

APPLICATION REPORT

Project Name: Transition to Equity
 Applicant Organization: Family Resource Navigators
 Awarded Amount: \$210,000
 Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

Parent Education for individual and system advocacy for Black families around transition

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
Applicant Eligibility		
Applicant Information		
1. Project Title	Applicant Response	
What is the Project Title?	Transition to Equity Project	
2. Awarded Amount	Applicant Response	
	\$210,000	
3. Organization Type	Applicant Response	
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)	
4. Description of Organization/Group	Applicant Response	
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.	Family Resource Navigators (FRN) is a family to family (F2F) agency partnering with families of children with disabilities in Alameda County for equitable access to services. FRN has more than 25 years of commitment and service to the multicultural and multi-lingual families of Alameda County, including those that identify as black or African American. FRN has 4 staff members and 1 Board member who identify as Black or African American. In this project, we partner with CARE parent network (CPN), our sister agency which serves Contra Costa county that also has a focus on serving the Black community. CPN partners with Oakley Unified School District to improve access and equity for Black families. Together the two agencies cover the Regional Center of the East Bay catchment area – with a population of more than 2.7 million.	
5. Applicant in Good Standing	Applicant Response	
Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	1
6. Subcontractors in Good Standing	Applicant Response	
Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	
Grant Reapplication Information		
Grant Reapplications Only		
1. Grant Number	Applicant Response	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
2. Project Title	Applicant Response	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
3. Project Start & End Dates	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
4. Project Duration	Applicant Response	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
5. 2016/2017 Award	Applicant Response	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
6. 2016/2017 Expenses	Applicant Response	
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
7. 2016/2017 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
8. 2017/2018 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
9. 2017/2018 Expenses	Applicant Response	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
10. 2017/2018 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
11. 2018/2019 Award	Applicant Response	
(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	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
13. 2018/2019 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
14. 2019/2020 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
15. 2019/2020 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
16. 2019/2020 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
17. Total Awarded	Applicant Response	
(Reapplicants only) Combine the amounts included in FY 2016/2017, FY 2017/2018, FY 2018/2019, and FY 2019/2020 for the total amount awarded for the project. If not applicable select Not Applicable.	Not Applicable	
18. Initial Proposed Number of People Served	Applicant Response	
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	Not Applicable	
19. Actual Number of People Served	Applicant Response	
(Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.	Not Applicable	
20. Regional Centers in Catchment Area	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Not Applicable	
21. Cities Served	Applicant Response	
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Not Applicable	
22. Counties Served	Applicant Response	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Not Applicable	
23. City of Los Angeles	Applicant Response	
(Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.	Not Applicable	
24. Activities to Date	Applicant Response	
(Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.	Not Applicable	
25. Project Impact & Outcome	Applicant Response	
(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.	Not Applicable	
26. Project Objectives	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.	Not Applicable	
27. Project Transition (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.	Applicant Response Not Applicable	
General Application		
Proposal Summary		
1. Individuals Impacted	Applicant Response	
Enter the projected number of individuals impacted.	2000	
2. People Served	Applicant Response	
What is proposed number of people projected to be served?	410	
3. Duration of project	Applicant Response	
What is the duration of the project? Enter Start & End Dates.	Start Date: 05/01/2021, End Date: 04/30/2023	
4. Duration of project (months)	Applicant Response	
What is the total duration of project in months?	24	
5. Regional Centers	Applicant Response	
List all Regional Centers in the project catchment areas.	Regional Center of the East Bay (RCEB)	
6. Cities Served	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
