American/Black parent mentor, despite that 3 received training, including myself.</p> <ol style="list-style-type: none"> PROBLEM: Ms. M Called and what appeared to be something simple that the SC could have explained the parent was frantic because she is an essential worker and she was afraid that the SC would not let her son to receive daycare hours because the school is not educating him during the pandemic. SOLUTION: I explained to her the role of the SC and what her capabilities are and are not and that that is than she thinks. I explained what the SC was needing from her. PROBLEM: Ms. D during one our wellness checks she said the SC took away ABA services and that her son doesn’t receive any school education and the school will not give them a laptop computer to the RC Education Specialist. PROBLEM: Ms. V, we were informed during an outreach event that this parent who is suffering from a terminal illness and her daughter who is in her 40s is not receiving any services and that the V explanation. I immediately contacted the RC and the director over the SCs quickly responded and things happened. PROBLEM: Ms. DD, she has experienced issues with her son’s education for years and the school district keeps giving her the run around. I spoke with her and conferenced in the RC Education Specialist and to review legalities related to the case. SOLUTION: The parent felt more equipped to deal with the issue. I shared with her strategies I gained from a 6-week module class on IEPs for African Americans. PROBLEM: Ms. M, a parent who 18 year old daughter was experiencing mental health crisis committed herself into a mental hospital, she is not conserved because paperwork is caught up in the court because the mom was leaving to go out of the country and the hospital said that they would just drop her off at any time without supervision, even though she explained that she had a diagnosis of depression. I contacted RC and we conferenced and the Cultural Specialist put her in contact with the Clinical Psychologist. <p>Key Findings:</p> <ul style="list-style-type: none"> The survey questions, primary data collected is specific to the SGPRC parents that have joined our network and below are a few of the qualitative results. Parents/Caregivers say they are really happy that there is a support group finally for African Americans, because the struggles are unique and they have often felt muted by the RC. Parents stated that the Service Coordinators do not explain services well enough for parents to understand, parents do not see SCs as a partner with the parent but an antagonist <ul style="list-style-type: none"> Disconnect with the SC and that they only check in once a year Regional Center is seen as an agency that is trying to deny needed services without clearly helping the parent to understand Parents that have been with the RC for many years lack trust of the RC and don’t want to really engage with them for additional assistance for their love ones <p>In Summary many of the parents/caregivers don’t have a clear understanding of the role of the Regional Center in addition to not trusting them to provide the needed services. The parents/caregiver who have had a little glimpse of hope to assist them better with the needs of their families. Even before the pandemic many of the parents/caregivers were in emotional crisis, just overwhelmed by the need but in the end they are not showing up and not providing explanation leaving them with out services and many of these injustices go unreported and unnoticed. The PBC support network realized the need for a more comprehensive 20/21 proposal.</p> <p>OBTAIN DATA/STORIES SURVEY</p> <p>Parenting Black Children, utilized the offerings of the DDS PPE distributions to draw parents to the website to sign up for a free Wellness Kit. The Wellness Kit included PPE and some other personalized items.</p> <ol style="list-style-type: none"> Once arriving to the ParentingBlackChildren.org website a pop up comes up that is attached to a questionnaire that include the following questions (also see attached picture shows website and questionnaire). After the questions are answered the results are then populated into a spreadsheet that provides the results, which allows us to count the number of parents/caregivers who are coming from SGPRC and comments on their relationship with the Regional Center by way of its Service Coordinators.
27. Project Transition	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
<p>(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.</p>	<p>Project Transition (Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project?</p> <p>This new initiative, Parenting Black Children, began in March 2020 in the midst of the pandemic shut down. We have utilized Zoom to provide virtual support group website to provide information and surveys, and our social media mainly Instagram is gaining a lot of momentum. We have reached 1000s of individuals as utilize. However, what we realized through primary data collection out of the mouths of parents/caregivers old fashion one on one telephone conversations are most important. As a result, we decided to "Pivot" a bit to add what we call is Parent Support Specialist, who as a parent provides that one on one connect that is needed during times to think of better and creative ways to reach out, such creating a position called <u>Parent Support Specialist</u> who focus on direct one on one communication through messages which has been proven to be more successful for many families while social media for others. The Parent Support Specialist are members of PBC and Regional Center System and equipped with the tools to support and educate parents/caregivers.</p> <p>Additionally, another level has been added as a result of primary data collection from African American/Black parents who have struggled for decades with the Region associated with the RC, want their voices to be heard. We are expanding to our efforts to include a component called ROOTS. The vision of ROOTS includes an <u>cc Parents – Community – Regional Centers</u> to build a better system that is culturally sensitive and relevant to all those they serve. The Regional Centers began as a and was created by parents to provide a better opportunity for their children to thrive in a world that thought less of them. The African American/Black community systemic racism but having developmental differences and disabilities only adds to the hardship.</p> <p>How does your proposed project complement your current project? We will maintain the core of the program serving parents/caregivers of African Americans with developmental disabilities.</p> <ul style="list-style-type: none"> • Support Groups • Parent Workshops & Activities • Parent Support/Crisis Intervention <p>Add 3-fold community collaboration (Regional Center, CBOs and Parents) – diversity training and parent/community task force to focus on improving systems that will focus on hands on workshops to develop awareness and sensitivity to the African Americans/Blacks and helping parents to develop the language to learn.</p> <p>10 – week series offered by Mas Diversity Training workshops are designed separately for each group with a component that brings the groups together to help understand each other.</p> <p>Does your proposed project expand or continue your current project, if so how?</p> <p>We will continue the activities of the current project and build on it by including the Mas Diversity Training and Parent Training Advocacy Program.</p> <p>What activities, measures, or target groups are being added?</p> <p>Disparity Measure</p> <ul style="list-style-type: none"> A. Number of parents/caregivers of African Americans with developmental disabilities B. Number of African Americans targeted direct outreach C. Number of Support Group offered D. Number of Trainings, Workshops & Education programs offered E. Social Media direct Followers (based on analytics) F. Social Media indirect Reach (based on analytics) G. Measure % Increase Parent "Satisfaction" Feedback of Regional Center Collaboration <p>Activities:</p> <ol style="list-style-type: none"> 1. Support Group Meetings 2. Wellness Kits with Resource Folders 3. Parent Support - Direct Parent Contact 4. Navigating Regional Center Training/Participation 5. Parent Training & Awareness 6. Parent Crisis Advocacy 7. Social Media Outreach 8. Social Media Followers 9. Social Media Views of Information 10. Website Resource Development 11. Parent Support / Education 12. Regional Center/Community/Parent and Mas Diversity Training 13. Mental Health & Wellness Educational Workshops 14. PBC Cultural Sensitivity Presentations. 15. Outreach Events <p>Why change African American families have been suffering from many years and social economic while in some cases makes a difference but for the most part it does not match conceived notions rather intentional or not. The parents we speak to directly have shared their sadness and disappointment in how they have been treated by the whether intentional or not the treatment is still felt. Our goal is to put into action the idea "we are in this together". The mission that Parent-Community-Regional Center children thrive in a world that can be hostile to African Americans with Developmental Disabilities.</p> <p>We collected data from surveys and feedback and parents want to work together with Regional Center, we talked with the Regional Center, they want to work together with African American community. The vision of PBC is to bring us all together so that we are all in it together to come up with the ideas that will promote and cause systemic change who could be vulnerable to ills of our society if we don't intervene.</p>
<p>General Application Proposal Summary</p>	
<p>1. Individuals Impacted</p>	<p>Applicant Response</p>
<p>Enter the projected number of individuals impacted.</p>	<p>5000</p>
<p>2. People Served</p>	<p>Applicant Response</p>
<p>What is proposed number of people projected to be served?</p>	<p>500</p>

