Project Name:	Cultural Competence - A Tool for Equity	
Applicant Organization:	Inland Regional Center	
Awarded Amount:	$49,810	
Funding Announcement Name:	Promoting Service Access and Equity Grant	

PROJECT SUMMARY

A group of six, two IRC staff (the Cultural Specialist and one Training Department staff), two IRC parents, one IRC consumer, and one community leader, will be trained by Equity Praxis Group, LLC through a Train the Trainer process that will take 48 hours to complete in a 4-6 week timeframe. Upon completion of the Train the Trainer process, creation of training curriculum, and creation of the survey, each of the six trainers/facilitators will have their individual target population as follows: IRC staff (2) - IRC case management teams, service providers/vendors, consumers and families, and parent support groups - total of 11 trainings projected IRC parents (2) - parent support groups, board of director groups, community members, and ELAC attendees - total of 6 trainings projected IRC consumer (1) - adult IRC consumers - total of 3 trainings projected Community leader (1) - C.L.A.S.E participants and parent support groups - total of 3 trainings projected As a team, the six trainers/facilitators propose to host 23 trainings to diverse groups and impact 800 individuals during this project's timeframe. All 23 trainings will be offered in various languages through contracted interpreting services including English, Spanish, ASL, Tagalog, and Mandarin Chinese. All 23 trainings will be offered virtually which will eliminate common transportation barriers that IRC families face due to the large geographic area served. Our catchment area includes cities throughout Riverside County and San Bernardino County. Logistics and marketing of trainings will include all six trainers/facilitators and support from the Community Engagement Manager and Training Manager at IRC. Social media platforms, the IRC website and Intranet, emails, the Disparity Link and CBO Collaborative platform within IRC, will be the primary source of promoting these trainings. The goals of these trainings include training IRC staff to be more culturally aware when providing case management services to consumers and families, embrace cultural humility, reduce implicit bias and the effects of stigmas, and increase empathy, which can help build trust and better communication between consumers/families and the SC. In addition to shining light on implicit bias, stereotypes, stigmas, and the importance of empathy and cultural humility, training service providers/vendors can help build trust, better communication, and empathy between service providers/vendors and consumers/families. Cultural competency trainings can help service providers/vendors understand consumer and family needs, challenges, and barriers at the cultural level when providing individualized services to IRC consumers. Training consumers, parents, and families, particularly the families with little to No POS from IRC, and other community members will raise awareness of their own cultural barriers on an individual and societal level. It will raise awareness to the effects of implicit bias and stigmas, personal and of those providing services to them, and the unique challenges this can present when advocating for oneself or a loved one. By way of that understanding, consumers and families can enhance their advocacy skills and apply it to different important scenarios in their life such as requesting a service, during an important meeting such as the annual IPP, IEP, and or when they request their rights related to due process. The overall goal of cultural competency trainings for IRC staff, consumers and families, service providers and vendors, parent support groups, professionals and paraprofessionals, is to surround IRC consumers with culturally aware individuals and culturally competent services.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	**Applicant Response** Cultural Competence - A Tool for Equity	
2. Awarded Amount	**Applicant Response** $49,810	
3. Organization Type Please check the box that describes your organization	**Applicant Response** Regional Center (RC)	
4. Description of Organization/Group	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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.	Inland Regional Center (IRC) has a training department that provides in-person, virtual, and LMS trainings to new staff, established staff, staff that need additional support to succeed in their role at IRC, and trainings of various topics from collaborating agencies in the community and such trainings are incentivized in the form of CEUs. The training department also provides numerous trainings to community partners. In 2019 the Cultural Specialist provided a Cultural Competency training to IRC service providers and it was well received by attendees. The Cultural Specialist provided "Q&A with IRC" workshops to numerous parent support groups, she presented at Assemblywoman Eloise Reyes' Equity Summit, and provided a training on "The Strengths of Vulnerability" to a group of community leaders at a C.L.A.S.E session which is also a project funded by a DDS Service Access and Equity grant. Since 2017, the Cultural Specialist has been and continues to be the liaison for former and current CBO projects related to addressing disparity and of those which promote IRCs core values: independence, inclusion, and empowerment. All projects have had similar goals including raising awareness about IRC services, the role of the CSC, advocacy skills, the Lanterman Act, the appeals process, and empowerment tools. Previous and current programs to support equity and service access goals include the following: • Fiesta Familiar (CBO Fiesta Educativa) - community trainings for IRC parents that provided education and empowerment to Hispanic families in both English and Spanish • Autism Parent Education Program (APEP) (CBO Fiesta Educativa) - community trainings on all things Autism for IRC parents with a child diagnosed with Autism • CBO Team of Advocates for Special Kids (TASK) - in home, one-to-one training for clients and their family with No POS • Navigating Systems with Families (CBO Exceptional Parents Unlimited (EPU)) - Parent Partner, in-home model, providing No POS clients and families with information related to IRC services, the IPP, generic resources, IHSS, SSI, IEP advocacy, and parent to parent support. Projects related to service access and equity have been successful and from the NO POS families referred to a disparity program, 32-37% of those families have connected to a POS.	
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	
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**	