List the city or cities your project proposes to serve.	<p>This project will serve all the cities and unincorporated areas of Alameda and Contra Costa counties.</p> <p>Alameda County is home to over 1.5 million people living in 14 incorporated cities as well as in six unincorporated communities and rural areas throughout the 813 square miles of the County.</p> <p>The incorporated cities are Alameda, Albany, Berkeley, Dublin, Emeryville, Fremont, Hayward, Livermore, Newark, Oakland, Piedmont, Pleasanton, San Leandro, and Union City.</p> <p>The unincorporated communities are Ashland, Castro Valley, Cherryland, Fairview, San Lorenzo, and Sunol.</p> <p>Contra Costa County is home to over 1.1 million people living in 19 cities and numerous unincorporated communities. These include Antioch, Brentwood, Clayton, Concord, Danville, El Cerrito, Hercules, Lafayette, Martinez, Moraga, Oakley, Orinda, Pinole, Pittsburg, Pleasant Hill, Richmond, San Pablo, San Ramon and Walnut Creek</p>	
7. Counties Served List the county or counties your project proposes to serve.	<p>Applicant Response</p> <p>Alameda County Contra Costa County</p>	
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.	<p>Applicant Response</p> <p>Not Applicable</p>	
9. Community Based Organizations Will you be working with one or more Community Based Organization?	<p>Applicant Response</p> <p>Yes</p>	2
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.	<p>Applicant Response</p> <p>FRN, CARE and RCEB staff met on November 4 to discuss the feedback received from families and to design the project. FRN staff at that time asked for a breakdown of the categories of eligibility for Black clients 12-21 as well as 22 and above – to get information to begin to explore some of the issues raised in this proposal. RCEB Director Lisa Kleinbub said she would make a data request for that information. We will also be following up to see if we can get aggregate data on the contents of the POS (to look at the reasons that Black adult POS is substantially lower than peers). Information will be used to target trainings around transition and adults services for families.</p>	
11. First Project Type Selection Select your first project type.	<p>Applicant Response</p> <p>Parent Education (online or in person trainings, etc)</p>	
12. Second Project Type Selection Select your second project type (if applicable).	<p>Applicant Response</p> <p>Family/consumer support services (coaching, enhanced CM)</p>	
13. Third Project Type Selection Select your third project type (if applicable).	<p>Applicant Response</p> <p>Not Applicable</p>	
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.	<p>Applicant Response</p> <p>Yes</p>	2
15. Leverage & Strategies	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
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>This is always a huge question for any nonprofit, how to continue important work started under grant funding when those grants are no longer available. Both CARE and FRN, as family resource centers, will be able to incorporate the lessons learned in their continuing work with families through more sustainable funding sources. FRN and CARE may also be able to leverage their work for funding from other grantors, to continue to be able to offer specific programming and staff focused on Black transitioning youth.</p> <p>The second set of activities for this proposed grant focus on parent leadership and RCEB family/professional collaboration. Trained parent leaders can become agents of systemic change by focusing attention and discussion on issues of implicit bias and systemic racism in service delivery. We are confident that these conversations can help to bring a change in the culture of working with Black families by community providers. If that is successful, and an increase of Black family engagement for RCEB and community providers results, this may bring a broad and positive impact on accessing equitable adult services for all Black families in the RCEB catchment area.</p>	
Target Population		
1. Target Groups Served		
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	<p>Applicant Response</p> <p>African American</p>	
Applicant Comment	FRN and CARE propose to serve families that self identify as Black, African American and multi-racial.	
2. Number of Target Group Served		
For each target group selected in previous question, list number served.	<p>Applicant Response</p> <p>FRN and CARE plan to hold 10 trainings each year, with an average of 15 family members attending each trainings or 150 each year (or 300 over 2 years) The project will hold a family conference (year 2), concentrating on transition issues with a target of 100 family attendees. The project will have family leadership trainings for at least 10 family members from the community, who will then do implicit bias training with RCEB staff.</p> <p>Total direct: 410</p> <p>The indirect impact is estimated at about 2000, in the hope that systemic change brought about by family leadership in individual and systems advocacy will make a sustainable change for Black families in the community.</p> <p>Total potential impact: 2000</p>	
3. Languages		
Select all Languages the project will serve. If you select "Other" please list all languages.	<p>Applicant Response</p> <p>Cantonese , Hmong , Indian , Japanese , Korean , Mandarin , Mien , Russian , Spanish , Tagalog , Vietnamese , Other (list)</p>	
Applicant Comment	Transition to Equity will focus on families of Black transitioning youth and families. Trainings will be in English.	