APPLICANT QUESTION	APPLICANT RESPONSE
3. Duration of project What is the duration of the project? Enter Start & End Dates.	Applicant Response Start Date: 02/28/2021, End Date: 02/27/2022
4. Duration of project (months) What is the total duration of project in months?	Applicant Response 12
5. Regional Centers List all Regional Centers in the project catchment areas.	Applicant Response San Gabriel Pomona Regional Center Inland Regional Center
6. Cities Served List the city or cities your project proposes to serve.	Applicant Response SGPRC SGPRC - Caption Area List El Monte Health District Baldwin Park - 91706 La Puente - 91746, 91747 Bassett - 91746 Rowland Heights - 91748 El Monte - 91731, 91732, 91733 South El Monte - 91733 Hacienda Heights - 91745 West Covina - 91790, 91791, 91792, 91793 Industry - 91744 Foothill Health District Altadena - 91001, 91002 Irwindale - 91706 Arcadia - 91006, 91007 Monrovia - 91016 Azusa - 91702 Pasadena - 91101 (Portion Shared With FDLRC) Bradbury Charter Oak Covina - 91722, 91723, 91724 Sierra Madre - 91024 Duarte - 91010 Temple City - 91780 (Portion Shared With ELARC) Glendora - 91740, 91741 Whittier - 90601(Portion Shared With ELARC) Pomona Health District Claremont - 91711 San Dimas - 91773 Diamond Bar - 91765 Walnut - 91789 INLAND REGIONAL CENTER SanBernardino County Barstow Big Bear Lake

APPLICANT QUESTION	APPLICANT RESPONSE
	<p>Chino</p> <p>Chino Hills</p> <p>Colton</p> <p>Crestline</p> <p>Fontana</p> <p>Grand Terrace</p> <p>Hesperia</p> <p>Highland</p> <p>Joshua Tree</p> <p>Lake Arrowhead</p> <p>Loma Linda</p> <p>Lucerne Valley</p> <p>Montclair</p> <p>Needles</p> <p>Ontario</p> <p>Rancho Cucamonga</p> <p>Redlands</p> <p>Rialto</p> <p>Running Springs</p> <p>San Bernardino</p> <p>Twentynine Palms</p> <p>Upland</p> <p>Victorville</p>

APPLICANT QUESTION	Wrightwood APPLICANT RESPONSE
	Yermo
	Yucaipa
	Yucca Valley
	Riverside County
	Aguanga
	Anza
	Banning
	Beaumont
	Blythe
	Cabazon
	Calimesa
	Cathedral City
	Coachella
	Corona
	Desert Center
	Desert Hot Springs
	Hemet
	Homeland
	Idyllwild
	Indian Wells
	Indio
	La Quinta
	Lake Elsinore
	Mecca
	Menifee
	Mira Loma
	Moreno Valley
	Mountain Center
	Murrieta
	Norco
	North Palm Springs
	Nuevo
	Palm Desert
	Palm Springs
	Perris
	Quail Valley
	Rancho Mirage
	Riverside
	San Jacinto
	Sun City
	Temecula
	Thermal
	Thousand Palms
	Whitewater
	Wildomar
	Winchester

APPLICANT QUESTION	APPLICANT RESPONSE
7. Counties Served List the county or counties your project proposes to serve.	Applicant Response Los Angeles San Bernardino Riverside
8. City of Los Angeles If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Applicant Response no
9. Community Based Organizations Will you be working with one or more Community Based Organization?	Applicant Response Yes
10. Regional Center Data 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.	Applicant Response <ol style="list-style-type: none"> 1. Obtain primary data, by speaking directly to Regional Center's Cultural/Community Specialist re challenges that they see in the community. 2. Obtain primary data, from personal experience as a parent of African American child served by Center 3. Obtain primary data from attending board meetings and community meetings 4. Obtained primary community data, from personally speaking to parents and caregivers 5. Obtain secondary data, by obtaining POS data and Community report data from Regional Center their Transparency information <p>It appears that most of the relevant data needed for this project has been provided publicly by the community forums, committee board</p> <p>Meetings and through direct contact with the Regional Center. However, it may be better accessible because of the established relationship</p> <p>And the trust that exist between us as partners in the community.</p>
11. First Project Type Selection Select your first project type.	Applicant Response Engagement and Outreach (community events, etc)
12. Second Project Type Selection Select your second project type (if applicable).	Applicant Response Parent Education (online or in person trainings, etc)
13. Third Project Type Selection Select your third project type (if applicable).	Applicant Response Family/consumer support services (coaching, enhanced CM)
14. Multiple Organizations 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.	Applicant Response Yes
15. Leverage & Strategies	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project. How will your project continue its work after the grant funding has concluded?	<p>The primary focus of Parenting Black Children is CONNECT SUPPORT EDUCATE parents/caregivers of African Americans.</p> <p>This project is needed and ESSENTIAL to the well-being of African Americans/Blacks. The project has gained momentum and is giving parents/caregivers a SAFE SPACE to share and gain insight into the relationships between parent/caregiver and Regional Center. We have gathered information that gives an opportunity to collaborate better and together community effectively with dignity and respect.</p> <p>It is my desire that this project would create opportunities to fill the divide and that it would no longer be needed. We will continue to Connect Support and Educate parents as I will also pay it forward so we are confident that the work will continue, by the best means necessary.</p> <p>The third principal of Kwanza is Ujima: Collective Work and Responsibility which means to build and maintain our community together and make our brothers' and sisters' problem together. The project will be sustained by the collect work and responsibility of all those understand that together we are stronger, united we are powerful, and knowledgeable we are.</p> <p>The team of Access has considered the following suggestions to sustain the project if the project funding decreased significantly in Year 2 and moving forward.</p> <ul style="list-style-type: none"> • Collaborate with College Social Science departments to offer Independent study credit to College Interns. Higher qualified interns are secured with financial incentives. • Scale down the formal aspect of the support group to quarterly and monthly is optional but may utilize a virtual format if necessary. • As participants become invested, they will be open to hosting rotation and potluck • If the participants become invested that it will become a formal group with an elective board and formalized the project • The group may solicit support from local restaurant to donate catering or reduce the cost of the catering • Social media monthly posting and will connect to information from the RC website while members of the group may submit updates and comments at will • PSA will continue to run on the site with the hope that it will be picked up to reach a bigger audience • Annual participation in Black History Month Activities will continue but may be scaled to be targeted instead of general population <p>The proposed project initial year will provide a foundation to build on and improve for the next year. The hope is that after the initial year of building a model that works that it may be throughout the state. Access will continue to advocate for the support of African American parents/caregivers and consumers with the hope that these efforts will decrease and hopefully eliminate the disparities related to the Early Detection and Utilization of services.</p>

