

Application Report



Applicant Organization: Autism Society Inland Empire
Project Name: Advocacy Classes for Inland Regional Center Clients
Application ID: App-22-614
Funding Announcement: FY 22-23 Service Access and Equity Grant
Awarded Amount: \$75,000

Project Summary: Learning to Live Your Best Life Classes for the IRC BIPOC Community will create a new curriculum to increase self-advocacy and leadership skills for adults who are clients of Inland Regional Center. We want to help raise the next generation of leaders in our community who can advocate for themselves and others and create innovative solutions for the communities they serve.

Authorized Certifying Official: Beth Burt bburt@ieautism.org 951-532-4462
Project Director/Manager: Beth Burt bburt@ieautism.org 951-532-4462
Project Manager/Coordinator: Beth Burt bburt@ieautism.org 951-532-4462
Compliance/Fiscal Officer: Beth Burt bburt@ieautism.org 951-532-4462

Section Name: Applicant Eligibility

Sub Section Name: Applicant Information

1. Applicant Question: Project Title

What is the Project Title?

Applicant Response:

Learning to Live Your Best Life for the IRC BIPOC Community

2. Applicant Question: Awarded Amount

What is the total amount awarded for the project?

Applicant Response:

\$75,000

3. Applicant Question: Organization Type

Choose the response that best describes your organization.

Applicant Response:

Community Based Organization (CBO), 501(c)(3)

4. Applicant Question: Description of Organization/Group

Provide a brief description of the organization or 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.

Applicant Response:

The Autism Society Inland Empire is a grassroots, non-profit organization dedicated to serving the Inland Empire Autism community since 1986. The Autism Society provides easy to understand, practical information related to the Autism spectrum for a broad audience on a wide range of educational topics to empower all people to advocate and obtain support more effectively. Our staff is comprised of family members or individuals with Autism. We live the challenges that our community faces.

We strive to be thought leaders in our community to develop innovative solutions to meet the needs of our community. We are taking pieces of creative projects to build something unique for our local community of adults with I/DD. Using our experience in building a Community of Practices, leveraging our deep relationships with other community partners, and our knowledge and expertise in educating our community will all contribute to the success of this project.

Visit ieautism.org for more information

5. Applicant Question: Applicant in Good Standing

Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? Please upload confirmation letter(s) or proof of good standing.

Applicant Response:

Yes

Attachment:

[CA Financial Documents.pdf](#) - PDF FILE

6. Applicant Question: Subcontractors in Good Standing

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?

Applicant Response:

Yes

Section Name: Grant Reapplication Information

Sub Section Name: Grant Reapplications Only

1. Applicant Question: Previous Award(s)

Did your organization receive DDS grant funding in fiscal year 2020-21 or 2021-22? If yes, go to question 2 to complete each column. If no, skip this category and go to category 3.

Applicant Response:

Yes

2. Applicant Question: Previous Grant Award(s)

Since fiscal year 2020, complete a row for each DDS Service Access and Equity grant your organization was awarded funding.

Applicant Response:

Year Awarded	Project Title	Grant Number	Award Amount
2020	CLASE Community of Practice: Empowering Latino Stakeholders With A Voice For Advocacy	20-C02	60000.00
2021	C.L.A.S.E. Latino Community of Practice	21-C02	200000.00
2021	Autism Remote Work Force Readiness Pilot	21-C05	90000.00

3. Applicant Question: Previous Grant Outcomes

Provide a brief grant summary of your project outcomes for fiscal year 2020-21 and/or 2021-22.

Applicant Response:

We were fortunate enough to receive two grants from DDS in 2021:

- CLASE Community of Practice leadership empowerment program for leaders serving the Hispanic and Spanish-speaking communities. We currently have 45 leaders from 21 agencies participating, up from 43 leaders from 19 organizations last year. Last year's grant focused on increasing stakeholder advocacy skills for leaders serving the Hispanic community and participation in stakeholder advocacy participation (the baseline was two leaders in 1 event). By the end of the year, we provided over 1100 hours of training and increased involvement to six CLASE leaders who attended the POS meeting; three gave public comment. Additionally, at least 15 leaders participated in stakeholder feedback to IRC in a special meeting to discuss the reinstatement of social recreation services. Three other leaders attended a stakeholder session with the Chief of the Department of Developmental Services, Office of Community Operations in the Southern Region Office, to share their thoughts on the new proposal for \$10M Social Recreation grants. DDS was able to have a meeting (with the translation of all documents and interpretation in English and Spanish to allow additional stakeholder feedback. In another stakeholder session, three leaders gave feedback on Coordinated Family Support Services.
- This year we received a 2-year grant to continue to strengthen the CLASE Latino Community of Practice leaders by providing culturally relevant leadership, bias, systems training, and support for at least 30 parent advocates and leaders who serve the Inland Empire (Riverside and San Bernardino Counties) Hispanic I/DD community. Additionally, CLASE members will develop and disseminate twelve new resources (3 each year in English and Spanish) to educate the Latino community on Regional Center services in the next two years.
- Remote Employment Pilot Project provides virtual training to six self-advocates with Autism to explore 21st Century skills, remote employment, resume writing, interviewing, self-advocacy skills, accommodations, job matching, and Job Club. We have provided and seen increased skills training, and participants have identified career goals.