4. Age Groups Served		
Select all Age Groups the project will serve. If you select "Other" please list groups.	<p>Applicant Response</p> <p>Other (list)</p>	
Applicant Comment	This project will serve families of transitioning youth, 12-22, which is a subgroup of the pick list. While 'official' transition with school districts starts at 16, addressing preparation for adult life is better served by working with children from middle school on – particularly if there are questions around overidentification and appropriate preparation for adult life.	
Project Application		
Project Application		
1. Project Summary		
	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT																								
<p>Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served.</p>	<p>Transition to Equity Project (TEP)</p> <p>ABOUT THE PROJECT At Family Resource Navigators, we believe that every family in Alameda and Contra Costa County deserves to have their children flourish – regardless of race, disability or special health care need. As an agency, we stand in solidarity with the Black community in the fight against systemic racial injustice. As a country, the #BlackLivesMatter movement continues to raise our awareness that implicit bias and systemic racism significantly impacts access and equity of services provided to Black people. These barriers lead to discrimination and inequality in services, even from government agencies such as the Regional Centers in California. To address these issues, our proposed project – <i>Transition to Equity</i> – will focus on engagement and outreach to the Black community in Alameda and Contra Costa County with our partner CARE Parent Network– through trainings/conferences and by creating a collaborative family/professional workgroup composed of family members and Regional Center of the East Bay (RCEB) staff. The workgroup’s primary task would be to conduct trainings on implicit bias and systemic discrimination, helping shape RCEB and RCEB vendor policies by specifically addressing the needs and barriers of Black clients.</p> <p>There are two major objectives for this project focusing on community engagement:</p> <ol style="list-style-type: none"> 1. Help families of Black children to gain knowledge about transition to adulthood and the services available. This includes means learning how to advocate for RCEB, generic and community services. Access to a more robust variety of services will help young adults (and their families) to shape a meaningful life for themselves as adults. 2. Create a cohort of Black family leaders to help RCEB shape its internal trainings for staff and community vendors, combatting frequently reported issues of gaslighting and gatekeeping that often lead to inequitable outcomes for Black families. <p>This project, <i>Transition to Equity</i>, will take a dual approach of simultaneously teaching families how to effectively advocate for what is currently available, while shaping how RCEB and its vendors work with these families going forward.</p> <p>THE NEED The need for change is evidenced by a quick review of some statistics. RCEB publishes its purchase of service (POS) data yearly (2018-2019 is the most recent), showing who is served, and the percentage of resources used by population. This data shows that overall, about 16% of the population served identifies as Black and 27% as White.</p> <table border="1" data-bbox="414 766 966 913"> <thead> <tr> <th></th> <th>Count</th> <th>Expenditure</th> <th>Per Capita Use</th> <th>Per Capita Authorized</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>3665</td> <td>\$ 76,123,368.00</td> <td>\$ 20,770.00</td> <td>\$ 24,776.00</td> <td>83.8</td> </tr> <tr> <td>White</td> <td>6126</td> <td>\$ 178,091,530.00</td> <td>\$ 29,071.00</td> <td>\$ 34,254.00</td> <td>84.9</td> </tr> <tr> <td>Overall</td> <td>22879</td> <td>\$ 392,462,781.00</td> <td>\$ 17,154.00</td> <td>\$ 20,895.00</td> <td>82.1</td> </tr> </tbody> </table> <p>The expectation is that these figures should reflect the underlying percentages of the community served – the percentage of Blacks in the counties of Alameda and Contra Costa -- but they do not. According to the US Census, 49.3% of people in Alameda County report themselves as White and 11% report Black (with an overall population 1.671 million); additionally, 65.1% of people in Contra Costa identify as White and 9.5% identify as Black (population 1.153 million).</p> <p>A simple weighted average of these numbers indicates that 10% of the population of the RCEB catchment area is Black. Yet RCEB’s numbers show that Black clients at RCEB makeup more than 1.5 times the number of clients than expected by population count alone, with a concentration of clients who are over 22 (22% of RCEB clients report ethnicity as Black while the number was 16% in the 3-22 age group). A simple weighted average would suggest that that 56% of adult consumers would be White, but in reality, this is only 39%. In short, there is a larger concentration of Black consumers coming to the Regional Center than expected from the population breakdown; additionally there are fewer White consumers for the RCEB catchment area than expected.