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.	African American
Applicant Comment	Our primary target is parent/caregivers: African American parents and caregivers General parents/caregivers of African American persons (Blended/Multi-ethnic/Foster/Adopted) Black, others that identify as Latinx but also identify as African descent
2. Number of Target Group Served	Applicant Response
For each target group selected in previous question, list number served.	Served Directly: 500 Indirectly: 2500
3. Languages	Applicant Response
Select all Languages the project will serve. If you select "Other" please list all languages.	Other (list)
Applicant Comment	English from a African American cultural perspective
4. Age Groups Served	Applicant Response
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 , Other (list)
Applicant Comment	Our primary target is the parents/caregiver. The parents then use the information to serve the love one.

Project Application

1. Project Summary	Applicant Response
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><u>IN A NUTSHELL:</u></p> <p><u>Provide a clear and concise project summary:</u> Parenting Black Children, is presenting The Village Wrap Around Parent/Caregiver Support Model. The basic wrap around model is backed by empirical research and is successful. The idea is to wrap around the parent/caregiver family with cultural relevancy to treat the whole person and not just segments.</p> <p>While continue to offer it's Support Group with the SGPRC and building on the lessons learned. The Inland Regional Center is a new partner and we will be building a support network model in their region with a target focus on the African American community.</p> <p><u>That includes a defined target population:</u> The defined population is to serve parents/caregivers (families) of those who care for African Americans with developmental disabilities/differences. This target population includes non-Black and multi-racial, foster and adopted parents/caregivers who care for African American persons. As well as the continued outreach to the general population. Awareness to foster Access, Equity and Inclusion for African Americans.</p> <p><u>Catchment area:</u> San Gabriel/Pomona Regional Center Inland Regional Center</p> <p><u>Project design</u> Utilizing the science behind "Wrap Around" services we are presenting the Village Wrap Around project. Parent/Caregivers and their families are in the CE</p>

APPLICANT QUESTION	are culturally relevant and significant components that will increase the well-being of our families.
	APPLICANT RESPONSE

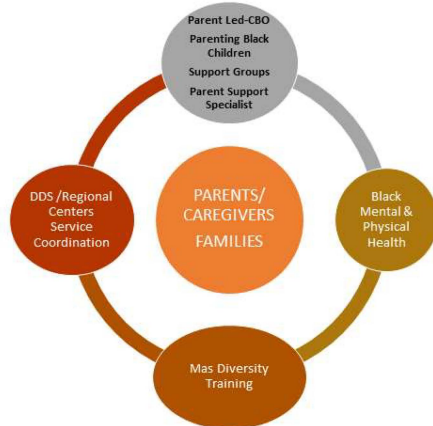
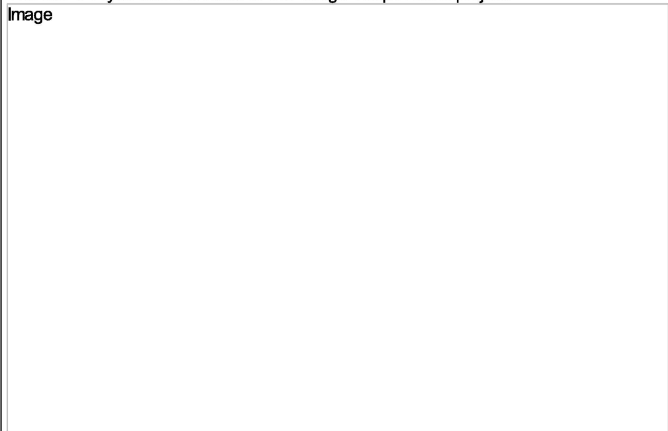
Specifically describe what your project will accomplish and how it will benefit the community served.

The hope for the project is to accomplish an increase in the well-being and equity of parents/caregivers. Our hope is to CONNECT SUPPORT EDUCATE to make well informed decisions for their families and create opportunities to BE WELL and LIVE WELL while DOING WELL. Parenting Black Children, CONNECT SUPPORT EDUCATE & EMPOWER- Village Wrap Around project will focus primarily on the following DDS Priority collaborative opportunities for connection and learning between individuals, families, service providers, and regional centers.

—

When my Beautiful Black Boy was a toddler he loved being wrapped up like a burrito, I would take a blanket and tuck the sides in and in less than 5 minutes for the count. My precious boy still remembers being wrapped up like a burrito, yea there is some scientific analysis behind the idea that it simulates being some truth to that, but what I do know is that because my kid felt warmth and comfort from all sides it gave him the opportunity to REST. **We want parent: REST, by surrounding them with the simulation of the womb – Warmth Comfort and Love – so that their families can enjoy the basic rights given but often oppressed by others.**

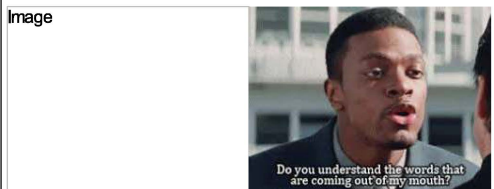
The MODEL you see is a visual of the Village Wrap-Around project.



In many of our cultural circles, a person who is "WOKE" can't leave a conversation with our saying that it is systemic it's the system that We need again although a cliché it's Truth.

We need systemic change in the Regional Center systems and how employees and vendors culturally relate to African American/ Black person. Yes, we use different language such as Spanish or Mandarin could be seen as a barrier. However there are other language barriers that sometimes go undetected.


Have you ever said "Ahhhhh, now you speaking my language" I'm usually happy when I say that.



Language from a cultural sensitivity perspective is a BARRIER as well. In one of the attachments a parent shares with us situation that happened 30 years towards her son who has a developmental disability. She continues that they have experienced other injustices related to the Regional Center handling of we are not calling employees in the RC racist, but there are Micro-aggressions that are inherited to me of us that must be addressed.)

This parent who is 78 years old and her son 50, attested and said "PUT ME ON THE WAITING LIST UNTIL THEY CAN GET A BLACK SERVICE COORDINATOR reality is that she waited 30 years and now 30 years later there is still not a African American service coordinator that can be assigned to her son.


