

APPLICATION REPORT

Project Name: The Statewide Equity Leadership Development and Collaborative Project

Applicant Organization: Disability Voices United

Awarded Amount: \$150,000

Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

The Statewide Equity Leadership Development and Collaborative Project will coordinate activities in two major parts. First, the project will grow and nurture new leaders from among all diverse underserved communities throughout California, including in rural and urban areas. Disability Voices United will recruit self-advocates and family members from diverse and underserved communities to work with the project as Emerging Leaders. These Emerging Leaders will participate in leadership skills building and equity advocacy training offered in various languages, and plain language, and conducted by Experienced Leaders in the developmental disability community. The Experienced Leaders will also be paired with Emerging Leaders and serve as mentors after the training. The project will assist the Emerging Leaders as they seek out leadership and other opportunities within and outside of the developmental services system. Second, the project will create a statewide Equity Leadership Collaborative of self-advocate and family-advocate leaders of all underserved races and ethnicities from throughout the state, including those leading current and former DDS-funded disparity projects, to share their successes and challenges in reducing racial and ethnic disparities through three convenings and an online forum. The Leadership Collaborative will also include regional center executives and cultural specialists, service providers, and other disability organizations who are critical to eliminating disparities. The collaborative will encourage replication of successful strategies and offer opportunities to learn from the challenges other groups faced. Both the leadership and collaborative components will explore the root causes of disparities and will specifically address the significant challenges faced by these communities during the COVID-19 pandemic. Leaders will also focus on the June statewide rollout of the Self-Determination Program to ensure disparities are not perpetuated in this new system. The outcome of the Collaborative will be a report detailing the conversations, ideas, and strategies that arise from the convenings. The report will be published and shared widely for maximum use. Ultimately, the goal of this project is for new leaders to be nurtured from the communities most impacted by disparities while creating opportunities for leaders from throughout the DD system to learn together and from each other to create equity within the developmental services system.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title	Applicant Response	
What is the Project Title?	Statewide Equity Leadership Development and Collaborative Project	
2. Requested Amount	Applicant Response	
	\$150,000	
3. Organization Type	Applicant Response	
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>4. Description of Organization/Group</p> <p>Provide a brief description of the organization/group (organization type, group mission, etc.). Explain what experience your organization has managing a program similar to the proposal and state the outcomes of that program.</p>	<p>Applicant Response</p> <p>Disability Voices United is a California statewide advocacy organization exclusively directed by and for people with disabilities and family members. Our mission is to advocate for choice and control over our lives, meaningful outcomes that matter to us, and systems that are equitable and accountable to us.</p> <p>DVU currently manages major projects funded by private foundations, universities, and individual donors on issues related to supported decision-making, self-determination, rights to communication, and cultural humility training for COVID-19 contact tracers. We have built statewide networks, collaboratives and coalitions around self-determination, supported decision-making, communication access, and the disability vote in the 2020 election. We have planned three major conferences on the Self-Determination Program and multiple convenings around other issues. We have trained thousands of self-advocates and family members in multiple languages on various issues. We have developed and written three reports on racial and ethnic disparities, two books on self-determination, one book on supported decision-making, one report on the lack of a safety net, three surveys, and websites for the disability community on coronavirus, rights to communication, self-determination, and police violence.</p> <p>We are relied upon by self-advocates and family members to provide accurate information directly and without bias. Our conferences and events are extraordinarily well attended and get excellent reviews. Our websites, materials, and publications are widely used. We have earned the trust of the community we serve.</p>	
<p>5. Applicant in Good Standing</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>Applicant Response</p> <p>Yes</p>	
<p>6. Subcontractors in Good Standing</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>Applicant Response</p> <p>Yes</p>	
<p>Grant Reapplication Information</p>		
<p>Grant Reapplications Only</p>		
<p>1. Grant Number</p> <p>(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>2. Project Title</p>	<p>Applicant Response</p>	

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

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
12. 2018/2019 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
13. 2018/2019 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
14. 2019/2020 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
15. 2019/2020 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
16. 2019/2020 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
17. Total Awarded	Applicant Response	
(Reapplicants only) Combine the amounts included in FY 2016/2017, FY 2017/2018, FY 2018/2019, and FY 2019/2020 for the total amount awarded for the project. If not applicable select Not Applicable.	Not Applicable	
18. Initial Proposed Number of People Served	Applicant Response	
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	Not Applicable	
19. Actual Number of People Served	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.	Not Applicable	
20. Regional Centers in Catchment Area	Applicant Response	
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Not Applicable	
21. Cities Served	Applicant Response	
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Not Applicable	
22. Counties Served	Applicant Response	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Not Applicable	
23. City of Los Angeles	Applicant Response	
(Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.	Not Applicable	
24. Activities to Date	Applicant Response	
(Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.	Not Applicable	
25. Project Impact & Outcome	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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 (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.	Applicant Response 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 Enter the projected number of individuals impacted.	Applicant Response 100000	
2. People Served What is proposed number of people projected to be served?	Applicant Response 180	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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 This is a statewide project and will involve all 21 regional centers.	