</p> <p>This concentration of RCEB Black consumers likely has a variety of causes, and suggests that there might be overidentification of Black people in the RCEB population, particularly those over 22. Overidentification means that a certain group in population is greater than expected as compared to the demands in the general population. As regional centers rely on information and referrals from school districts, this may be starting in the schools. This phenomenon, that Black children make up a greater than expected portion of the population, has been observed in special education over many years. The US Department of Education data shows that Black students are 40% more likely to be identified with disabilities than their peers, (38th Annual Report to Congress on the Implementation of the Individuals with Disabilities Act, 2016). There is discussion over the causes of overidentification, but most analysts concur that implicit bias and systemic racism play an important role.</p> <p>There is greater agreement that Black youth are more likely to be identified in the special education system as less socially desirable classifications such as emotional disturbance and intellectual disabilities (a Lanterman Act qualifying condition) when these students have undiagnosed learning disabilities. Overidentification by the school system, whether in general or into categories like intellectual disability, has real world consequences for transitioning Black students.</p> <p><small>*Overidentification of students in need of special education services results in a number of negative outcomes for the students, the school district, and to a larger extent society. Students identified as needing special education services often don't receive the same rigorous curriculum as those not receiving services. Therefore, they are not as prepared for the demands of the next grade level as unidentified students. They frequently have lowered expectations placed upon them, may be socially stigmatized, may display greater behavioral problems requiring disciplinary action, and are more likely to not complete school or they complete school with less skills than other students." (Special Education School, http://jamiemgottagun.blogspot.com/2013/02/analyzing-issues-of-overidentification.html)</small></p> <p>In summary, if there is overidentification of Black clients for RCEB then it may be the result of inappropriate services and lowered expectations while Black young adults were receiving services from the school district. Families need to learn to effectively advocate for their child in school system as well as the regional center and related community services to effectively assist their child to a meaningful transition.</p> <p>THE SOLUTION FRN’s proposed <i>Transition Equity</i> program would focus on leadership trainings for families from the Black community of the RCEB catchment area. These series would coach families of children 12-22 on advocacy for RCEB and generic services – particularly for advocacy for school district services with a focus on career, independent living and post-secondary education. Teaching Black families early about transition and school district services will help families better understand their child’s needs and the available services to serve them, aiding them in counteracting systemic racism they may face along the way. It may also help families understand the dangers of overidentification for Black youth. This effort could both reduce overidentification and improve equity in adult services.</p> <p>The focus on transition age youth (12-22) is important for an additional reason: the disparity between POS for over 22 for those that identify as Black as compared to their White counterparts. According to RCEB POS data 2018-2019, per capita use for Black clients over 22 is \$32,142, for White clients it is \$45,062 and for overall \$35,856. POS use by Black clients over 22 is 71% of their white counterparts and 90% of the mean for all clients. Equipping families with trainings on services around transition – the services available and how to advocate for RCEB and generic services – will positively impact that disproportionately low POS use for adult Black clients of RCEB.</p> <p>The second part of the project would be leadership and implicit bias training, focused on improving the other side of this process – the way RCEB and vendor agencies work with families for equitable services. FRN, working with our partners CARE Parent Network and RCEB, would recruit a minimum of 10 Black family members to train on implicit bias and family leadership. RCEB is willing to commit to creating a workgroup with these family members to work on protocols and procedures inside RCEB and with community providers to reduce implicit bias and encourage greater equity of services.</p> <p>The <i>Transition Equity</i> program is designed to improve transition equity for Black youth in the RCEB catchment area. By focusing on building leadership capacity through training programs focused on Black transition aged youth, particular emphasis will be placed on IEP advocacy to give youth preparation for adulthood. Additionally, by engaging a collaborative workgroup to reduce implicit bias and discrimination by agencies distributing services, we will achieve more equitable adult and transition services for Black young adults.</p>		Count	Expenditure	Per Capita Use	Per Capita Authorized	Percentage	Black	3665	\$ 76,123,368.00	\$ 20,770.00	\$ 24,776.00	83.8	White	6126	\$ 178,091,530.00	\$ 29,071.00	\$ 34,254.00	84.9	Overall	22879	\$ 392,462,781.00	\$ 17,154.00	\$ 20,895.00	82.1	<p>5</p>
