

**APPLICATION REPORT**

**Project Name:** The Statewide Emerging Leaders Program  
**Applicant Organization:** Disability Voices United  
**Awarded Amount:** \$150,000.00  
**Funding Announcement Name:** Promoting Severe Access and Equity Grant



**PROJECT SUMMARY**

The Statewide Emerging Leaders Program trains diverse self-advocates and family members and matches them with Experienced Leadership Mentors, hosts monthly meetings with participants, facilitates opportunities for leadership, creates a speakers' bureau, and shares what has worked with other organizations to ensure meaningful participation.

| APPLICANT QUESTION   | APPLICANT RESPONSE   | ATTACHMENTS |
|--|--|-------------|
| <b>Applicant Eligibility</b>   |  |             |
| <b>Applicant Information</b>   |  |             |
| <b>1. Project Title</b><br>What is the Project Title?  | <b>Applicant Response</b><br>The Statewide Emerging Leaders Program  |             |
| <b>2. Awarded Amount</b>   | <b>Applicant Response</b><br>\$150,000.00  |             |
| <b>3. Organization Type</b><br>Choose the response that best describes your organization.  | <b>Applicant Response</b><br>Community Based Organization (CBO), 501(c)(3)   |             |
| <b>4. Description of Organization/Group</b><br>Provide a brief description of the organization/group. Explain what experience your organization has managing a project similar to the proposal and state the outcomes of that project. You may upload your brochure or add a website link. | <b>Applicant Response</b><br>Disability Voices United is a statewide advocacy organization directed by and for people with disabilities and family members. We advocate for high quality and meaningful outcomes, and systems that are equitable and accountable. DVU currently manages major projects funded by foundations, universities, and governments on issues related to self-determination, supported decision-making, cultural humility, and communication rights. We have trained thousands of self-advocates and family members in multiple languages and taught hundreds of professionals on cultural humility, including COVID contraindications. We have also built statewide networks around these issues. We are relied upon by self-advocates and families to provide accurate information with no 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. <a href="http://DisabilityVoicesUnited.org">DisabilityVoicesUnited.org</a> |             |
| <b>5. Applicant in Good Standing</b><br>Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?<br>Please upload notification letter(s) proof of good standing.                 | <b>Applicant Response</b><br>Yes   |             |
| <b>6. Subcontractors in Good Standing</b><br>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?  | <b>Applicant Response</b><br>Not Applicable  |             |
| <b>Grant Reapplication Information</b>   |  |             |
| <b>Grant Reapplications</b>  |  |             |
| <b>1. Previous Award(s)</b><br>Did your organization receive DDS grant funding in fiscal year 2019-2020-21? If yes, go to question 2 to complete each column. If not, skip this category and go to category 3.   | <b>Applicant Response</b><br>Yes   |             |
| <b>2. Previous Grant Award(s)</b>  | <b>Applicant Response</b>  |             |