APPLICANT QUESTION	APPLICANT RESPONSE
	<p>Now let's continue with my proposition:</p> <p>The village includes Parenting Black Children, Diversity Equity Inclusion Training, Mental/Physical Wellness and of course Regional Center. Wraparound delivery strategies, in that it provides a comprehensive, "wholistic", family-driven way of responding. Wraparound puts the family at the center. With support of professionals and natural supports, ultimately the parent/caregivers and family voice is heard.</p> <p>Cliché Alert: The phrase is used a lot but it holds true, the famous African proverb: 'It takes a village to raise a child!' originated from the Nigerian Igbo proverb 'azu nwa', which means it takes a community or village to raise a child.</p> <p>Lawrence Mbogoni, an African studies professor, wrote: "Proverb or not, 'It takes a whole village to raise a child' reflects a social reality some of us who grow up in Africa can easily relate to. As a child, my conduct was a concern of everybody, not just my parents, especially if it involved misconduct. The concern of the community."</p> <p>Parenting Black Children presents the VILLAGE WRAP AROUND project in the spirit of the popular belief, "It takes a village to raise a child," wraparound in which families are supported and encouraged and empowered and through the collaborative efforts of the people who are professionally or socially involved.</p> <p>The PBC Village Wrap Around project is family-centered with community input. Wraparound is not something that you "get", it's something we "do"; the guiding principle is that "we" the VILLAGE must come together, collaborate, merge and do what is needed to bring a community of amazing African American families that the "Village" "Team" "Community" is unconditionally committed to CONNECT SUPPORT EDUCATE so that the family is EMPOWERED.</p> <p>Let's look at the PBC Village Model (Image) (Village, Team, Collaborators, all the same)</p> <ol style="list-style-type: none"> Parent-Led CBO Parenting Black Children – Is the Connector CBO, positioned to connect parents and community and facilitate the project bringing parents in a safe space to share and care about each other. To build community and to strengthen families and to help persons with developmental differences live in community. Black Mental and Physical Health – The Black Mental Health Task Force a project of <i>The Therapeutic Play Foundation</i> (TPF) is pleased to partner with <i>Parenting Black Children - a support network for parents and caregivers of African-American persons with developmental disabilities</i>. This project would link African-American families with culturally inclusive supports that help them to navigate through accessing and receiving wellness and community family enrichment. Parents of children experiencing developmental disabilities have unique challenges navigating and coordinating their child's health and the dual systems of Regional Centers and health care. The Therapeutic Play Foundation (TPF) has operated out of the San Gabriel Valley and within the region for over 6 years. In 2020, our nonprofit expanded to increase access to families through strategic partnership with partner nonprofit Southern California Children's Services (SCCS) provides TPF with their large play-based space for service provision and community outreach, TPF offers mental health counseling, assessment, restorative acupuncture/cupping, occupational therapy, nature-based excursions, community play dates, healing retreats, mindfulness-based art & play therapy, and support for those parenting disabled or emotionally/developmentally/cognitively challenged children. We also have an initiative entitled Mommy Matters, that focuses on the health of families with a pregnant or parenting mother of a child under 2 --- incorporate community based mommy/daddy doulas and counselors that strive to address the mental health difficulties of the complete family unit through community interventions. Sensitivity & Diversity Training offered by Mas Diversity Consultancy Diversity Equity and Inclusion is a 10-week interactive workshop that provides sessions for the Regional Center Staff, Parents/Caregivers and specially selected CBOs, then there will be sessions where the "Village" comes together to educate African American/Black Community from a perspective of understanding and not judgement. Thereby EMPOWERING parents/caregivers to be supported in raising their children. Purpose: The purpose of the project is three-tiered. The first, to develop a Diversity, Equity, and Inclusion statement that increases levels of cultural sensitivity throughout the organization. Secondly, to craft uniquely branded training materials in support of the identified DEI statement goals. And thirdly, to train staff, community and parents with the necessary tools and language to facilitate workshops with administrative staff and service providers throughout the region. <p>Speak with Passion, Lead with Purpose</p> <p>Workshop Training With the leadership of a skilled and experienced speaker/facilitator at the helm, MAS DIVERSITY Consultancy partners to identify the specific needs of your organization and provide comprehensive, experiential and relevant programming that engages all participants in the collective work we are about.</p> <p>Workshop Offerings:</p> <p>Implicit Bias and an Analysis of Power Designed as a comprehensive analysis of systemic power and how it inter-relates to equity and inclusion. The goal is to provide participants with the knowledge and skills to build an inclusive and equitable learning community.</p> <p>Diversity and Inclusivity Explores true diversity and provides practices to create and sustain inclusivity in the classroom. The workshop fosters and develops cultural competence, understanding of prejudice and the implicit nature of systemic racism as barriers to embracing the value of our differences.</p> <p>Othering, Outliers and Allies Learn the impact of othering through a highly experiential and hands-on workshop. We use movement and role-play to engage our understanding of inclusion and its effect on the communities.</p> <p>The Science of Micro-aggressions Learn about dominant culture perception and how micro-aggressions, insults and invalidations can undermine learning success and growth.</p> <p>Language to LEAD Learn proven methods to encourage parents' sharing of personal and cultural significance to cultivate confidence and individual investment in collective learning. Utilize language and empathy that can influence connectivity and improve trust and accountability.</p> <p>Empirical Research: Companies that train on ethnic diversity show 35% better than national average financial returns, according to a study by McKinsey on 366 public companies. In the United States, there is a linear relationship between racial and ethnic diversity and better financial performance: for every 10 percent increase in racial and ethnic diversity in the senior-executive team, earnings before interest and taxes (EBIT) rise 0.8 percent.</p>

APPLICANT QUESTION	APPLICANT RESPONSE
	<p>Source: McKinsey and Company Report "Diversity Matters" https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters</p>  <p>One study examined quantitative evidence that diversity training changes affective-based, cognitive-based, and skillbased trainee outcomes (Ka Consistent with Dr. Bezrukova's study, this earlier work, "A Meta-analytic Evaluation of Diversity Training Outcomes," also found that longer trainings v shorter trainings.</p> <p>In yet another area of research, in separate studies Patrick McKay et al. (2011) and Eden King et al. (2011) have shown how the extent to which minorities in the workforce is representative, or matches, that of the business customer base, matters in how customers are treated.</p> <p>https://alltogether.swe.org/2019/04/what-research-tells-us-about-diversity-training/</p> <p>The research provided above focus on financial outcomes as a gain, but our bottom line is so much more valuable. That African American parents/caregiv CONNECTED SUPPORTED EDUCATED and ultimately empowered to make informed decisions for the health welfare of those they love and care for.</p> <p>Wraparound is driven by 10 principles.</p> <ol style="list-style-type: none"> 1. Family voice and choice. Family and youth/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. Pla members' perspectives, and the team strives to provide options and choices such that the plan 2. Team based. The wraparound team consists of individuals agreed upon by the family and committed to the family through informal, formal, and commu relationships. 3. Natural supports. The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interper relationships. The wraparound plan reflects activities and interventions that draw on sources of natural support. 4. Collaboration. Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single wraparou blending of team members' perspectives, mandates, and resources. The plan guides and coordinates each team member's work towards meeting the tear 5. Community based. The wraparound team implements service and support strategies that take place in the most inSection 2: The Principles of Wwrapar responsive, most accessible, and least restrictive settings possible; and that safely promote child and family integration into home and community life. 6. Culturally competent. The wraparound process demonstrates respect for and builds on the values, preferences, beliefs, culture, and identity of the chil their community. 7. Individualized. To achieve the goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports, and ε 8. Strengths based. The wraparound process and the wraparound plan identify, build on, and enhance the capabilities, knowledge, skills, and assets of t community, and other team members. 9. Unconditional. A wraparound team does not give up on, blame, or reject children, youth, and their families. When faced with challenges or setbacks, th towards meeting the needs of the youth and family and towards achieving the goals in the wraparound plan until the team reaches agreement that a forme longer necessary. 10. Outcome based. The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress ir and revises the plan accordingly. <p>Suggested Citation: Bruns, E. J., Walker, J. S., & The National Wraparound Initiative Advisory Group. (2008). Ten principles of the wraparound process. I (Eds.),</p>
2. Organization Experience	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
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What experience does the organization/group have working with the target population?