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<p>2. Organization Experience</p>	<p>Applicant Response</p>																									

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>What experience does the organization/group have working with the target population?</p>	<p>The two partners in this grant, Family Resource Navigators and CARE Parent Network, have a strong commitment to the Black community and each has more than 25 years of experience working with families of RCEB clients. The agencies have staff/Board members who identify as Black and a strong connection to the Black community. The two agencies have developed multiple projects that focus on the Black community, starting with the Harambee conference over 20 years ago. In our last DDS contact (2019-2021), FRN and CPN have deepened their commitment to the Black community by focusing on outreach and family navigation. This project made a big impact for families. Over 150 community members attended the CEP family empowerment conference in February 2020, staff have connected with more than 1500 community members and 86 families have received one on one family navigation from project staff between March 2019 and November 2020. During this project, FRN and CARE have created and expanded relationships in the community – connecting with over 100 faith based and community organizations such as the Imani community Church, Beth Eden Baptist Church, Roots Community, Brothers on the Rise and the Oakland Black Officers Association. This work was recently featured in the California Health Report, https://www.calhealthreport.org/2020/11/09/how-families-are-fighting-racism-and-disability-discrimination/</p> <p>FRN and CARE have extensive experience training families in advocacy at the individual and systemic level. The two agencies bring experiential knowledge of the struggles of families, strong roots in the Black community and a passion for helping families to both advocate for what they need and work to improve the systems that serve them.</p>	
<p>3. Underserved Target Populations</p>	<p>Applicant Response</p>	
<p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p>Transition to Equity focuses on families of transition age youth, the period in which families and youth (aided by the school district Individual Education Plan (IEP) team) are exploring and planning for the adult life.</p> <p>"Post-secondary transition planning has been successful in closing some of these gaps and has helped some students with disabilities ... The result has been a number of improvements in post-school outcomes (e.g., employment rates, enrollment in post-secondary schools) for youth with disabilities. (Iris Center, University of Oklahoma)."</p> <p>This 12-22 period is the optimal time to teach families about transition/adult services and effective advocacy strategies for Black families. This need rises from the clear disparities in the level of service received by over 22 Black consumers as compared to both White and overall population means. According to RCEB POS data 2018-2019, per capita use for Black clients over 22 is \$32,142, for White clients it is \$45,062 and for overall \$35,856. POS use by Black clients over 22 is 71% of their white counterparts and 90% of the mean for all clients. Equipping families with trainings on services around transition – the services available and how to advocate for RCEB and generic services – will positively impact that disproportionately low POS use for adult Black clients of RCEB.</p>	
<p>4. Input from Community</p>	<p>Applicant Response</p>	
<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>FRN and CARE have been soliciting input from the Black community about how to serve community needs in this area over the last 8 months, since the Community Empowerment conference held in February 2020. That conference included a listening session by Regional Center of the East Bay staff, and allowed families to voice their concerns. Many of the family members speaking at that session spoke about a lack of options for their adult children in both housing and services. Families expressed frustration about not having their voices heard in the formation of RCEB policy and program development.</p> <p>Project staff also followed up with families and spoke over the phone about their reactions to our prior project (2019-2021), and how we should focus our work in the future with the community. One theme rose strongly to the top. Families stressed the importance of education and trainings, and of "holding a space for Black families." They asked for more training/parent education that focuses on the unique perspective of Black families advocating for RCEB and generic services, and wanted strategies that are effective with practices that arise in meetings like gaslighting and microaggression. Some family comments:</p> <p>"The service that this team is providing is akin to a secret decoder ring. There are a lots of services and rights available to us. New we're getting the secret code to understand how it all works."</p> <p>"It was remarkably informative. Parents had the opportunity to have their questions and concerns addressed in a way that was both helpful and compassionate. This is a course that should be offered on a regular and continual basis so that our parents and our community can advocate for our children."</p> <p>"Excellent training and I only hope it's made available to more families for a very long time. This training addresses a true need."</p> <p>Family input, together with data from RCEB's POS, is the driver behind this proposal for parent education/training with an emphasis on individual advocacy in transition and becoming system's advocates for Black family members.</p>	