| APPLICANT INFORMATION   | APPLICANT RESPONSE  |                             |                            |                            | ATTACHMENT |
|---|---|-----------------------------|----------------------------|----------------------------|------------|
| <p>Since fiscal year 2019, complete a workflow for DDS Services Assessment and Equity grant organization was awarded funding.</p>   | <p><b>Year Awarded</b></p>  | <p><b>Project Title</b></p> | <p><b>Grant Number</b></p> | <p><b>Award Amount</b></p> |            |
| <p><b>3. Previous Grant Outcomes</b></p> <p>Provide a brief grant summary of your project outcomes for fiscal year 2019-20 and/ 2020-21.</p>  | <p><b>Applicant Response</b></p> <p>The outcomes for the fiscal year 2020-21 involve developing a robust Emerging Leaders training program for 100 self-advocates and family members from diverse and underserved communities in California. The Emerging Leaders program is a five-part training that provides self-advocates and families the tools and information they need to increase their leadership skills and take leadership positions in their communities and the state. In addition, selected participants are matched with experienced mentors within the community to enhance the skillsets of these diverse emerging leaders.</p> <p>The online training will begin on December 11, 2021, and end on February 12, 2022, over five Saturday mornings. Participants will be selected based on their interests, experience, and willingness to take on leadership roles. The participants will be diverse based on race, ethnicity, geography, language, and disability. The recruitment of participants is extensive, with notifications made with community organizations both within and outside of the VDD community and regional centers and other DDS equity grantees.</p> <p>The Emerging Leaders program training will provide the tools necessary for self-advocates and their families to learn from established leaders in disability advocacy and apply those lessons in service of their communities. The program will begin with an introductory orientation laying out expectations for the training, as well as a pre-breaker opportunities for leadership development. In addition, the orientation for the training will encompass a brief introduction to navigating disability history and legislative self-advocates' current lives and experiences.</p> <p>The training's content will range from an overview of people with disabilities' rights to a memorandum, a primer on serving on the board of an organization, public speaking, advocacy skills in person and on social media, and building a network with others in the community.</p> <p>After the training, 30 emerging leaders from underserved communities will be matched with an experienced mentor to provide ongoing leadership support. Disability Voices United will also host ongoing virtual meetings to provide ongoing leadership support beyond the training.</p> <p>A critical component of this project is to focus on the post-training opportunities to strengthen leadership retention within the areas of self-advocates and parent advocates who seek to be involved. The post-training engagement aims to increase the leaders' confidence in actively engaging in their communities as advocates.</p> |                             |                            |                            |            |
| <p><b>4. Project Transition</b></p> <p>If awarded, how will you currently proposed project in the 2021-22 proposed project? Does your proposed project expand on the current project, if so, how? What activities, measures, or targets are being added? Provide a summary of the differences and reasons why you are proposing the change.</p> | <p><b>Applicant Response</b></p> <p>DVU will provide the five-part training program for a new cohort of emerging leaders. We know that there will be great demand for this first set of trainings, and we will not be able to accept everyone who applies. Based on the pre/post tests and evaluations we received from our first set of trainings, we will modify and build on our work next year. We also hope to have two out of the five trainings in person (in Northern and Southern California), which provides opportunities for deeper connections between the participants, trainers, and guest speakers. This additional set of trainings expands our network and allows for the widest possible segment of consumers to participate in the ways that are most accessible for them. We will also continue to provide mentorship and leadership opportunities for the new Emerging Leaders.</p> <p>We will also expand our commitment to providing our 2020-21 Emerging Leaders the tools they need to take on and maintain leadership roles in their communities and the state. To that end, the project will add at least nine monthly private gatherings for the current and past participants in our Emerging Leaders program and their Experienced Leader mentors. We will facilitate leadership opportunities by building a network of organizations and agencies that are looking for new members of their boards, task forces, commissions, and similar governing bodies. We will then help match our Emerging Leaders leadership opportunities in ways that matter to them by eating a "Leadership Deal." We will also share our successes with the organizations in which we support self-advocates as leaders, as well as how to make materials plain language and culturally sensitive. Finally, we believe it is vital we actually "pass the mic" to these Emerging Leaders. DVU will create a Speakers Bureau for advocates from our program to provide them with opportunities to tell their stories to the media and the general community.</p>   |                             |                            |                            |            |
| <p><b>General Application Proposal Summary</b></p>  |   |                             |                            |                            |            |
| <p><b>1. Project Type</b></p> <p>Choose the project type that best describes your activities from the list below:</p>   | <p><b>Applicant Response</b></p> <p>Educational and Training</p>  |                             |                            |                            |            |