Project title
Parenting Black Children – CONNECT SUPPORT EDUCATION & ADVOCATE
 1. What experience does the organization/group have working with the target population?
 Image



The image is a slide titled "California Parents Get the Lanterman Act 1967 - 1969". It contains two bullet points:

- 1967: After years of advocacy with Frank Lanterman, the chair of the powerful Ways and Means Committee, parent advocates in California finally got the first regional center pilots (Golden Gate Regional Center & Lanterman Regional Center) approved and signed by Governor Pat Brown.
- 1969: The Lanterman Act establishing the regional center system was championed by Frank Lanterman, Alan Short, and signed by Governor Ronald Reagan.

 The slide includes a small photograph of a group of people.

Parent-Led CBO
Extra Extra Read all about it. California Parents Get the Lanterman Act!!!! A new day for our beautiful and precious children.
 In the 1950s a group of parents of children with developmental disabilities gathered to talk about ways to give their children better opportunities. These parents knew that there was just to either stay at home or be committed to a facility. These parents together with community and government set the foundation for the formation of the Lanterman Regional Center representative who pushed the Bill through Congress. The 50s marked the beginning of a grassroots Social Justice and Social Change movement they began to form parent support. This Social Justice movement paved the way for the Lanterman Act 1967-69. In 1969: The Lanterman Act establishing the regional center system was championed by Frank Lanterman by Governor Ronald Reagan of California.

Image



The image is a slide titled "The Beginning?". It features a portrait of Elizabeth M. Boggs and a list of bullet points:

- Elizabeth M. Boggs, founder, director and member of Parenting Black Children (PBC) a project of Access Nonprofit Center is a parent of a Beautiful Black Boy on the Autism Spectrum
- another African American parent is aware that while being Black poses challenge of its own BUT!
- being a Black boy with a developmental difference pose compounded challenges for being.
- My T-shirt I CAN'T KEEP CALM, I GOT A BLACK SON
- For a long time, the crimes against African Americans have gone unnoticed or ignored, but 2020 came and the country was exposed once again for its treatment of African American
- Ardena, before the birth of her son, experienced a very successful career in higher education, as a nonprofit executive, community member and more. After giving birth to her son, battles, struggled with her career and soon found herself homeless and living with a stranger. She soon realized that parenting was difficult and then soon after her son was diagnosed to parent a child with a difference. Her son by the age of 4 was "dismissed" from 3 preschools and the school headmaster showed no compassion or direction. She, personally experienced challenges gaining equitable access to the information needed to make informed decisions about her son. Although, gaining access into the Region's brighter future, her first interaction with the Service Coordinator was confusing and uninformative, matter of fact the young lady lied about service offerings. She immediately contacted and requested that they provide her with an African American Service Coordinator so that she may have someone who culturally sensitive to her needs as a parent of a responded with that out of all the service coordinators, there was not 1 Black SC to meet her needs.
- In that same passion of those mighty mothers who were instrumental in the establishment of the Lanterman Developmental Disabilities Services Act in 1969, so is Ms. Bartlett who Black Children a project of ACCESS Nonprofit Center around her personal struggle to obtain access to relevant early intervention information and resources to help her two-year-Community Connection and Involvement.
- She currently serves as a member of the SG/PRC Client Services Committee of the Board and is also actively involved with public school special education advocacy. She has co-offered by SG/PRC that addresses increasing equity and empowerment: the Parent Mentor Initiative (PMI) five-module curriculum, as well as our Navigating the Regional Center & modules as well as participated in Children Hospital Los Angeles focus group Disparity research. She has participated in presentations of the SG/PRC Disparity Data and under of SG/PRC to offer a variety of supports to families to reduce disparity and enhance equity in access and utilization of paid regional center services and supports, as well as gene The ACCESS outreach team includes parents, special education teachers, social work interns, disability advocates, church ministers, foster-care advocates and others who have increase awareness, outreach and education of developmental disabilities.

Ardena Bartlett, founder, director and member of Parenting Black Children (PBC) a project of Access Nonprofit Center is a parent of a Beautiful Black Boy on the Autism Spectrum another African American parent is aware that while being Black poses challenge of its own BUT! being a Black boy with a developmental difference pose compounded challenges for being.

My T-shirt
 I CAN'T KEEP CALM, I GOT A BLACK SON

For a long time, the crimes against African Americans have gone unnoticed or ignored, but 2020 came and the country was exposed once again for its treatment of African American another Black person shot and killed, over and over again we are reminded how dangerous it is to be Black in American. Our hearts weep for Breanna Taylor and George Floyd a mom of a Black son on the Autism spectrum, just the thought of what could happen to him causes anxiety, pain, stress, sadness, hopelessness, sickness, and anger.

Ardena, before the birth of her son, experienced a very successful career in higher education, as a nonprofit executive, community member and more. After giving birth to her son, battles, struggled with her career and soon found herself homeless and living with a stranger. She soon realized that parenting was difficult and then soon after her son was diagnosed to parent a child with a difference. Her son by the age of 4 was "dismissed" from 3 preschools and the school headmaster showed no compassion or direction. She, personally experienced challenges gaining equitable access to the information needed to make informed decisions about her son. Although, gaining access into the Region's brighter future, her first interaction with the Service Coordinator was confusing and uninformative, matter of fact the young lady lied about service offerings. She immediately contacted and requested that they provide her with an African American Service Coordinator so that she may have someone who culturally sensitive to her needs as a parent of a responded with that out of all the service coordinators, there was not 1 Black SC to meet her needs.