<p>5. Improve Access</p>	<p>Applicant Response</p>	
<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>Transition to Equity has two major strategies for increasing equity among Black clients of RCEB aged 22 and above. First, the project will focus on transition age Black youth (12-22) concentrating on helping families to learn to advocate effectively in the school and other systems (such as Vocational Rehabilitation), which are the major sources of services for youth under 22 years of age. Getting the appropriate services when approaching transition, and know how to advocate effectively for adult services will have a major impact on receiving equitable services for these youth and their families. The project plans to hold trainings for 400 family members across a variety of transition related topics over the two years of the project. The impact will be sustainable, as families completing the advocacy training will be able to help others in the community. FRN and CARE will also look for ways to continue these specific trainings, perhaps with graduates from this year, in the years following the grant.</p> <p>The second part of this project focuses on training family members on leadership, and on holding advocacy roles in the community. After completing training on leadership, family members will collaboratively train on implicit bias with RCEB staff. This cohort, family members and RCEB staff working together, will offer trainings to community providers and form a workgroup in RCEB to help lift the Black parent voice in RCEB discussions around policy, programs and equity. Any system change arising from this efforts would have a long term impact for both families and the culture of RCEB and community providers.</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>Transition to Equity focuses on the area that RCEB staff believe that attention is needed, the adult population was where the biggest disparities lie. "As we look at the POS report, one of the situations that we find is that the largest gaps in expenditures exist in the adult population." (Jairo Guiza, RCEB Diversity Specialist, Diversity and Equity Committee meeting notes, May 2020). Furthermore, the RCEB Community Resource Development Plan will focus on expanding programs answering the needs of adults – such as for housing and job and employment programs.</p> <p>Transition to Equity will help with these efforts toward greater equity for Black adult consumers in two ways. First, the grant will offer advocacy training to families of transitioning youth to combat the implicit bias and systemic racism that can lead to Black youth getting inadequate services. This will focus on strategies for effective advocacy in working with generic and community agencies like school programs or Vocational Rehabilitation. The second strategy of the grant will help train and facilitate family leadership and participation in Regional Center policies and program development. This will include joint trainings on issues of implicit bias, and lifting up the Black family voice in the decisions of RCEB. Systemic changes toward equitable programs will have an impact long past the life of this grant.</p>	
<p>7. Project different or unique</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<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 a number of projects funded in the 2019-2020 year that name the Black community as one of the areas of focus. Most of those are looking at family navigation or promotora activities (i.e. those from Warmline or Community Gatepath). Some focus on parent training (CARE) for a variety of populations. These are significant projects, but this proposal is different from those in important and impactful ways.</p> <p>First, it focuses only on the Black community and stresses the importance of trainings tailored to the needs and challenges that bias and discrimination bring to advocacy. Furthermore, it focuses on individual advocacy in these circumstance and on learning effective strategies from other Black family members in a safe space.</p> <p>Second, the project also incorporates a family leadership strand, which is not in other projects. Here, family members will learn to become system advocates – in a curriculum tailored to the experiences of Black families. RCEB staff and parent leaders will collaborate in learning about and talking about implicit bias – and then training others among the provider community about these issues. RCEB is agreeing to a workgroup including these parent leaders, which should help to lift up Black voices in the planning of programs and policies.</p>	