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	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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**	
(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**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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**	
(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**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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	ATTACHMENTS
(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.	Not Applicable	
27. Project Transition	**Applicant Response**	
(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.	Not Applicable	
General Application		
Proposal Summary		
1. Individuals Impacted	**Applicant Response**	
Enter the projected number of individuals impacted.	800	
2. People Served	**Applicant Response**	
What is proposed number of people projected to be served?	800	
3. Duration of project	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
What is the duration of the project? Enter Start & End Dates.	Start Date: 03/30/2021, End Date: 03/31/2022	
4. Duration of project (months)	**Applicant Response**	
What is the total duration of project in months?	12	
5. Regional Centers	**Applicant Response**	
List all Regional Centers in the project catchment areas.	Inland Regional Center	
6. Cities Served	**Applicant Response**	
List the city or cities your project proposes to serve.	Cities in both San Bernardino County and Riverside County	
7. Counties Served	**Applicant Response**	
List the county or counties your project proposes to serve.	San Bernardino County and Riverside County	
8. City of Los Angeles	**Applicant Response**	
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
9. Community Based Organizations	**Applicant Response**	
Will you be working with one or more Community Based Organization?	No	
10. Regional Center Data	**Applicant Response**	
If you plan to use regional center data for your project, indicate what steps you will take (or already have taken) to acquire it. For example, completing a data agreement, completing a data request, meeting with RC to discuss data availability/timelines, etc.	The Cultural Specialist who will be directly involved with this project will have access to IRCs data and will share it with the rest of the team.	
11. First Project Type Selection	**Applicant Response**	
Select your first project type.	Workforce Capacity and Development (staff training, etc)	
12. Second Project Type Selection	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Select your second project type (if applicable).	Parent Education (online or in person trainings, etc)	
13. Third Project Type Selection	**Applicant Response**	
Select your third project type (if applicable).	Translation (translator services, etc)	
14. Multiple Organizations	**Applicant Response**	
Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.	Yes	2
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?	Cultural Competency trainings will help IRC staff build awareness skills in relation to cultural barriers resulting from implicit bias and stereotypes. These training will promote cultural humility, empathy, and an overall understanding of cultural barriers. These trainings will help both staff and those we serve be more aware and mindful of diverse beliefs and values which can be used as a tool to build trust and understanding. Skills surrounding cultural competency are particularly important for the most vulnerable and underserved consumers such as those with little to No POS. Raising awareness about cultural competency among our consumers and families will help enhance their advocacy skills by discovering the strengths related to their culture, values, and beliefs. IRC Service Coordinators have shared the challenges of addressing certain questions with consumers and families such as those related to culture, race and ethnicity, religion, burial plans, and family dynamics in general. Other challenges include conversations related to health, dental and vision needs, and the importance of follow up and follow through to obtain and sustain such services. Additionally, cultural awareness and competency will be a tool to ensure service access and equity and support IRCs core values: independence, inclusion, and empowerment. Upon completion of this project, IRC intends to continue to offer cultural competency trainings to staff and various groups in the community as a continued effort to build trusting and transparent relationships with consumers and families, with community partners, and continue enhancing our service access and equity efforts for years to come. At IRC we understand that the community we serve will continue to change and being aware of the cultural barriers that come along with such changes will allow us to serve consumers and their families armored with awareness and humility. Lessons learned will be used as a tool for the team behind this project. Data from surveys, FAQs during trainings, and changes to POS will help to continuously mold cultural competency trainings. Surveys and FAQs will help IRC identify gaps in cultural competency trainings, will help gear future trainings, and most importantly will help create catered trainings to each individual audience. This multi-faceted approach to training various audiences on the subject of cultural competency will surround IRCs consumers with individuals who are culturally aware including those who live with them (parents/guardians), those who provide services to them (SCs, service providers/vendors), and the community (professionals, paraprofessionals, community members and leaders).	
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 , Hispanic , Chinese , Filipino , Other (list)	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Comment	We also intend to serve audiences whose primary language is ASL.	
2. Number of Target Group Served	**Applicant Response**	
For each target group selected in previous question, list number served.	We project to serve 800 individuals and intend to offer at least 23 trainings to the following audiences:	