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- Access Current Initiatives:
1. Advocate for Inclusive Programs in Neighborhood Communities
 2. Parent and Family Education and Resources
 3. Parent Support and Mentoring

- ACCESS Nonprofit has provided the following efforts:
- Organized workshops for unified school district with Regional Center presenter
 - Disability rights Awareness and Information to YMCA, Boys & Girls Club, Churches and city sports and recreation centers
 - Outreach to Police Department to encourage awareness of developmental disabilities in children
 - Information and awareness presentations to local Moms Groups providing information on early detection
 - Street Outreach to parks and local festivals to increase awareness of early detection

As an African-American woman of a son diagnosed with Autism, she believes it is essential to the well-being of the community to create community-based support groups for part American children with developmental disabilities. Additionally, she believes that reaching out to the Next Generation to promote Early Early Outreach and Awareness to increase in future births.

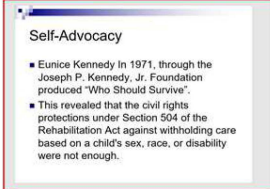
Access Nonprofit Center is a TEAM of passionate professionals who are parents, disability advocates, teachers, church ministers, culture experts, college students, film-makers, who are all ready to expand their passionate project.

Parenting Black Children a project of Access Nonprofit Center, is a recipient of the 2019/20 disparity funding and even in the midst of truly challenging season continues to pivot a and changes to serve the African American/Black population. The project's support group initiative has given families hope in a time that has been more challenging that ever.

**Parenting Black Children
 CONNECT SUPPORT EDUCATE**

1. **Connects** with Parents/Caregivers through personal phone calls, virtual support groups and through social media;
2. **Supports** parents/caregivers by allowing for a safe place to share and receive
3. **Educate** parents/caregivers about support that Regional Centers have available to them to support their families

Image



The image is a slide titled "Self-Advocacy". It contains two bullet points:

- Eunice Kennedy In 1971, through the Joseph P. Kennedy, Jr. Foundation produced "Who Should Survive".
- This revealed that the civil rights protections under Section 504 of the Rehabilitation Act against withholding care based on a child's sex, race, or disability were not enough.

See Success Stories Attachment

3. Underserved Target Populations

Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
<p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p>There is a coined phrase in the African American culture "the struggle continues" which means that although in the midst of victory there is still more battle. The African American community has seen many struggles and many victories. The struggle is not failure, but a reason to "fight" and work together to solve our collective problems of our families, communities and our world.</p> <p>PBC will partner with two Regional Centers 1. Inland Regional Center and continue with 2. Inland Regional Center</p> <p>The Cultural Specialist provided primary and secondary data collected from Service Coordinator Input and from annual POS data reports.</p> <p>Disparity Data: Inland Regional Center Response: BUILDING TRUST, breaking barriers and awareness to remove stigma. One of my biggest challenge is continuous connection with IRC African American Homelessness population who are at the highest risk. Need more outre: Educational awareness re: Who is IRC, What service IRC offers, population IRC services and how to access outside resources. Training classes on Con: training webcam held via IRC. Health awareness: such Pancreas Cancer, HBP, heart disease and accessing quality psychiatric care locally. Nutrition diet, and access to healthy food, Side Note: African American are underrepresented in many communities and many also live in rural areas such as Barstow, High Desert or locally in San Bernardino economic status is usually below poverty level, and a serious need for more community ties or resources. Yes, there is not an alarming disparity among IRCs Black/African American population. Looking at population data for both San Bernardino and Riverside average population for Black/African American, which is reflective to 9.6% of IRCs Black/African American consumers. These numbers have been very close for four fiscal years.</p> <p>In terms of expenditures, utilization is also in the 80th percentile which is great and very similar to the other ethnicities we serve; however, in FY 18/19, the Black/African American consumers was \$15,094 and \$19,001 per capita for White consumers. This \$4,000 per capita difference is an area that I'm confident through access and awareness. The other area we need to work on is the approximate 25% of IRCs Black/African American consumers who do not utilize services. Here is the data that represents this:</p> <p>Fiscal year 2018/2019 Total Black/African American consumers = 3,955 23.3% have NO POS = 923 consumers</p> <p>One more note to consider. We have a large "other ethnicity or race/multi-cultural" population which is also likely to include Black/African American consumers. It is safe to say that 930 (9.6%) or so of these consumers may be Black/African American and another ethnicity.</p> <p>Here is the data I collected from SCs that have Black/African American consumers on their caseloads:</p> <p>"There is a need in equipping SCs to ask the difficult questions. An example would be when we are conducting IPP meetings sometimes it is hard to ask (e.g. death wishes, dynamics, burial plans, religion, etc. These are important questions that sometimes are difficult to ask and maybe a training like this would help us be able to better serve clients and address their needs."</p> <p>"Covering remote areas in the High Desert I find that Black families have complex health conditions and limited health care especially access to health services. They live. They have to travel far plus have limited transportation. There is poor management of medical conditions such as diabetes and epilepsy. Their diet is poor, they wear glasses, obesity and poor diet. My wife is a nurse and she tells me about preventative care and how the Black population visits the doctor less which includes cancer, pap smears, mammograms etc."</p> <p>SAN GABRIEL POMONA REGIONAL CENTER SG/PRC catchment area, African American clients make up only 6% of the total client population, total of 411 individuals. Unfortunately, the SG/PRC POS data indicates a decrease in Utilization of services among current African American consumers. This Disparity Data report provided to DDS by SG/PRC, based on the most recent data indicates: •Downward trend noted in the Early Start data for the African American/Black group. •the average expenditure for African American babies was \$3,794 per person, in contrast to \$5,805 for the average across all ethnic/racial groups. •In FY17-18 the negative difference was \$2,011 below average. •The average for African-American adults was a negative \$243 below average across all ethnic group in FY 18. •In March 2019, there were about 55 African American babies eligible for Early Start services, and 21 of them had Department of Children and Family Services (Department of Children and Family Services in LA County) involvement.</p> <p>Unfortunately, there have been difficulties and delays with obtaining consent to initiate Early Start services for children involved with DCFS. Additionally, we must note that there are other struggles that add to the delay and prevention of services throughout the Regional Centers: 1. Diagnosed Older Ages: A prominent issue among African Americans research shows that African-American with autism are diagnosed at older age than white children, which is less of an opportunity for proper intervention and treatment. 2. Misdiagnosed: African-American children are also misdiagnosed at high rates, which in turn leads to delayed intervention. NPR reported that a 2017 Pennsylvania study found that African-American children on the autism spectrum are 5.1 times more likely to be misdiagnosed.</p> <p>Over the years, well documented research has provided many indicators that list African Americans barriers to entry and access to services. Shown above statistics clearly shows that there is a continued struggle to support strategies to serve this community.</p>
<p>4. Input from Community</p>	<p>Applicant Response</p>