6. Cities Served List the city or cities your project proposes to serve.	Applicant Response Statewide throughout California	
7. Counties Served List the county or counties your project proposes to serve.	Applicant Response All counties in California	
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 All zip codes	
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 Not applicable	
11. First Project Type Selection Select your first project type.	Applicant Response Parent Education (online or in person trainings, etc)	
12. Second Project Type Selection Select your second project type (if applicable).	Applicant Response Engagement and Outreach (community events, etc)	
13. Third Project Type Selection Select your third project type (if applicable).	Applicant Response Not Applicable	
14. Multiple Organizations	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.	No	
15. Leverage & Strategies	Applicant Response	
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>Disability Voices United builds coalitions and collaborations around many issues and learns directly from the community we serve. To be clear, we are the community we serve; every single one of our board, staff, and volunteers are people with disabilities and family members. While we are the community, we also understand the critical importance of working with those who support us, such as regional centers, service providers, advocates, educators, and other professionals.</p> <p>DVU specializes in hearing stories and concerns directly from underserved communities and examining the trends that emerge. We also significantly value sharing experiences among organizations in order to improve the work of all – with no need for anyone to take credit or place blame. We regularly seek to break down silos between systems, as well as to advocate when we find solutions.</p> <p>Our project will continue long after grant funding has concluded because it is the core of what we do. We center leadership building and collaboration in our ongoing work and we plan to continue working on eliminating racial and ethnic disparities as long as our organization exists. We believe that the development of new and diverse leaders, with ongoing mentoring and relationships with more experienced leaders, will last well beyond the project year. Moreover, we hope and anticipate that the Equity Leadership Collaborative will continue to meet and provide long-term opportunities for our community to work together.</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 , Cambodian , Chinese , Filipino , Hispanic , Hmong , Indian , Japanese , Korean , Mien , Native American , Vietnamese , Pacific Islander (list)	
Applicant Comment		
2. Number of Target Group Served	Applicant Response	
For each target group selected in previous question, list number served.	This is a statewide project that is somewhat different so our goal is to ultimately impact all underserved individuals of all ethnicities and races through improving the ability of grantees, regional centers, service providers and advocates to implement effective disparity reduction strategies.	
3. Languages	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Select all Languages the project will serve. If you select "Other" please list all languages.	Cantonese , Hmong , Indian , Japanese , Korean , Mandarin , Mien , Russian , Spanish , Tagalog , Vietnamese	
Applicant Comment	Again, we hope our project will impact all underserved individuals	
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	
Applicant Comment	See previous comments.	
Project Application		
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.	The Statewide Equity Leadership Development and Collaborative Project will coordinate activities in two major parts. First, the project will grow and nurture new leaders from among all diverse underserved communities throughout California, including in rural and urban areas. Disability Voices United will recruit self-advocates and family members from diverse and underserved communities to work with the project as Emerging Leaders. These Emerging Leaders will participate in leadership skills building and equity advocacy training offered in various languages, and plain language, and conducted by Experienced Leaders in the developmental disability community. The Experienced Leaders will also be paired with Emerging Leaders and serve as mentors after the training. The project will assist the Emerging Leaders as they seek out leadership and other opportunities within and outside of the developmental services system. Second, the project will create a statewide Equity Leadership Collaborative of self-advocate and family-advocate leaders of all underserved races and ethnicities from throughout the state, including those leading current and former DDS-funded disparity projects, to share their successes and challenges in reducing racial and ethnic disparities through three convenings and an online forum. The Leadership Collaborative will also include regional center executives and cultural specialists, service providers, and other disability organizations who are critical to eliminating disparities. The collaborative will encourage replication of successful strategies and offer opportunities to learn from the challenges other groups faced. Both the leadership and collaborative components will explore the root causes of disparities and will specifically address the significant challenges faced by these communities during the COVID-19 pandemic. Leaders will also focus on the June statewide rollout of the Self-Determination Program to ensure disparities are not perpetuated in this new system. The outcome of the Collaborative will be a report detailing the conversations, ideas, and strategies that arise from the convenings. The report will be published and shared widely for maximum use. Ultimately, the goal of this project is for new leaders to be nurtured from the communities most impacted by disparities while creating opportunities for leaders from throughout the DD system to learn together and from each other to create equity within the developmental services system.	