Audience	# of trainings	Language
IRC staff	3	English only
IRC service providers/vendors	3	English and Tagalog
Consumers	5	English, Spanish, ASL, Tagalog, and Chinese
IRC families	2	English, Spanish, ASL, Tagalog, and Chinese
Parent support groups	6	English, Spanish, ASL, Tagalog, and Chinese
Community leaders, professionals, and paraprofessionals	4	English, Spanish, ASL, Tagalog, and Chinese
Total number of trainings	**23**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
3. Languages	**Applicant Response**	
Select all Languages the project will serve. If you select "Other" please list all languages.	Spanish , Other (list) , Mandarin , Tagalog	
Applicant Comment	This project will also serve those whose primary language is ASL.	
4. Age Groups Served	**Applicant Response**	
Select all Age Groups the project will serve. If you select "Other" please list groups.	Three to 21 , 22 and older , Birth up to Three (Early Start) , Three to Five , 16 to 21	
Applicant Comment		

Project Application

Project Application

1. Project Summary	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served.	A group of six, two IRC staff (the Cultural Specialist and one Training Department staff), two IRC parents, one IRC consumer, and one community leader, will be trained by Equity Praxis Group, LLC through a Train the Trainer process that will take 48 hours to complete in a 4-6 week timeframe. Upon completion of the Train the Trainer process, creation of training curriculum, and creation of the survey, each of the six trainers/facilitators will have their individual target population as follows: • IRC staff (2) - IRC case management teams, service providers/vendors, consumers and families, and parent support groups - total of 11 trainings projected • IRC parents (2) - parent support groups, board of director groups, community members, and ELAC attendees - total of 6 trainings projected • IRC consumer (1) - adult IRC consumers - total of 3 trainings projected • Community leader (1) - C.L.A.S.E participants and parent support groups - total of 3 trainings projected As a team, the six trainers/facilitators propose to host 23 trainings to diverse groups and impact 800 individuals during this project's timeframe. All 23 trainings will be offered in various languages through contracted interpreting services: English, Spanish, ASL, Tagalog, and Mandarin Chinese. All 23 trainings will be offered virtually which will eliminate common transportation barriers that IRC families face due to the large geographic area served. Our catchment area includes cities throughout Riverside County and San Bernardino County. Logistics and marketing of trainings will include all six trainers/facilitators and support from the Community Engagement Manager and Training Manager at IRC. Social media platforms, the IRC website and Intranet, emails, the Disparity Link and CBO Collaborative platform within IRC, will be the primary source of promoting these trainings. The goals of these trainings include training IRC staff to be more culturally aware when providing case management services to consumers and families, embrace cultural humility, reduce implicit bias and the effects of stigmas, and increase empathy, which can help build trust and better communication between consumers/families and the SC. In addition to shining light on implicit bias, stereotypes, stigmas, and the importance of empathy and cultural humility, training service providers/vendors can help build trust, better communication, and empathy between service providers/vendors and consumers/families. Cultural competency trainings can help service providers/vendors understand consumer and family needs, challenges, and barriers at the cultural level when providing individualized services to IRC consumers. Training consumers, parents, and families, particularly the families with little to No POS from IRC, and other community members will raise awareness of their own cultural barriers on an individual and societal level. It will raise awareness to the effects of implicit bias and stigmas, personal and of those providing services to them, and the unique challenges this can present when advocating for oneself or a loved one. By way of that understanding, consumers and families can enhance their advocacy skills and apply it to different important scenarios in their life such as requesting a service, during an important meeting such as the annual IPP, IEP, and or when they request their rights related to due process. The overall goal of cultural competency trainings for IRC staff, consumers and families, service providers and vendors, parent support groups, professionals and paraprofessionals, is to surround IRC consumers with culturally aware individuals and culturally competent services.	
2. Organization Experience	**Applicant Response**	
What experience does the organization/group have working with the target population?	Inland Regional Center (IRC) serves a diverse and large geographical area of consumers that live in San Bernardino County and Riverside County. Among these counties, IRC has a vast amount of experience working with all levels of stakeholders, from consumers and families, service providers and vendors, community members, community based organizations (CBO), professionals and paraprofessionals, and other agencies with mutual clients such as, but not limited to, mental health services, CPS, APS, school districts, and law enforcement. Through this work, IRC has and continues to identify community strengths and needs and barriers and challenges, which gear IRCs trainings, events, and outreach. IRC provides various trainings to all aforementioned groups and attends trainings provided by some of these entities as well. IRC attends targeted outreach events that focus on underserved areas and collaborates with some of these agencies to educate and inform the community about services and important events. IRC has also partnered with community agencies including school districts to start parent support groups which helps both entities identify and address the needs in those specific communities.	
3. Underserved Target Populations	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.	(see tables below)	

Ethnicity	Total Consumers	Consumers with No POS
Hispanic	15,791	4,003 (25.3%)
Black/African American	3,955	923 (23.3%)
Asian	1,470	304 (20.7%

This project will focus on the top three most underserved ethnicities and the most common primary languages that those consumers and or their parents/caregivers may indicate as their primary language.

Primary Language	Total Consumers	Consumers with No POS
Spanish	7,604	1,700 (22.4%)
Tagalog	61	11 (18%)
Mandarin Chinese	53	7 (13.2%)
ASL	44	9 (20.5%)