4. Applicant Question: Project Transition

If awarded, how will your current project(s) transition into the 2022-23 proposed 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.

Applicant Response:

This project would be an additional project.

We have recently hired a person on the spectrum who would be responsible for this project.

Section Name: General Application

Sub Section Name: Proposal Summary

1. Applicant Question: Project Type

Choose the project type that best describes your activities from the list below:

Applicant Response:

Education and Training

Applicant Comment:

This grant would give us the opportunity to develop and pilot a new curriculum for leadership and advocacy skills called *Learning to Live Your Best Life*. Fifteen Inland Regional Center BIPOC community members would have the opportunity to participate in online, in-person, and mentorship training to provide and practice critical advocacy skills and leadership skills, increasing their ability to advocate for themselves and others in a way that leaves lasting and meaningful change.

2. Applicant Question: Duration of project

Choose the duration of your project.

Applicant Response:

12 months

3. Applicant Question: Regional Centers

Choose the Regional Center(s) that your project will serve. Check all that apply. If you are proposing a statewide project, select the All Regional Centers/Statewide option.

Applicant Response:

- Inland Regional Center
-

4. Applicant Question: Counties Served

List the county or counties your project proposes to serve. Check all that apply. If you are proposing a statewide project, the select All Counties / Statewide option.

Applicant Response:

- San Bernardino County
 - Riverside County
-

5. Applicant Question: Community Based Organizations

Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.

Applicant Response:

We will work with other CBOs to assist in marketing and outreach to the BIPOC communities. This includes the CLASE Community of Practice with over 20 Latino organizations and the Inland Regional Center. We are also working on new relationships with CBOs who serve the Black community and Muslim communities.

6. Applicant Question: Multiple Organizations

Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes",

please upload a letter of support from each organization, that includes an explanation of their role in the partnership.

Applicant Response:

No

7. Applicant Question: Strategies and Sustainability

How will your project continue its work after the grant funding has concluded?

Applicant Response:

This grant allows us to develop and test a new leadership and self-advocacy program which online training, in-person peer support, and a separate mentorship component. Once the curriculum is developed and tested, we will have the opportunity to offer this training as an education program through Inland Regional Center and have had some preliminary conversations about vendoring with Health Insurance Plans about funding this service.

Sub Section Name: Target Population

1. Applicant Question: Ethnicity Groups Served

Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" or "Other" use comment section to list specific groups.

Applicant Response:

- African American
- Hispanic
- Vietnamese
- Native American
- Chinese
- Filipino

Applicant Comment:

2. Applicant Question: Ethnicity Group(s), Language(s) and Number of Individuals Served

For each ethnicity group, provide the number of individuals your project intends to serve and the related language(s).

Applicant Response:

Ethnicity Group(s)	Individuals Served	Language(s)
Native American	1	English
Latino	6	Spanish and English
Black	3	English
Asian	3	English
Pacific Islander	1	English
Native American	1	English

3. Applicant Question: Age Group(s) Served

Select all Age Groups the project will serve.

Applicant Response:

- 22 and older
- 16 to 21

Section Name: Project Application

Sub Section Name: Project Application

1. Applicant Question: Project Summary and Organizational Experience

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. In your answer, include what experience your organization has working with the target population and how your organization will work with the local RC(s).

Applicant Response:

As part of our efforts to empower adults with Autism and I/DD to live, work, play, socialize, learn, and worship in the setting and manner of their choosing, we saw the need for quality and in-depth training to help individuals be able to advocate for themselves. We want to empower adults to be able to tell someone what their dreams are, advocate for a raise, or have the tools to leave an unhealthy relationship. We also want to help raise the next generation of leaders in our community who can advocate for themselves and others and create innovative solutions for the communities they serve.