<p>8. Activities & Measures to Achieve Goal</p> <p>Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</p>	<p>Applicant Response</p> <p>This proposal has two major strategies. The first is individual advocacy training for families around transition (with an emphasis on challenges and effective strategies for Black families). The second is developing and facilitating Black family leaders to work for system's change in collaboration with RCEB staff. Both of these education programs would contribute to more equitable results for Black adults. The following discusses the timelines and proposed measures.</p> <p>Individual Advocacy training:</p> <ol style="list-style-type: none"> 1. Recruit family members and advocate to create curriculum. This is the first task in the first 2 months of the grant. This would be done by the FRN Project Coordinator and Care staff. 2. Once recruited, those family members would help create a curriculum of 10 trainings for Black families focused on transition. This would be facilitated by the FRN Project Coordinator and Care Project staff in the summer of 2021 3. FRN Project Coordinator and ED would create pre/post surveys for families and professional attending the trainings before the training schedule starts in September of 2021. 4. The Project Coordinator will schedule in person or online trainings to be completed in year 1. The Project Coordinator will schedule the trainers, arrange logistics, advertise the trainings (with Care staff), prepare surveys and materials and hold the trainings. Measures here will include counts of trainings and participants. (FRN will hold copies of training materials, flyers and eventbrite/zoom/paper sign ups). Pre and post surveys will measure the impact of the training on parents understanding of services around transition and effective advocacy strategies. 5. Surveys and qualitative feedback will be reviewed by FRN ED and Project Coordinator for any needed improvements or changes in curriculum, which would be discussed with the community members who helped to create it. 6. From this feedback, the Project Coordinator will plan the curriculum for Year 2 -- which we hope to have co-lead by family leaders. 7. Training would culminate in a (hopefully) in person conference which was strongly requested by the community – offering the trainings developed earlier in the year and with the same measures of impact. <p>System Advocacy</p> <ol style="list-style-type: none"> 1. Participants will be recruited from earlier individual advocacy trainings in the fall of 2021. 2. FRN staff and community advocates will update and edit the Project Leadership training to focus on race and equity issues as well as how the Regional Center system works (we hope RCEB staff will be trainers on this portion). Pre/post surveys for Project Leadership will be modified to the needs of this grant. 3. Project leadership trainings will be held between January and February 2022, with surveys to see that the training helped family members to feel more comfortable acting as system advocates. 4. A collaborative training will be held with RCEB staff and Project Leadership graduates on implicit bias trainings between March and April of 2022. The aim here is to improve shared understanding of implicit bias, which will be measured by survey. 5. Parent leaders and RCEB staff will continue to work together in year 2, either on a new workgroup or in existing committees – or by creating trainings for community providers. The impact that the group feels it has on equity will be measured in a survey. 	
<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>When designing a project, FRN uses a Results Based Accountability (RBA) frame, which stresses using both measures of project process and impact. In this parent training grant, there are two strands – individual and system advocacy training. For process measures, we are measuring did the project staff do what we said we would. For this, there are milestone measures, such as completing a curriculum and output measures such as number of trainings held and the number of parents/professionals attending. We believe that the proposed measures are adequate in capturing these factors to show evidence that families were recruited, curriculum were completed and the events held. These measure are very similar for both strands of the project.</p> <p>The second set of measures are focused on the impact of these activities – did the participants feel we addressed the issues of bias and racism and its impact on access to services? did they feel more empowered to advocate? did they learn to be system leaders and advocates? These factors will be captured by pre and post surveys before and after trainings – which is a vetted means of accessing this impact.</p> <p>In short, we feel confident that the measure proposed in this grant will meet the standards of the field both in measuring and tracking the activities of the project as well as the impact of those activities on participants.</p>	
<p>10. Budget Narrative</p>	<p>Applicant Response</p>	

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