4. Input from Community	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	**Input from Service Coordinators** Cultural Competency training would help us have the "boldness or training to ask the difficult questions." An example would be when we are conducting IPP meetings sometimes it's hard to ask questions about family dynamics, burial plans, and religion. The team agreed these are important questions that sometimes are difficult to ask and maybe a training like this would help us be able to ask the questions to better serve clients and address their needs. Since we cover the remote areas in the High Desert we find that families have complex health conditions and limited health care especially medical specialists close by. They have to travel far plus have limited transportation. Poor management of their conditions such as diabetes and epilepsy, they need vision tests for glasses, are overweight, and have poor diets. Cultural Competency trainings would help us address these important concerns and have conversations about these important areas of their lives in a more culturally competent way. Our population visits the doctor less which also means less screening for cancer, pap smear, mammograms etc. Cultural Competency training will help us have those conversations while being sensitive to their culture and a better understanding to the barriers they face. Building trust, breaking barriers, and raising awareness to remove stigma are all great reasons for IRC staff to receive cultural competency trainings. One of the biggest challenge is continuous connection with IRC homeless population who are at the highest risk. We need to have a better understanding at the cultural level as to why the I/DD community is underrepresented and how do we help change that while at the same time being mindful, respectful, and understanding of each culture. Because I am a male CSC some families are not comfortable with me entering their home or the father does not want me speaking with the consumer's mother. Cultural Competency training may help me address these scenarios with more understanding and may help me build better rapport regardless of this type of barrier. **Input from Parent** I would like for professionals who work with my son, and consequently with my whole family, to understand a little more about my culture because that would help a lot in the manner that they direct themselves to us and it would open up more communication. Many times the manner in which they ask questions is intimidating because we expect them to be more friendly and patient, and we can take that as a form of hostility. Likewise, I too as a parent, can use cultural competency training so I can better understand the culture of the professional which may help me understand how they communicate. **Input from Service Providers** Service Providers have shared the need to better understand client rights, religion, and life choices in relation to sexuality. Cultural Competency trainings can help address these important topics and shine light on how to best approach these conversations with empathy, awareness, and sensitivity.	
5. Improve Access	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	Cultural Competency – A Tool for Equity can help improve equity, access, advocacy skills, and can help reduce barriers by training the various groups that surround and impact IRC consumers. These groups include Service Coordinators, Service Providers/Vendors, consumer advocates such as parents/caregivers, family members, members of the community and community leaders. These target groups will receive training on Cultural Competency which will raise awareness to the effects of implicit bias, stereotypes, stigmas, will open dialogue to difficult conversations related to race and culture. Cultural Competency trainings will help improve communication, empathy, mindfulness, and invites cultural humility as part of the lifelong continuous growth towards becoming culturally competent. Qualitative data from previous disparity projects demonstrated that there is a missing piece mainly related to communication which we believe is at the heart of building trust and removing barriers. Cultural Competency trainings will help address communication barriers and build trust with a better understanding of each consumer's individual needs and the values and beliefs rooting from them. Cultural Competency requires continuous growth and continued education. This project will equip a diverse team that can offer one or more trainings every year to IRC staff, service