This led to the development of *Learning to Live Your Best Life* Classes for the IRC BIPOC Community. This program was designed and will be taught by a BIPOC adult with Autism who has a passion for helping others be empowered to live a life of quality and choice.

The target population is BIPOC Inland Regional Center clients who are 16 years or older and interested in increasing their leadership and advocacy skills. Our newly designed classes are a pilot project to teach and mentor fifteen IRC BIPOC clients through online classes, in-person classes, and mentorship. Participants will meet twice a month for ten months – once online and once in person with 1:1 mentorship hour with the facilitator available each month to assist with classwork, goal setting, or general questions. This is roughly 30 hours of training per person over the year, and 10 hours of mentorship will be available. There will be a personal project, a culminating group project around advocacy, and a graduation ceremony. Our staff and a retired special education educator consultant will support the facilitator to assist with classroom management and teaching strategies if needed.

The Autism Society Inland Empire staff has 15 years of experience working with our local I/DD population through successful social recreation opportunities, support groups, and educational events specific to adults with Autism and other disabilities. Last year we served over 2,000 adults with Autism and IDD through these services.

Society Inland Empire is in our fourth year of partnership with DDS for a leadership and advocacy program for family members in the Latino community (the CLASE Community of Practice) and the first year of teaching self-advocacy skills to individuals who are interested in remote work. Our organization has a long history of collaborating with the Inland Regional Center in various projects and advocacy efforts. We have consulted with IRC on this project, and they have advised they will assist in the recruiting process and the advocacy project. They also can assist helping those who are interested in leadership roles.

2. Applicant Question: Data and Community Input

Explain why you have selected your priority population(s) using RC POS data and other data as supporting evidence of the disparity or inequity. Include how your organization used input from the community, target population, and RC to design the proposal.

Applicant Response:

We selected participants from the BIPOC community based on their ethnicity using current census data and No POS for adults in our local area. For individuals 22 years and older, we continue to see a disparity in the no POS data. In Fiscal years 21/22, 16% of white clients had no Purchase of Services (POS). We continue to see that people of color have higher rates of No POS than white individuals. American Indians had the most significant disparity at 34% no POS rate (15 clients, followed by Native Hawaiian at 30% (9 clients). Hispanic clients showed a 23% no POS rate (1541 clients), close to the Asian community no POS rate of 22% (140). Both the Black community and the multicultural community came in at 18%.

We are still learning about feelings of self-empowerment and confidence in navigating the Regional Center systems. While the National Core Indicators (NCI) give some insight into these areas, we know that DDS is working on capturing a more up-to-date and larger sample on these topics.

Our organization currently runs four groups for adults in our local area and is getting ready to add a fifth. We based this project on the above data and adult and family members' feedback. We frequently hear from adults and family members who need individuals looking for more skills to be effective self-advocate in their own lives. We see the need for raising a new generation of leaders who are aware of their peers' needs and can speak out to help make systems better for all.

3. Applicant Question: Uniqueness

How is the proposed project unique from a currently funded grant (e.g., strategies, activities, and goals) in the proposed RC catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?

Applicant Response:

There were five other projects similar to ours funded in California, but there has not been a similar project for the Inland Regional Center catchment area. Last year Disability Action Center provided services at FNRC; Disability Voices United at ELARC, FDLRC, HRC, NLARC, SGPRC, SCLARC, and WRC; Kern Regional Center's Readiness Toward Future Employment and Independence at KRC; PRAGNYA at GGRC, RCEB, SARC; and Valley Mountain Regional Center's Program. This highlights the need for such programs to be funded in each of the Regional Centers and delivered by trusted local partners,

This project would utilize our experience, our position as a trusted messenger, and our existing collaboration with Inland Regional Center and other CBOs to make this essential training available to teens and adults in our local area. Our expectations for participants in this program are high. While life-long learning is an attribute, we want to allow participants to increase their self-advocacy and advocacy knowledge and skills and apply those skills in real-life situations. Meeting in person will enable participants to bond with their peers and develop their support/social network. Furthermore, there is a peer mentorship component in this program which we feel is critical to the success of these future leaders. There are no programs like this in the Inland Empire.

4. Applicant Question: Improve Equity and Service Access

How will your project measurably improve equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?

Applicant Response:

The *How to Live Your Best Life* program uses the self-determination framework—being self-determined means making things happen in one's life instead of having others do something to or for them. While most people agree this is important, we have experienced that it can be hard for family members and adults with IDD to practice and apply this - especially when it comes to navigating through systems that can be complex to navigate.