2. Organization Experience	Applicant Response	
What experience does the organization/group have working with the target population?	Advocating for equity is one of Disability Voices United's core missions. Many of our diverse board, staff, and volunteers – all self-	

with the target population? APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>advocates and family members – come from the underserved communities for whom we advocate. Our ties with underserved communities across California are deep – from the Integrated Community Collaborative, to the Japanese Speaking Parents Association, Ethiopian Parents Support Group, Chinese Parents Association, and PRAGNYA, among many others. DVU is trusted by self-advocates, parents, and family members as we provide critical information and advocacy. Through our engagement with these CBOs, the experiences of our board members, and our regular conversations with the community we serve, we seek to eliminate the disparities in the system by listening and learning directly from the people who know the most about them: underserved self-advocates and family members who experience these disparities firsthand.</p> <p>We have trained thousands of self-advocates and family members from underserved communities on the Self-Determination Program (SDP), person-centered planning, and rights under the Lanterman Act. We have trained hundreds of independent facilitators who speak languages other than English to ensure that all people can participate in the SDP. We recently completed a train-the-trainer program of diverse CBOs on supported decision-making. All of our materials are translated into Spanish and sometimes into other languages, and all of our public webinars and meetings are simultaneously interpreted into Spanish.</p> <p>And throughout the pandemic, our commitment to equity has only increased. DVU pivoted immediately – by mid-March – and created a coronavirus resources website for the disability community. Over the next six months, DVU hosted 18 webinars to educate our community on the pandemic. Every webinar was interpreted in Spanish and featured representatives from underserved groups. One webinar specifically focused on the impact of the pandemic on disability communities of color.</p> <p>In 2020, DVU also hosted an extraordinary webinar about police violence against disability communities of color and shared resources with hundreds of organizations throughout the state. In 2021, we plan to co-host a training series with Poor Magazine for self-advocates and parents on avoiding police interactions.</p> <p>Disability Voices United’s most prominent work has been calling for systemic changes to eliminate racial and ethnic disparities. We have authored three reports on disparities in the regional center system and have testified at four legislative hearings on disparities. During 2019 and 2020, we met with representatives from the Association of Regional Center Agencies (ARCA) to collaborate on activities to reduce disparities. Our board members and staff are active participants in the Disability Services Task Force and the Workgroup on Service Access and Equity.</p> <p>Our 2020 disparity report saw disparities worsen despite the investment of \$44 million in state funds. We believe that collaboration and sharing of experiences – both successes and challenges – is an important way that disparities can be reduced.</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>challenges — is one important way that disparities can be reduced. And that collaboration can only be successful if led by advocates who build trust with, and work to maintain the trust of the underserved communities.</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>This project will address service disparities of all races and ethnicities in an organic, holistic, and long-term way. DDS has provided grants for over five years, distributing close to \$55 million, yet disparities, particularly among Hispanics, seem to be entrenched. When comparing overall POS data as a percentage of expenses on whites, Hispanics receive about half the amount of POS in almost every regional center. An even greater concern is that disparities seem to have gotten worse since grants began being awarded to regional centers and community-based organizations.</p> <p>DVU analyzed the most recent service data and compared POS data from the first year grants were awarded (FY15-16) to the most recent year data is available (FY18-19). We found that Latino disparities have actually grown in 19 out of 21 regional centers. In the other two centers, the disparities have stayed the same. As Latinos are the largest racial/ethnic group in the state, even larger than whites, we believe that this community must be a priority.</p> <p>Our project will focus on all ethnic and racial communities, including Black people/African Americans, Asian Americans, Native Americans, as well as Latinos, who suffer from significant service disparities. These communities are also underrepresented in leadership positions within our system, such as on the Disabilities Services Task Force and often on regional centers boards of directors and committees. People of color, particularly those who have been historically underserved, need to feel empowered to tell their truths and represent themselves and others in their community.</p> <p>In addition, because there has been no requirement for DDS-funded disparity projects to be independently evaluated, it is impossible to know which ones have truly made an impact. The lack of available data on a more granular level makes it difficult to determine success, develop best practices, and encourage replication. While our project will not provide that critical independent evaluation process, we will give an opportunity for grantees to share what they believe has been successful and work to bring together our broad community toward a common goal.