providers/vendors, consumers/families, and all IRC stakeholders for many years to come. An Intake Coordinator at IRC shared that cultural competency training would help their department during the Intake and Eligibility process with potential IRC consumers and their families. "Because we are viewed as a government agency, many families do not trust us. When we ask for necessary documentation, oftentimes families believe we are being unfair, difficult, and prejudicial. Some families have expressed mistrust and their expressed belief is that it has to do with their ethnicity, immigration status, or because they don't speak English. Cultural Competency trainings may help us navigate these scenarios in the best way possible for our families."	
6. Support RC's Recommendations	**Applicant Response**	
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?	As a Regional Center, this project will support our plan to promote equity and reduce disparities by raising awareness to cultural barriers, improve communication using culturally competent strategies, improving advocacy efforts, and by delivering tailored Cultural competency trainings to the various groups that surround and impact consumer's lives. Cultural Competency trainings will address the effects of implicit bias which more often than not affect the way we communicate and the way we make decisions. A consumer surrounded by IRC staff, parent/caregiver, and service providers that are culturally aware of his or her needs and are aware of the cultural barriers that exist, is an opportunity for positive change, open communication, and trust. Our largest disparity group is within the Hispanic community. Qualitative data has shown that Hispanic families feel misunderstood, feel intimidated, overwhelmed, and have a difficult time expressing their needs. The reasons include fear, mistrust, shame, and a culture of respecting those in positions of authority, and to never question a professional's opinion. Cultural Competency trainings will not only help IRC staff address these areas with a culturally competent approach but will allow consumers and families to apply cultural awareness skills as a tool when advocating.	
7. Project different or unique	**Applicant Response**	
How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?	Cultural Competency - A Tool for Equity is a unique project to IRCs catchment area. Previous years, CBOs have helped IRC address disparities with educational and empowering tools with parent to parent, in-home, and individualized models that often included community workshops. Cultural Competency trainings for diverse audiences and various groups that impact consumer lives is a multi-faceted approach that intends on making the IRC community more culturally competent. By increasing awareness to all who surround IRC consumers on the topics of personal values, beliefs, stereotypes, biases, and promoting cultural humility, we are influencing positive relationships with clients and their families and empowering advocacy efforts on both sides of the table.	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
8. Activities & Measures to Achieve Goal	**Applicant Response**	
Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. **Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.**	A group of six trainees will go through the Train the Trainer process provided by Equity Praxis Group, LLC. The Train the Trainer process will equip the group with the capability of providing Cultural Competency trainings to IRC staff, service providers/vendors, consumers and families, parent support groups, and community leaders. Training tools, materials, and surveys will be tailored to fit the needs of the audience that each trainer/facilitator intends on training. The group of six consists of one IRC employee from the Training Unit, IRCs Cultural Specialist, two IRC parents, one adult IRC consumer, and one community leader. The Train the Trainer Process will take 4-6 weeks (48 hours) to complete. The process consists of five phases: 1: Cultural Proficiency Workshop Experience Phase 2: Cultural Proficiency Training Customization Phase 3: Train the Trainer Process Phase 4: Workshop Implementation and Ongoing Coaching Phase 5: Evaluation and Continuous Improvement Each trainer/facilitator, with the support of IRCs Cultural Specialist and IRCs Training Unit, will set dates and times for their projected number of trainings and audiences. We project to host 23 trainings; each training to a unique audience via Zoom or Microsoft Teams. The projected trainings are as follows:	1

