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Final Report

Emerging Leaders Disabilities Project

The Emerging Leaders Disabilities Project was conducted over 6 consecutive Saturdays from February 21, 2026 through March 28, 2026, with sessions held from 11:30 AM to 2:30 PM, including a 20-minute break and 30-minute lunch. The Statement of Work requirement identified 15 participants. Recruitment was conducted through Instagram, Facebook, and flyers near Lanterman Regional Center, resulting in 29 individuals registered demonstrating strong interest. The first 19 eligible participants were selected, and 1 additional participant was initially permitted online participation.

The instructional approach included structured learning design, where each session built upon the previous session, and concepts were introduced gradually to support understanding. Participants engaged in guided discussion, group participation, flip chart organization of ideas, and index cards used to practice communication structure. The learning environment supported participant engagement through collaborative learning and respectful group interaction.

The focus, foundations of Leadership and Personal Strengths, including defining leadership, identifying strengths through the Disability Superpower Activity, and recognizing that individuals may have visible or invisible challenges through Mindfulness and Empathy practice.

Participation reflected that 80 percent initially participated for the stipend, while 100 percent indicated confidence gained was more valuable than the stipend by the end of the session.

Here participants were engaged and motivated: Communication Skills and Self-Advocacy content emphasized that leaders must communicate clearly to be understood and that communication influences trust and credibility. Participants practiced expressing thoughts clearly, rewording statements, speaking with confidence, and practicing respectful communication. Instruction included application exercises focused on responding when misunderstood, organizing thoughts before speaking, and communicating needs effectively. Participants also learned the difference between I statements and You statements, focusing on expressing feelings and needs rather than placing blame.

Presentation Materials and Participant Practice

Instruction was supported through structured presentation materials, including PowerPoint slides, guided discussion prompts, flip charts, and index cards to organize communication structure. The facilitator demonstrated effective presentation techniques, including how to structure ideas clearly and communicate key points with confidence. Participants were given 45 minutes to prepare their own presentation, allowing time to organize thoughts, apply communication strategies, and develop confidence in presenting ideas. Each participant then delivered a 5 to 7 minute presentation, providing an opportunity to practice public speaking skills, apply learned communication techniques, and engage in structured leadership development activities.

Refreshments and Buffet-Style Lunch

Refreshments were provided during each session to support participant comfort and engagement throughout the instructional period. Food was offered in a buffet-style format, allowing participants to select preferred items during the scheduled break and lunch period. Meal options were provided in alignment with the mid-day session schedule and included a variety of accessible food choices appropriate for diverse preferences. Providing refreshments supported a welcoming learning environment and allowed participants to remain present and engaged during the full workshop session.

Participant Engagement and Attendance

Participants demonstrated consistent engagement throughout the workshop series, arriving on time and prepared to participate in each session. Beginning with the second session, all 18 in-person participants remained actively involved through the completion of the 6-session series, demonstrating commitment to the learning process. The participant who initially attended online voluntarily discontinued participation and ceased responding to email communication. Overall attendance patterns reflected reliability, punctuality, and sustained participation across the in-person group, supporting continuity of instruction and group cohesion.

Participant learning outcomes indicated that 95 percent learned something new, 97 percent reported renewed motivation to deliver presentations, and 92 percent indicated confidence to conduct community presentations **when the topic is provided in advance**. Learning opportunities identified that implementation reveals opportunities for program improvement and that gift card scams are a risk when distributing incentives. Learning moments emphasized Compliance Matters and the importance of Protecting Participants from Gift Card Scams, including addressing concerns related to incentive validity prior to distribution.

Participant Communication and Advance Topic Distribution

The facilitator established a group text communication channel to distribute presentation topics prior to each session. Providing topics in advance allowed participants time to organize ideas and develop presentation content before arrival. This communication method clarified expectations and supported timely preparation for scheduled presentation activities. Advance distribution of topics contributed to structured participation in individual presentation exercises.

Logic Model (exact content reflected from presentation structure)

Inputs	Activities	Outputs	Outcomes
Recruitment outreach	6 workshop sessions	Registered participants	Learned something new (95%)
Structured learning design	Guided discussion	Participant engagement	Renewed motivation (97%)
Flip charts and index cards	Communication exercises	Practice participation	Confidence presenting (92%)
Incentives	Leadership activities	Learning feedback	Program improvement insights

Evaluation Summary

Measure	Result
Learned something new	95%
Renewed motivation to deliver presentations	97%
Confidence conducting presentations with topic provided	92%