| APPLICANT QUESTION  | APPLICANT RESPONSE   | ATTACHMENT |
|---|--|------------|
| <p><b>2. Duration of project</b></p> <p>Choose the duration of your project.</p>  | <p><b>Applicant Response</b></p> <p>2 months</p>   |            |
| <p><b>3. Regional Centers</b></p> <p>Choose the Regional Center(s) that you prefer to serve. Check all that apply.</p>  | <p><b>Applicant Response</b></p> <p>Alta California Regional Center, Central Valley Regional Center, Eastern Los Angeles Regional Center, Foothill Regional Center, Frank D. Lanteman Regional Center, Golden Gate Regional Center, Harbor Regional Center, Inland Regional Center, Kern Regional Center, North Bay Regional Center, North Los Angeles County Regional Center, Redwood Coast Regional Center, Regional Center of the East Bay, Regional Center of Orange County, San Andreas Regional Center, San Diego Regional Center, San Gabriel/Imperial Regional Center, South Central Los Angeles Regional Center, Tijuana Regional Center, Valley Mountain Regional Center, Westside Regional Center</p>   |            |
| <p><b>4. Counties Served</b></p> <p>List the county or counties you prefer to serve. Check all that apply.</p>  | <p><b>Applicant Response</b></p> <p>Yuba County, Yuba County, Ventura County, Alameda County, Calaveras County, Butte County, Amador County, Alpine County, Colusa County, Contra Costa County, Del Norte County, El Dorado County, Fresno County, Glenn County, Humboldt County, Imperial County, Inyo County, Kern County, Kings County, Lake County, Lassen County, Los Angeles County, Madera County, Marin County, Mariposa County, Mendocino County, Merced County, Modoc County, Monterey County, Napa County, Nevada County, Orange County, Placer County, Plumas County, Riverside County, Sacramento County, San Benito County, San Bernardino County, San Diego County, San Francisco County, San Joaquin County, San Luis Obispo County, San Mateo County, Santa Barbara County, Santa Clara County, Santa Cruz County, Shasta County, Siskiyou County, Sierra County, Siskiyou County, Stanislaus County, Sonoma County, Sutter County, Tehama County, Trinity County, Tulare County, Tuolumne County</p> |            |
| <p><b>5. City of Los Angeles</b></p> <p>If your project proposes to serve the City of Los Angeles, list the zip codes you prefer to serve.</p>  | <p><b>Applicant Response</b></p> <p>All of the Los Angeles County Zip Codes.</p>   |            |
| <p><b>6. Community Based Organizations</b></p> <p>Will you be working with other more Community Based Organizations? If so, provide the name of the organization and how you will be working together.</p>  | <p><b>Applicant Response</b></p> <p>Not Applicable</p>   |            |
| <p><b>7. Multiple Organizations</b></p> <p>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> | <p><b>Applicant Response</b></p> <p>No</p>   |            |
| <p><b>8. Strategies and Sustainability</b></p> <p>How will you expect to continue its work after the grant funding has concluded?</p>   | <p><b>Applicant Response</b></p> <p>The project will be sustainable because leadership development and laboratorian building is part of DVU's daily mission. DVU makes advocating for equity one of its top priorities despite a lack of dedicated funding. 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 funding to provide training and leadership development, as well as work training and outreach under COVID-19, immunization disabilities, and self-determination. We are confident that this project will lead to important work for DVU and the entire disability community in the future.</p>  |            |
| <b>Target Population</b>  |  |            |
| <p><b>1. Ethnic Groups Served</b></p>   | <p><b>Applicant Response</b></p>   |            |