</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>Disability Voices United’s work is steeped in the underserved disability communities that face disparities in every system that is supposed to serve them. We provide opportunities regularly for individuals and family members to inform us of their concerns. We also have more formal mechanisms to hear from the community. In just 2020:</p> <ul style="list-style-type: none"> DVU produced two major surveys of people with disabilities and their families. The first asked about the services and supports they are receiving during the pandemic. This survey was in both English and Spanish and recorded race and ethnicity as well. The results of this survey were released through a webinar and in the media and we conducted 	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>extensive advocacy with state agencies to ensure follow up. The second survey, currently still in progress, asks individuals, families, and professionals about access to augmentative and alternative communication supports for people with disabilities from schools, regional centers, employers, and others.</p> <ul style="list-style-type: none"> • DVU hosted 18 webinars about the coronavirus pandemic on which the community could ask questions and make comments. DDS and regional center staff participated in many of the webinars and the recordings remain available for the community. We hosted one webinar about the expansion of participant-directed services and other DDS directives including alternative service delivery. It was through these webinars that we discovered that many people of color were not receiving any services (let alone alternative services) during the pandemic and that most had never heard of participant-directed services. This informed our advocacy and educational efforts to ensure the community was aware of these opportunities and to encourage DDS to conduct more outreach. • DVU hosted 21 SDP Connect online meetings about the Self-Determination Program, each garnering 60-120 attendees. SDP Connect, like our frequent webinars, is simultaneously translated into Spanish, to ensure equitable access to the information we present. While SDP Connect has an educational component, it's also an opportunity for SDP participants and those interested in the program to ask questions, comment on their experiences, request input from others, and offer feedback on DVU's efforts to serve them through advocacy and educational efforts. We have also hosted two Town Halls, one with DDS staff and another with the representatives of local regional center advisory committees. In addition, DVU created an information exchange website in English and Spanish called The Self-Determination Interchange, which also hosts a forum for people to ask questions and offer suggestions. <p>Through informal methods of outreach and contact, self-advocates and family members regularly cite as a barrier the lack of culturally humble and competent assistance available to them. They often express difficulty in accessing their rights, such as their inability to participate in complicated fair process hearings, due to intimidation, lack of education, and deep cultural norms surrounding authority and power. Others express that they don't feel they can successfully engage with a bureaucracy like the regional center or educational systems to either take ownership of their or their child's plan or provide input regarding the parts of the system that do not serve them.</p> <p>Instead of only feeding more resources back into the systems that continue to perpetuate disparities, self-advocates and family members have repeatedly expressed to DVU a desire for the system to invest in them, the people it is meant to serve. This project is built</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>5. Improve Access</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>Applicant Response</p> <p>This project will focus on the first two priorities of the DDS RFP: 1) building leadership capacity to increase representation and voice, and 2) creating collaborative opportunities for connection and learning.</p> <p>For the first priority, the project will recruit diverse self-advocates and family members to be Emerging Leaders in a training and mentorship program. By developing leaders from deep within underserved communities of color and giving them the background and skills to represent their communities effectively, they will be able to work together with DDS, regional centers, and services providers to address the root causes of disparities and break down the barriers to services.</p> <p>We will identify these individuals through our unique reach into communities of color as well as the trust that individuals and families have with DVU. By identifying and training these individuals, we will be developing a new and diverse generation of leaders for the future. By pairing them with Experienced Leaders – self-advocates and family members who have been involved in their regional centers, community organizations, school districts, and advocacy groups – they will be mentored by people who can guide them for the long term and hopefully build a relationship beyond this project. Some of the Experienced Leaders we recruit may be older and not as diverse, reflecting the lack of diverse representation in leadership positions within our system, but we know they believe it is time to “hand the baton” to the next generation of leaders who should truly reflect the community.</p> <p>The training and mentorship program will consist of multiple sessions where they will learn about how the developmental disabilities system works and how it interfaces with other systems, such as education, Medi-Cal, IHSS, Department of Rehabilitation, and others. The program will also cover how regional centers operate, including how to understand budgets, disparity data, service standards, and the different committees of the board of directors.