Trainer/Facilitator	Audience	Number of Trainings
IRC Staff (2)	Case Management IRC staff IRC Service Providers/Vendors Consumers and Families Parent Support Groups	11
IRC Parents (2)	Parent Support Groups Parent Support Group Board of Directors ELAC	6
Adult Consumer (1)	Adult Consumer groups	3
Community Leader (1)	CLASE participants (ASIE) Parent Support Groups	3

Each trainer/facilitator, with the support of IRCs Cultural Specialist and IRCs Training Unit, will market their set trainings on but not limited to listservs, constant contact, website, and social media platforms. All trainings, with the exception of the three (3) for IRC staff, will offer interpreting services for ASL, Spanish, Mandarin Chinese, and Tagalog.

In addition to maintaining a sign in sheet to track number of people that attend each training and consumer POS, upon completion of each training, the trainer/facilitator will conduct a survey to establish what the audience learned from the training and how they feel the training will help them in their role as an advocate, parent/caregiver, consumer, SC, community leader, and or service provider/vendor.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
9. Measures	**Applicant Response**	
Are your proposed measures appropriate to track project goals and activities, provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated?	Our proposed measures include collecting qualitative data with a survey after each training, quantitative data by tracking attendance, and tracking changes in POS for consumers and families that attend the trainings offered. Surveys will capture qualitative data related to what the audience learned and how they will apply it as a tool for their role as advocates, as SCs, consumers, parents/caregivers, service providers/vendors, and members of the community. The survey will be created with assistance from Equity Praxis Group, LLC, the subcontractor providing the Train the Trainer process. Surveys will also help navigate necessary changes for future trainings. Attendance will allow us to measure who had the need and interest to attend cultural competency trainings. Tracking POS changes will allow us to see if cultural awareness impacted advocacy efforts related to services.	
10. Budget Narrative	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative. The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.		3
Proposal Certification		
Certification		
1. Applicant & Regional Center Discussion	**Applicant Response**	
If you are a CBO, have you discussed your proposal with the RC(s)?	Not Applicable	
2. Applicant Certification	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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	Lilliana Garnica	