|  |  |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
|--|--|----------------------------|--|--|----------|----|---------|-----------------|--|---------|------------------|---|---------|--------------------|----|---------|-------|----|----------------------------|--|
| <p>Select the ethnicity group(s) the project will serve. From "Indian", "Pacific Islander", "Slavic" "Other" use comment section to list specific groups.</p>                                      | <p>African American, Cambodian, Chinese, Filipino, Hispanic, Hmong, Indian (list), Japanese, Korean, Mien, Native American, Vietnamese, Pacific Islander (list), Slavic (list), Other (list)</p>   |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| <p>Applicant Comment</p>   |  |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| <p><b>2. Ethnic Group(s), Language(s) and Number of Individuals Served</b></p> <p>For each ethnicity group, provide the number of individuals you expect to serve and the related language(s).</p> | <p><b>Applicant Response</b></p> <table border="1" data-bbox="485 451 1334 808"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic</td> <td>55</td> <td>Spanish</td> </tr> <tr> <td>Native American</td> <td></td> <td>English</td> </tr> <tr> <td>Pacific Islander</td> <td>2</td> <td>English</td> </tr> <tr> <td>Multiple Ethnicity</td> <td>25</td> <td>Spanish</td> </tr> <tr> <td>Asian</td> <td>25</td> <td>Korean, Mandarin, Japanese</td> </tr> </table> |                            |  |  | Hispanic | 55 | Spanish | Native American |  | English | Pacific Islander | 2 | English | Multiple Ethnicity | 25 | Spanish | Asian | 25 | Korean, Mandarin, Japanese |  |
|  |  |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| Hispanic   | 55   | Spanish                    |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| Native American  |  | English                    |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| Pacific Islander   | 2  | English                    |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| Multiple Ethnicity   | 25   | Spanish                    |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| Asian  | 25   | Korean, Mandarin, Japanese |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| <p><b>3. Age Group(s) Served</b></p> <p>Select all Age Groups the project will serve.</p>  | <p><b>Applicant Response</b></p> <p>6 to 22, 22 and older, Teen to 22, Teen to Five, Birth up to Teen (Early Start)</p>  |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| <p>Applicant Comment</p>   | <p>Since our project is to train future leaders who will advocate on behalf of all ages of consumers, we have selected all age groups. Of course, the training program will include only adults.</p>   |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| <p><b>Project Application</b></p>  |  |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| <p><b>Project Application</b></p>  |  |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |
| <p><b>1. Project Summary and Organizational Experience</b></p>   | <p><b>Applicant Response</b></p>   |                            |  |  |          |    |         |                 |  |         |                  |   |         |                    |    |         |       |    |                            |  |

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| <p>Provide a clear and concise presentation summary that includes a defined target population, categorical area, and project design. Specifically describe what you project will accomplish and how it will benefit the community served. In your answer, include what experience your organization has working with the target population?</p> | <p>The Statewide Leadership Development Center trains diverse self-advocates and family members in the Emerging Leaders program, matches them with Experienced Leadership mentors, hosts monthly meetings with participants, facilitates opportunities for leadership, creates a speakers' bureau, and shares what has worked with their organizations to ensure meaningful participation.</p> <p>The Emerging Leaders program is a five-part leadership training for at least 100 self-advocates and family members from diverse and underserved communities. The participants are selected through an application process and will ensure diversity based on race, ethnicity, geography, and languages spoken. The commitment is extensive with on-site visits made both in and out of the IDD community.</p> <p>Two trainings will be conducted in person in Northern and Southern California and three will be online. They will include skilled training in leadership, communication, board meetings, policy, and consensus building, as well as guest speakers, such as diverse leaders telling their "Leadership Stories" to inspire the trainees. The program will also include mock meetings, discussions, and homework, such as creating a one-minute videot ad vate f e d u i n g d i s p a r i t i e s .</p> <p>After the trainings, interested Emerging Leaders will be matched with Experienced Leadership mentors provide additional guidance. The mentors will meet with the participants to share their personal experiences with leadership and assist them in exploring potential leadership opportunities.</p> <p>We will also host monthly meetings to provide continuing support for our Emerging Leaders. Our staff and other Emerging Leaders will also join in these meetings. We will schedule trainings to encourage attendance at public meetings as hands-on learning and practice their advocacy. DVU will then create a "Leadership Portal," providing a list of leadership opportunities around the state. We will assist the trainees in applying. We will then alert our network of disability organizations seeking new leaders about our diverse trainees.</p> <p>In addition, we will create a self and family-advocate speakers bureau from among our trainees to encourage the media and community organizations to include people with lived experience of disability among their presenters. Finally, we will share our successes and lessons learned in our partnership with community groups, statewide disability organizations, and regional centers so that the success can be meaningfully included in people with disabilities and families in their groups' leadership opportunities.</p> <p>Disability Voices United is uniquely qualified for this undertaking with our extensive experience in creating trainings and conferences related to disability advocacy. Our Outreach and Leadership Team brings extensive real-world advocacy skills and lived experience to the table. Their deep on-site visits will allow our Emerging Leaders access to impactful changemakers already working in disability advocacy.</p> |            |
| <p><b>2. Data and Community Input</b></p> <p>Explain how the target population(s) are understood using RCOS data and other data as supporting evidence of the disparity. In your answer, include how your organization used input from the community and/or target population to design the project?</p>  | <p><b>Applicant Response</b></p> <p>Regional entities and most other state and federally funded organizations are mandated to have leadership that reflects the diversity of their communities. While most meet the "letter of the law," many diverse board members don't have the knowledge and skills to meaningfully participate in the organization's advocacy efforts for reducing racial and ethnic disparities.</p> <p>For years, regional centers have been required to report their disparity data to the public. Yet disparities seem to be entrenched. DVU has analyzed RCOS data and written reports that can be found at <a href="#">disabilityvoicesunited.org/equity</a>. When comparing overall RCOS data as a percentage of expenses for whites, Latin Americans still receive about half the amount of POS in almost every regional center despite massive investments in disparity education by the state. An even greater concern is that disparities seem to have worsened in almost every regional center since DDS began awarding grants to reduce them.</p> <p>Involving and changing equities for people of color with disabilities and their families to meaningfully participate in boards, task forces, and committees. The goal of this project is to nurture and support diverse leaders from the communities most impacted by disparities. They need to understand what RCOS data mean, be part of developing the transformative solutions to address disparities, and engage with the systems to ensure the solutions are implemented effectively.</p>  |            |
| <p><b>3. Uniqueness</b></p>   | <p><b>Applicant Response</b></p>  |            |