</p> <p>The training program will also include role playing in mock board, committee and task force meetings. Many self-advocates and family advocates have reported to us that they are scared of joining boards or committees and, even if they do join, they are afraid of asking questions or providing their opinions. We will also work with the Emerging Leaders on how to tell their stories and advocate in one to two minutes. Providing brief public comment is a skill that must be practiced. This training will also show them how to advocate for their entire community and not just tell the story of their own or their child’s struggles. The Emerging Leaders will evaluate the trainings and provide critical feedback for improvement as the project unfolds.</p> <p>The mentorship piece will help move interested Emerging Leaders into leadership roles by working with them to identify opportunities in their communities, regional centers, self-determination local advisory committees, and school district community advisory committees. They can also help the Emerging Leaders participate in statewide options such as the DS Task Force or workgroups, the Statewide Self-Determination Advisory Committee, and advisory committees for other state agencies such as the Departments of Education or Rehabilitation. The project will track how many Emerging Leaders become involved in committees, boards, and task forces.</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>To address the second question, DVU will create the Equity Leadership Collaborative, which will bring together self- and family-advocate leaders from Community-Based Organizations who have been managing DDS-funded disparity projects with regional centers, service providers, and advocacy organizations. The goal is to connect, build relationships, share ideas and exchange stories of success and challenges. All regional centers will be invited to participate including the disparity managers and executive directors. The federal partners – State Council on Developmental Disabilities, Disability Rights California, and the UCEDDs – will also be invited to participate as they have been key players in the efforts to eliminate disparities. DVU has also worked with the Association of Regional Center Agencies (ARCA) in the past on eliminating disparities and will look to them in helping make this collaborative succeed. We will also include the Emerging Leaders in the Collaborative to help guide our meetings with their authentic input while giving them direct experience in participating in meetings with leaders from other groups.</p> <p>The Equity Leadership Collaborative will hold three convenings, at least one remotely and the others in person, if COVID public health restrictions are lifted. These meetings will give the leaders opportunities to network with other self-advocates and family members from around the state, as well as with regional center staff, service providers, and advocates. We believe that DVU is uniquely positioned to lead these convenings, not only because we are experienced at building coalitions and bringing diverse groups together, but also because we are deeply trusted by the underserved individuals and families who face barriers to receiving needed services.</p> <p>The outcomes of the meetings will be more than the relationships developed. We plan to issue a report on the strategies and recommendations that emerge, which can form the basis of outreach and best practices in cultural humility, and help guide future disparity projects. The recommendations can also help DDS think about future priorities for equity grants as issues arise from the honest conversations at the convenings.</p> <p>Finally, the project will create an Equity Interchange website that will be dedicated to sharing information among self-advocates and family members, grantees, regional centers, and other professionals working in this space. The report from the convenings will be placed there as well as other important information. The site will announce upcoming events and publications. Most importantly, it will have a forum where individuals can ask questions and share information about a range of topics related to equity.</p> <p>The project will be sustainable because leadership development and collaboration building is part of DVU’s daily mission. Without any dedicated funding, DVU makes advocating for equity one of its top priorities. We have trained and educated underserved communities since our founding and will continue to do so. We always lead with the voices of people with disabilities first, as they are a key part of our staff and board of directors. DVU also has other private foundation funding to provide training and leadership development, as well as work on outreach around COVID-19 from private foundations. We are confident that this project will lead to important work for DVU and the entire disability community in the future.</p>	
6. Support RC's Recommendations	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>How does this project support the RC recommendations and plan to promote equity and reduce disparities in their catchment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Since this is a statewide project, we will address how it will meet the vision that DDS has set out in the RFP, which seeks “to create transformational changes toward a culturally and linguistically competent developmental disabilities system...” This project sets its sights exactly on creating the transformational change that is needed to eliminate the profound racial and ethnic service disparities faced by people of color. The project seeks to break down the barriers not only to services but also between regional centers and the people and families they serve.</p> <p>We have seen the incredible dedication that so many service coordinators and other regional center staff have for serving their clients. But only when we listen to the people with disabilities and their families – with open eyes, hearts, and minds – do we create a culture where they feel heard and respected. This “cultural humility” doesn’t come easily, especially when staff have been in their positions for many years and have developed expertise in their fields. This “humility” is only found when everyone comes to the table with the person served at the head and supported by their family and other members of their circle.