This project works on advocacy both on a personal and systemic level. On a personal level, we will gather baseline data, measure the Regional Centers' client's perception of their ability to access Regional Center services, their satisfaction with those services, and identify barriers to their personal goals. During this project, they will learn strategies to overcome those barriers. We will also work with IRC to look at current POS usage before the project and use that data as we work through identifying goals and possible supports. At the end of the project, we will measure progress and confidence levels in removing obstacles and getting closer to their goals. The project will also count the number of training hours, mentorship hours, confidence, and skill attainment.

On a systemic level, participants will work on a group project around identifying a barrier and a solution in an area critical to the group. This will allow the group members to apply their knowledge and experience advocacy in action.

5. Applicant Question: Support of RC Plan

Does the project support the RC plan to promote equity and reduce disparities in their catchment? 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 to promote community inclusion?

Applicant Response:

We have attached a letter of support from the Inland Regional Center.

We will ask our existing network of collaborators in the BIPOC community, including the Inland Regional Center, to help market this project to recruit members. We document and look for local opportunities for self-advocates to speak at stakeholder events, advisory panels, and other leadership opportunities.

Attachment:

[bipoc asie grant.pdf](#) - PDF FILE

6. Applicant Question: Project Activities and Measures

Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.

The schedule of activities clearly and specifically demonstrates the steps that the project will take to achieve its stated objective and measures. Do the proposed measures appropriately track the project objective and activities, provide insight into the effectiveness of project, and demonstrate impact on the target population?

Applicant Response:

We feel our measures appropriately

project. Pre/post-test data will use an adaptive version of the Community Connector projects, which includes questions measuring feelings of connection and empowerment. Furthermore, a personal and group advocacy project will identify barriers in this group's lives and systemic issues they want to tackle. We feel the approaches of providing instruction, real-world application experiences, and fostering peer support will all contribute to the effectiveness of the project.

This grant will allow us to develop a curriculum for adults with IDD and precisely target individuals of color. Because a person with Autism who is a person of color will develop the curriculum, the conversations will be interwoven with how being a person of color impacts self-advocacy and leadership within this community. Data will be collected on identified barriers and needs and what worked and did not. Data such as pre/post tests, milestone projects, and POS data for the participants will help us demonstrate the impact on this population.

7. Applicant Question: Budget Template and Narrative

Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.

The project budget is consistent with the stated project objective and activities, and clearly and concisely explains how the proposed expenditures support the overall project design and outcomes. The project budget costs are clearly associated with the activities and does not include non-allowable costs or costs funded by other sources.

- Budget Template example is located at [Attachment C](#).
- Budget Details and Restrictions are available [here](#).

Applicant Response:

This budget was done thoughtfully to utilize resources to the fullest extent possible, with an eye on making it sustainable after the curriculum is piloted.

It is consistent with the stated project objective and activities and explains how the proposed expenditures support the overall project design and outcomes. The project budget costs are associated with the activities and do not include non-allowable fees or charges funded by other sources.

Section Name: Proposal Certification

Sub Section Name: Certification

1. Applicant Question: Confirm Proposal Discussion with RC(s)

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?

Applicant Response:

Yes

Attachment:

[bipoc asie grant.pdf](#) - PDF FILE

2. Applicant Question: RC Contact

CBOs are required to submit their application concurrently to the Department and to each RC(s) catchment 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 emailed your proposal application. The RC contact list is available here at [Attachment F](#).

Applicant Response:

CJ Cook, MBA

Inland Regional Center (IRC)

Manager- Community Engagement

3. Applicant Question: Code of Conduct

Grantee Code of Conduct

The Department is committed to supporting services and programs with integrity that foster collaboration and professionalism. Grantees are expected to conduct project activities in a professional and respectful manner that include:

- **Valuing Diversity and Inclusion.** Grantees should embrace diversity that includes but is not limited to: ability, race, language, national origin, citizenship, age, gender identity or expression, sexual orientation, and religion.
- **Conducting Activities with Personal and Professional Integrity.** All activities with individuals, families, community organizations, regional centers, and state, local and federal agencies should be conducted with professionalism, dignity, respect, and fairness. Grantees should be open to listening to different points of view and fostering productive communication.
- **Providing a Positive Work Environment:** All projects should foster a positive and respectful work environment with their colleagues and other grantees.

Applicant Response:

- I acknowledge that I have reviewed the Code of Conduct.
-

4. Applicant Question: Applicant Certification

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.

Applicant Response:

Yes