| APPLICANT QUESTION   | APPLICANT RESPONSE   | ATTACHMENT |
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| <p>How is the proposed project unique different from a currently funded grant (e.g., strategies, activities, and objectives) in the proposed regional center at home 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>While leadership training has been offered in various forms, this project is uniquely designed to self-advocate and family members facilitated by providing practical training on real-world advocacy and leadership supported by a network of experienced mentors. We will host a monthly virtual gathering to answer questions, provide plain language assistance on complex issues and support for new skills, and analyze Emerging Leaders' ongoing experience of barriers to participation. Training leadership skills through mock meetings is also an unusual aspect of this project, which allows the Emerging Leaders to feel comfortable with asking questions and expressing 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>We will also afford these trainings to events that offer the opportunity to advocate for things that matter to our Emerging Leaders in the real world, such as regional executive board and committee meetings, oversight hearings, and community level meetings such as all commissions on disabilities. We will also create a speakers' bureau, which does not exist to our knowledge. Finally, we will share what we have learned about supporting self-advocates and families in leadership roles with their organizations and agencies.</p>  |            |
| <p><b>4. Improve Equity and Service Access</b></p> <p>How will you promote equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?</p>  | <p><b>Applicant Response</b></p> <p>This project relates to the second priority of the Grant Guidelines: "Developing leaders from diverse communities to engage with service systems through participation, influence, and timely input." Self-advocates and families often have been systematically prevented from full participation at the decision-making table. Since they are the experts on equity, access, and systemic barriers sustained by virtue of their lived experience, we will give them accessible plain language tools and support to ask questions, make comments, and share their stories. Ongoing program and ongoing connections will create a network of diverse leaders dedicated to uplifting their communities and transforming our systems through cultural humility. By developing leaders from deep within underserved communities of color and giving them the skills to represent their communities effectively, they will be able to work together with DDS, regional entities, and service providers to address the root causes of disparities and break down the barriers to services. In addition, they will also serve as leaders in other service systems that intersect with DDS, such as health systems and IHSS. Our monthly gatherings provide the foundation for long-term support and strategy-sharing among our Emerging and Experienced Leaders. We will analyze the barriers reported by our Emerging Leaders and seek to address them, while also sharing the successful strategies we have developed in supporting diverse leaders.</p> |            |
| <p><b>5. Support of RC Plan</b></p> <p>How does this project support the RC plan to promote equity and educate about disparities in your proposed at-home area? If you are a RC, how does this project support your recommendations and plan to promote equity and educate disparities in your at-home area? How will you promote collaboration with their organizations that serve individuals with intellectual and developmental disabilities and their families?</p> | <p><b>Applicant Response</b></p> <p>Since this is a statewide project, we will address how it meets 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." Cultural competence and humility is self-reflective and the work of addressing power imbalances in systems and relationships. It is difficult to do that without the direct leadership of the people most affected by the imbalance of power in these systems. The effective, self-advocates and families must be meaningfully included in leadership, and their stories must be heard by other decision-makers. Our project centers the lived experience and wisdom of our Emerging Leaders, and gives them the tools and support they need to navigate leadership positions from which they have long been excluded. As an organization that has trained thousands of contractors in California on cultural humility and disabilities, we know that a meaningful seat at the table is the key to transformational change. The theme of this project is about collaboration and development of leaders. 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.</p>  |            |
| <p><b>6. Project Activities</b></p>  | <p><b>Applicant Response</b></p>   |            |