</p> <p>As an organization that has trained thousands of people on person-centered planning and processes as well as self-determination, inclusion, and neurodiversity, and as an organization that is currently involved in training thousands of contact tracers in California on cultural humility when reaching out to people with disabilities and their families, we know that this is the key to transformational change.</p> <p>The Statewide Equity Leadership Development and Collaborative Project – through the Emerging Leaders trainings and mentorship program and the convenings of the Equity Leadership Collaborative – directly addresses the first two priorities of the DDS RFP: 1) building leadership capacity to increase representation and voice, and 2) creating collaborative opportunities for connection and learning.</p> <p>The core of this project is about collaboration. DVU has extensive relationships with both local and statewide organizations that represent people with disabilities, as well as those that support them. We will bring together the organizations and leaders throughout the state with whom we have worked over the years. Some of these organizations are small and very grassroots, such as the Ethiopian Parents Support Group in Southern California, and others have a statewide reach, such as the Integrated Community Collaborative.</p> <p>We want to note that DVU is fully committed to working with regional centers and ARCA to bring about the transformational vision laid out by DDS. We have always had open minds and open doors to meetings and collaborations on this and other issues. We are fully cognizant of the fact that racial disparities will not be eradicated without the dedicated leaders of regional centers as full participants in the efforts. Regional centers must have buy-in for the possible solutions to these systemic problems, but self-advocates and families must trust the process by which these solutions are imagined and implemented.</p>	
7. Project different or unique	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?</p>	<p>This project is completely unique and has never been funded through the service access/equity grant program. While leadership training has been offered in various forms, both through this grant program and in other forums, our project links new leaders from underserved communities with long-time experienced self-advocates and family-advocates as mentors who will help to guide them toward leadership roles within the DD system and others. Practicing leadership skills through mock meetings is also an unusual aspect of this project, which will allow the Emerging Leaders to feel comfortable with expressing their views at meetings that are often intimidating. These mock meetings will also enable Emerging Leaders to speak with their whole community in mind, not just for themselves or their family members.</p> <p>The Equity Leadership Collaborative would be a new initiative as well. While DDS has convened the funded CBOs to seek their guidance and share information, there hasn't been a statewide convening of the kind proposed in this project. We believe the time is ripe for organized cooperation and information exchange around eliminating disparities.</p>	
<p>8. Activities & Measures to Achieve Goal</p>	<p>Applicant Response</p>	
<p>Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</p>	<p>The schedule of activities and performance measures outlined breaks down the two major parts of the project plus the creation of the Equity Interchange website. The first part involves developing the training and mentorship program for the Emerging Leaders. It lists the details needed to develop the curriculum, recruit the leaders and mentors, arrange for trainers and interpreters, and organize the logistics of the trainings and ongoing support. The second part, creating the Equity Leadership Collaborative, details the activities and tasks needed to recruit diverse participants, develop the agendas for the convenings, and arrange for the logistics of the meetings. It also covers the work involved in writing and producing the report that will come out of the convenings. Finally, the schedule of activities and performance measures detail the development and launch of the Equity Interchange website and the evaluation of the project.</p> <p>Please note that the numbers associated with the schedule of activities directly relate to the performance measures. Each activity is associated with the same number for the performance measure. For example, Activity 3, "Develop application for Emerging Leaders and recruitment strategy" directly relates to Performance Measure 3, "Develop application and translate; create email list of potential applicants; conduct outreach to potential participants through individual outreach, social media and other platforms."</p>	
<p>9. Measures</p>	<p>Applicant Response</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>We believe that the measures we have proposed will track our project goals and activities well. The measures relate to each set of activities and will show that progress is being made on the project. The measures will also display the impact the project is having directly on the Emerging Leaders. Lastly, the final report from the convenings will be a deliverable that will be able to be used well beyond the project and will have a lasting impact.</p>	
<p>10. Budget Narrative</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative.</p> <p>The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.</p>		<div style="border: 1px solid gray; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div>
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	Judy Mark, President	