APPLICANT QUESTION	APPLICANT RESPONSE
<p>How did your organization use input from the community and/or target population to design the project? What methods did your organization use to allow the community to advise you in designing the project? Were there any changes to your project design as a result of community input?</p>	<p>xxx</p> <p style="text-align: center;">PARENTING BLACK CHILDREN SUCCESS STORIES</p> <p>The information listed below was an result of direct contact/conversation with parent. When it states below contact regional center it is important to note that the contact was Xochi who has made herself available to me when these issues arise. Additionally, her and I are working on a strategy to deal with some of the systematic issues that are coming up over Coordinator relationships with parents/caregivers.</p> <p>Ms. R, 78 year old mother of a 50 year old son. Client of SGPRC, she shares that her son was victim of a racist act by vendor with the regional center 30 years ago and she share same vendor in the community doing things she sees impropriate. She continues to share that she feels that the SGPRC has not serve her family as she has requested for more ti coordinator. I had to tell her that still amongst the 100s of SC there are only 2 or 3 coordinators. She continues to tell me that she does not want to deal with the RC.</p> <p>She has said that she wants to be put on the waiting list for a black SC and will wait until that happens. Again, she is 78.</p> <ol style="list-style-type: none"> I made it a point to have several conversations with Ms. R finally convincing her to talk with Xochiil, join the navigating regional center system class and also obtain a parent mento who does not have not one African American/Black parent mentor, despite that 3 received training, including myself. MS. M Called and what appeared to be something simple that the SC could have explained the parent was frantic because she is an essential worker and she was afraid that the hours for her son to receive daycare hours because the school is not educating him during the pandemic. I explained to her the role of the SC and what her capabilities are and an has more power than she thinks. Ms. D during one our wellness checks she said the SC took away ABA services and that her son doesn't receive any school education and the school will not give them a laptop c RC Education Specialist. Ms. V, I was informed during an outreach event that this parent who is suffering from a terminal illness and her daughter who is in her 40s is not receiving any services and that the explanation. I immediately contacted the RC and the director over the SCs quickly responded and things happened. Ms. DD, she has experienced issues with her son's education for years and the school district keeps giving her the run around. I spoke with her and conferenced in the RC Educal strategy and to review legalities related to the case. The parent felt more equipped to deal with the issue. I shared with her strategies I gained from a 6 week module class on IEPs Ms. M, a parent who 18 year old daughter was experiencing mental health crisis committed herself into a mental hospital, she is not conserved because paperwork is caught up ir and scared because the mom was leaving to go out of the country and the hospital said that they would just drop her off at any time without supervision, even though she explained developmental disability. I contacted RC and we conferenced and the Cultural Specialist put her in contact with the Clinical Psychologist. <p>1. Personal Input of a Parent/Advocate:</p> <p>As mentioned throughout proposal, the founder/project director is an African American mom of a son who is diagnosed with High Function Autism who is a client of the SG/PRC, / parent of a child on the Autism Spectrum, she often felt lonely and isolated from the world of the "typicals"</p> <p>But more significantly, being a parent of an African American son in America is difficult BUT being a single mom of an African American son with Asperger (Autism) is difficult, sca symptoms. Although, general support groups offered some solace but doesn't compare to the support and hope that can be gained from a group that it culturally relatable.</p> <p>She organized a multi-cultural groups of parents who shared the element of special needs but she noticed that African Americans struggled so much more and she empathized wi that she continues to long for is a group of parents/caregivers who would relate to her cultural, personal, spiritual, and emotional challenges.</p> <p>2. DDS reported data</p> <p>The current year's Navigating Regional Center Services on Communities of Color and the Symposia on the "Developmental Journey of Children in the African American Commun SG/PRC's concern about the lack of gains demonstrated in the data over the last several years for African-American/Black individuals living at home.</p> <ul style="list-style-type: none"> parents that participated shared that they felt a sense of empowerment in expressing their family challenge, Speaking up to their goals and challenges will now help the regional center to know how to give support and the parent understood the importance of accepting supports Improved communication and helping families achieve empowerment has demonstrated to be the beginning of understanding how to bring equity to a family. <p>The projects utilized pre/post methods measure well-being and the level of understanding gained from the sessions. The parents/caregivers and consumers shared very positive fi share their experiences.</p> <p>Access, as a participant of the current project, obtain input from the community that they would welcome a support group that is culturally sensitive and continuous opportunity to ge shared they like the open communication and the opportunity to bring their family and not feel judged.</p> <p>As struggle has been often experienced in the African American community the number of participants has been a challenge any number of barriers could be the reason. However</p> <p>participants strongly shared that they felt comforted at the sessions and would welcome opportunity to be a part of an ongoing group.</p> <p>The hope for this project is that the Millennials College Outreach component will help break down stigmas of getting help in mental health and developmental disabilities. The hope increase of Early Detection and in babies 0-3</p> <p>The proposed project will utilize trained college interns to disseminate information, participant in Black History Month activities to spread awareness of developmental disabilities. trained certificated Regional Center Parent Mentor and she will offer parents/caregivers mentoring and direction to help their families obtain the best services needed.</p>
5. Improve Access	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
<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 information below is repeated in other places of the proposal but addresses the question being asked. How will increase Access & Equity by way of PBC Village Wrap Around project will provide Access & Equity by providing a comprehensive intervention to support the whole family by supporting the parent's access to information is a barrier, but the language of cultural insensitivity is also a BARRIER.</p> <p>In one of the attachments a parent shares with us situation that happened 30 years ago that was racist towards her son who has a developmental disability have experienced other injustices related to the Regional Center handling of certain situations. {Now, we are not calling employees in the RC racist, but that are inherit to me of us that must be addressed.}</p> <p>This parent who is 78 years old and her son 50, attested and said "PUT ME ON THE WAITING LIST UNTIL THEY CAN GET A BLACK SERVICE COORDINATOR reality is that she waited 30 years and now 30 years later there is still not an African American service coordinator that can be assigned to her son.</p> <p>The village includes Parenting Black Children, Diversity Equity Inclusion Training, Mental/Physical Wellness and of course Regional Center. Wraparound delivery strategies, in that it provides a comprehensive, "wholistic", family-driven way of responding. Wraparound puts the family at the center. With support of professionals and natural supports, ultimately the parent/caregivers and family voice is heard.</p> <p>A list of impact measures can be found in the Measures and Activities.</p> <p>Target Impact: To provide Diversity Equity and Inclusion Training and Improve the Quality of Related Information through providing updated Regional Center resources Center System – Black Voices (providing a cultural perspective to understanding the Regional Center)</p> <p>Target Impact: Increase Consumers understanding of services, the process of obtaining services, and the rights and responsibilities of consumer and vendor.</p>
<p>6. Support RC's Recommendations</p>	<p>Applicant Response</p>
<p>How does this project support the RC recommendations and plan to promote equity and reduce disparities in their catchment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>. How will this project assist to implement the RC recommendations and plan to promote equity and reduce disparities? SG/PRC has reported to DDS, that based on community feedback and a review of the FY17-18 POS data, SG/PRC: According to the SG/PRC report there are fluctuations in the served, there is essentially no growth in the African-American/Black group, as the actual number of individuals served in 2018 is less than those served in FY2005.</p> <p>SG/PRC Recommendation:</p> <ol style="list-style-type: none"> 1. Social Media: <ul style="list-style-type: none"> • The other recurrent recommendation was for SG/PRC to get more engaged in social media (e.g., YouTube or live (or recorded) broadcasts of training) as a means of distribution and advertising training and other regional center-related activities. 2. Parent/Caregiver & Community Education <ul style="list-style-type: none"> • SG/PRC will continue to develop and disseminate written material in a variety of languages, including information to help families understand: What to expect from regional transition from Early Start to school-age services; 3. Parent/Family Support Group <ul style="list-style-type: none"> • There are three major conclusions that SG/PRC can make based on these past years of analyzing disparity data and working directly with families who have previously been disenfranchised: <ol style="list-style-type: none"> a) SG/PRC data show that ethnicity – which is as close as we can currently measure "culture" with these data – appears to be a more powerful influence than language in access to center paid services (POS). b) Building relationships – and sometime repairing relationships – with families is important in building trust. That trust leads to the families' willingness to access services. Systemic Change Agent approach is instrumental in building and repairing relationships. Both PML and NRCS have also contributed to building and repairing the relationships with families. c) Focusing on strengthening the relationship between families and regional center helps families overcome their barriers to using regional center services.
<p>7. Project different or unique</p>	<p>Applicant Response</p>
<p>How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?</p>	<p>There are 2 primary components that make the project unique or different:</p> <p>Parent-Lead CBO – African American parent of child who is a RC client since age of 2, who is well informed and has a passion to provide other parents/caregivers with Access to information.</p> <p>Systemic Change Agent – presenting a project that focus on the collaborations of Parents, Regional Centers and CBOs to create system change by beginning with Diversity Equity and Inclusion training that understand how to use language in a way to lead and empower and not oppress and shut down.</p> <p>Only project in each selected catchment area focusing supporting and empowering the parent/caregiver of the African American client</p> <p>The initial funded project focused on bringing parents/caregivers together to obtain information as well as educate the broader community. But, the data collected from parents/caregivers indicated that there was inconsistency in the feedback related to feeling disenfranchised.</p> <p>The proposed project will not only expand on the lessons learned from the participants and provide a continuous opportunity to support parents/caregivers and those connected to individuals with developmental disabilities through implementation of the Diversity Equity and Inclusion training workshops will promote an atmosphere that is centered on empowering through relationship and community connection and acceptance thereb in order to prepare for a brighter future.</p>
<p>8. Activities & Measures to Achieve Goal</p>	<p>Applicant Response</p>