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| <p><b>Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.</b></p> <p>Clearly and specifically state how the schedule of activities demonstrates the steps that the project will take to achieve its stated objective and measures.</p>   | <p>The schedule of activities lays out the process of implementing this project in a logical manner. We have a budget for all of the main activities that will be required. As skilled program managers, Disability Voices United has extensive experience mapping out projects and ensuring that all activities and tasks are coordinated in advance. We also understand the complexities of putting on events, having organized for many significant conferences to large webinars to weekly meetings.</p> <p>DVU also understands that the two keys to a successful project are to get it off to a good start and to have a plan for the long term. For example, an organization can put on a training, but is it worth it if none come? And an organization can have lots of people show up at a training, but if they aren't following up with their trainees to understand the impact and support them in a meaningful way, then the training didn't meet its objectives.</p> <p>We have a budget for these activities by all working together to find the most cost-effective way to provide support to participants. These activities include developing a "Leadership Trail" that provides our Emerging Leaders with a list of opportunities, creating a speakers' bureau to give our trainees a platform with public speaking, and compiling and sharing our lessons learned about how to meaningfully include people with disabilities and their families in leadership roles.</p> <p>As we enter the second year of this project, we will also be upgrading the continuing support of our first cohort of trainees while training a new group of self-advocates and families. We have included this as we have laid out our timeline.</p> <p>For example, DVU will be holding monthly meetings with our first cohort in all four quarters of the project while monitoring a revised training for our second cohort of Emerging Leaders. As we discussed and developed this project, we understood that since there will be many activities happening simultaneously, we would need one additional staff for this project to meet its objectives successfully.</p> |            |
| <p><b>7. Project Measures</b></p> <p><b>Before answering this question, applicants must enter performance measures into the Activities Template located in the middle tab directly above.</b></p> <p>Are you proposing measures appropriate to track the project's behavior and activities? Explain how your proposed measures 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><b>Applicant Response</b></p> <p>The project measures all within DVU to track the impact of the Emerging Leaders program on diverse participants as well as making adjustments as needed. The predominant aspects of these measures are to do with and attention in the number of people who become part of the program and increase the number of involvement in leadership opportunities. But these numbers will not tell the whole story. We must also look at the way in which they are meaningfully and effectively leading.</p> <p>DVU's goal with this project is to organize a leadership training, which we measure by the number of people applying for and getting accepted into the Emerging Leaders program (Measure 1A and B). Likewise, the goal is to report that our Emerging Leaders now sit on a number of boards, task forces, which we measure by the number of people who take leadership roles (Measure 6B).</p> <p>But we also must measure how meaningfully and effectively our Emerging Leaders participated as leaders. Taking on a leadership role does not ensure that our trainees participate collaboratively and understand the issues before them. Leadership collaboration and involvement are only to be measured qualitatively, which requires us to receive reports from the Emerging Leaders on their leadership activities. We will then summarize those reports for this project to learn from the Emerging Leader's experiences and barriers (Measure 6C). Also included in this report are the topics covered in our monthly meetings with our Emerging Leaders.</p> <p>We must also explore the data for participation in the project by race/ethnicity and languages spoken (Measures 9A-9F). We must ensure that the participants reflect the diversity of our state. But we may also see that, as the participants move through the training and follow-up activities, there is higher attrition among one ethnic/racial group than another. We have to monitor the retention rates and explore new outreach methods and ways to support specific communities.</p>   |            |
| <p><b>8. Budget Template and Narrative</b></p>  | <p><b>Applicant Response</b></p>  |            |