APPLICANT QUESTION	APPLICANT RESPONSE
<p>Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</p>	<p>PBC Wrap Around Village Model is presenting a systemic change model to address the Barriers and Disparity of African Americans with Access to Equitable opportunities to gain and maintain access to services, and Inclusion through its Diversity Equity and Inclusion workshops.</p> <p>PBC chose to use a mixture of Milestones and Numbers to evaluate the success of the project. The project will also provide qualitative analysis in the note section to measure. We have come to realize that Data is Delicious to the DDS Access Equity and Inclusion team so we decided to obtain a college graduate student who is skilled in statistics. This person will be commissioned to keep the staff aware of data collection and analysis to prove the outcomes and gain insight into opportunities for access.</p> <p>STEP ONE: SECURE A SOCIAL SCIENTIST GRADUATE STUDENT</p> <p>STEP TWO: PLANT THE CALENDAR OF ACTIVITIES</p> <p>STEP THREE: MEET MONTHLY TO ANALYZE DATA AND IMPACT</p> <p>Measures</p> <p>A. Disparity: Number of parents/caregivers of African Americans with developmental disabilities B. Disparity: Number of African Americans targeted direct outreach C. Number of Support Groups offered D. Number of Regional Center Staff Employees attending Mas Diversity Trainings E. Number of Trainings, Workshops & Education programs offered F. Number: Social Media direct Followers (based on analytics) G. Number: Social Media indirect Reach (based on analytics) H. Measure % Increase Parent Efficacy of Regional Center I. Milestone: Navigating Regional Center System – “Black Voices” (African American Strategies to NRCS)</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Support Group Meetings 2. Outreach: Wellness Kits with Regional Center Resource 3. Family Contact: Parent Support - Direct Parent Contact 4. Training: Navigating Regional Center Training/Participation 5. Training: Parent Training & Awareness 6. Family Contact: Parent Crisis Advocacy 7. Outreach: Social Media Outreach 8. Outreach: Social Media Followers 9. Outreach: Social Media Views of Information 10. Education & Outreach: Website Resource Development 11. Education: Parent Support / Education 12. Training & Workshops: Regional Center/Community/Parent and Mas Diversity Training 13. Training & Workshops: Mental Health & Wellness Educational Workshops 14. Training & Workshops: PBC Community Programs Cultural Sensitivity Presentations 15. Outreach: Community Events
<p>9. Measures</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>Applicant Response</p> <p>PBC is aligned with the necessity to measure impact through qualitative and quantitative analysis. While important to measure the number of people or activities, we understand that numbers don't tell the entire story. We plan to consider data that can be captured by measuring the sense of a person to feel that they have inclusion. PBC along with Mas Diversity Training will develop sub measures that will be presented in a Survey type that will be administered at each session collecting data survey data from its website and social media audiences through social media survey collection. Also, during zoom meetings utilize the POC time data with follow up discussion.</p> <p>I. Milestone: Navigating Regional Center System – “Black Voices” (African American Strategies to NRCS)</p> <p>H. Measure % Increase Parent sense of access equity and inclusion of Regional Center Ardena Bartlett Percent Increase</p> <p>G. Number: Social Media indirect Reach (based on analytics) Ardena Bartlett Number</p> <p>F. Number: Social Media direct Followers (based on analytics) Ardena Bartlett Number</p> <p>E. Number of Trainings, Workshops & Education programs offered Ardena Bartlett Number</p> <p>D. Number of Regional Center Staff Employees attending Mas Diversity Trainings Ardena Bartlett</p> <p>C. Number of Support Groups offered Ardena Bartlett Number</p> <p>B. Disparity: Number of African Americans targeted direct outreach Ardena Bartlett Number</p> <p>A. Disparity: Number of parents/caregivers of African Americans with developmental disabilities</p>
<p>10. Budget Narrative</p>	<p>Applicant Response</p>

APPLICANT QUESTION	APPLICANT RESPONSE
<p>Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative.</p> <p>The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.</p>	
<p>Proposal Certification</p>	
<p>1. Applicant & Regional Center Discussion</p>	
<p>If you are a CBO, have you discussed your proposal with the RC(s)?</p>	<p>Applicant Response</p> <p>Yes</p>
<p>2. Applicant Certification</p>	
<p>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.)</p>	<p>Applicant Response</p> <p>Yes</p>
<p>Applicant Comment</p>	<p>Ardena Bartlett</p>