| APPLICANT QUESTION  | APPLICANT RESPONSE   | ATTACHMENT |
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| <p><b>Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.</b></p> <p>In your Budget Template, explain how the project budget is consistent with the stated project objective and activities, and clearly and concisely explain how the proposed expenditures support the overall project design and proposed outcomes.</p> <ul style="list-style-type: none"> <li>Budget Template example is located at Attachment C.</li> <li>Budget Details and Restrictions are available <a href="#">here</a>.</li> </ul> | <p>The project budget ensures that the Statewide Emerging Leaders program can be implemented effectively. The primary funding for the budget is for staffing to create the training program, develop materials, run the monthly follow-up meetings, hire the consultants, interpreters, and trainers, create the speakers bureau and leadership portal, and develop a report to share our lessons learned. These staff will also be working with the Emerging Leaders on an individual basis to assist them as they apply for and take part in leadership roles.</p> <p>To accomplish all of these activities, the project requires a Director (full time) and two Assistant Directors (part-time) who would be out of state with self-advocates and family members, respectively. There is also a need for a program assistant to provide support to the other staff. Without the four staff members, it would be very difficult to run this project successfully.</p> <p>The other budget line items involve translation and interpretation, which are critical to the project to ensure people who speak languages other than English can fully participate. We are also using a website developer and graphic designer to build the portal and application website. Consultant trainers will also be utilized because it will be important to bring in their expertise.</p> <p>The travel expenses relate to the two in-person trainings. These amounts are very small because we will plan to have the participants only travel to the training that is closest to them. The costs budgeted for the in-person meetings are very modest as we plan to use a low-cost facility and get the food provided by an inexpensive restaurant. The rest of the trainings will be conducted virtually, which requires expenses for Zoom platform.</p> <p>We believe that this budget provides a cost-effective use of public funds to make a very large impact on racial and ethnic disparities in California's developmental disabilities system. While we may have trained 200 emerging leaders, we hope that their impact will be felt by the hundreds of thousands of people with developmental disabilities in our state, particularly those who have faced systemic disparities.</p> |            |
| <p><b>9. Budget Costs</b></p> <p>Explain how the project budget costs are clearly associated with the project activities and objectives and confirm that the budget does not include non-allowable costs funded by the surplus.</p>   | <p><b>Applicant Response</b></p> <p>All of the budget costs are directly linked to the project activities and measures, as provided in the budget explanation.</p> <p>DVU developed the budget amounts based on California requirements, including travel and lodging costs.</p> <p>DVU has not included any non-allowable costs funded by other sources.</p>  |            |
| <p><b>Proposal Certification</b></p>  |  |            |
| <p><b>Certification</b></p>   |  |            |
| <p><b>1. Confirm Proposal Discussion with RC(s)</b></p> <p>CBOs are required to discuss their proposal with each RC(s) the CBO is intending to serve. If you are a CBO, have you discussed your proposal with each RC you are intending to serve?</p>   | <p><b>Applicant Response</b></p> <p>Yes</p>  |            |
| <p><b>2. RC Contact</b></p> <p>CBOs are required to submit their application directly to the Department and to each RC(s) attachment the CBO is intending to serve. If you are a CBO, state the name(s) of the contact person(s) at each RC you have discussed your proposal with.</p>  | <p><b>Applicant Response</b></p> <p>We will be sending a copy of your proposal to the Executive Directors of all 21 regional centers. We have ongoing relationships with most of the directors and have been working with seven regional centers on our application. We have also discussed your proposal with the DDS Director.</p>   |            |
| <p><b>3. Applicant Certification</b></p>  | <p><b>Applicant Response</b></p>   |            |



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| <p>By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget.</p> | <p>Yes</p>      |            |
| <p>Applicant Comment</p>  |                 |            |