

FY 2017/18 DISPARITY FUNDING APPLICATION

Note: Please complete this form for **each** proposed project. Please refer to the application instructions for clarification for any of the following questions.

Please check the box that describes your organization		
Regional Center	<input checked="" type="checkbox"/> CBO, 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3)

A. Grantee Information

1. Name of Organization/Group	2. Date
Creativity Explored	October 30, 2017
3. Primary Contact (Name)	
Linda Johnson	
4. Mailing Address	
3245 16 th St, San Francisco, CA 94103	
5. E-mail Address	6. Phone Number
linda@creativityexplored.org	415-863-2108
7. Brief Description of the Organization/Group (organization type, group mission, etc.). Please include details about the organization/group's vision and how it ties to the targeted population.	
<p>San Francisco's Creativity Explored (CE) gives artists with developmental disabilities the means to create and share their work with the community, celebrating the power of art to change lives. CE operates two studios and a gallery where artists make art, build community, and meet the public. Since opening our studio with fewer than 20 artists in 1983, CE has grown into a robust community of over 130 artists.</p> <p>CE artists receive workspace and supplies, professional instruction, opportunities to exhibit their work, and the means to engage with the community through field trips to museums, studios and galleries. They also earn income, receiving 50% of the proceeds of each art sale. Over the organization's history, CE artists have earned over a million dollars through sales of their art, art products such as cards, tote bags and prints, and licensed images that adorn products from pillows to chocolates. CE artists' work has been exhibited and collected by galleries and museums worldwide.</p> <p>In 2017, we began implementing a plan for greater community integration in order to better meet the changing needs of artists working in our studios. We're working to pilot initiatives that lead to greater inclusion through integrated offsite studios and community art classes. We are also planning new internship and advisory committee opportunities to amplify artist voice and engagement.</p> <p>While people with developmental disabilities are more likely to struggle with poverty,</p>	

FY 2017/18 DISPARITY FUNDING APPLICATION

trauma, and housing instability than the general population, the 72% of artists at CE who are people of color (POC) are even more likely to struggle in these areas. CE is committed to reducing service disparities for people of color, including those whose first language is not English, through our Culture Shift project.

B. Project Information

1. Project title

Culture Shift

2. Describe how the target population is an underserved population.

The target population of this project are current CE artists of color and prospective artists of color who face challenges accessing CE and GGRC services. Culture Shift will use multiple strategies to improve services for the 72% of developmentally disabled artists and family members at CE who are people of color, facilitate access and service for prospective artists with developmental disabilities and their families, and create new, equitable pathways for engagement.

Significant disparities exist for people with developmental disabilities, both in the Golden Gate Region and at CE. CE serves adults 22 and over. Among this group, whites receive the highest level of service at 92% utilization of authorized services. The most underserved groups are Polynesian (87%), Filipino and Hispanic (88%), and African American (89%) -- all represented at CE and reachable through outreach efforts. Adult Spanish speakers, among the largest groups served by GGRC, receive 6% less service dollars than English speakers, while Vietnamese speakers receive 7% less. Both groups are represented at CE. All of the underserved groups above will be a special focus of outreach to increase retention and participation.

While the majority of developmentally disabled artists at CE are people of color, including monolingual individuals, these artists face significant issues that make them less likely to be recruited and retained as program participants. Over the last year, POC participants were disproportionately represented among those who left the program for reasons other than old age -- 80% were POC. Hispanics, the largest and most underserved group served by Regional Centers, make up only 22% of CE artists but 28% of overall adult POS recipients, making them a particular focus of outreach.

Issues identified by our client data and through staff interactions include these problems that disproportionately affect POC with developmental disabilities:

- Greater experience of trauma due to poverty and discrimination, which leads to greater challenges with focus and behavior
- Personal and familial poverty, which leads to unwillingness by family members to

FY 2017/18 DISPARITY FUNDING APPLICATION

consider CE as an option if paid work is available, even though CE participants earn money and can still work outside of CE hours.

- Housing instability in the challenging Bay Area housing market, which leads to living in unsafe neighborhoods and challenges in remaining at CE or attending regularly. In 2011 a CE artist of color was shot and killed, while this year alone several artists of color have struggled with unstable housing.
- Lack of access to supportive and health services, leading to negative physical and mental health outcomes that get in the way of joining or attending CE's programming

Additionally, staff observe that socioeconomically stable families, who are more often white, are more likely to proactively seek out CE's enriching, stimulating services.

Service to participating artists of color is currently less robust than that provided to white artists due to the following factors:

- CE participants do not always see themselves in the staff they work with each day. While 72% of our developmentally disabled artists are POC, only 25% of CE staff are POC, and even fewer -- 12% -- are bilingual in languages that participants speak. As a result, monolingual artists can go unheard and misunderstood
- CE staff have not received training that is responsive to the needs of POC, including culturally competent service provision and arts teaching practices, and trauma-responsive service.
- Little teaching content and few materials are culturally focused or linguistically appropriate. As a result, participants seldom see themselves and their home languages reflected in educational materials or art techniques teaching.
- CE social service and outreach materials are not language appropriate, meaning monolingual artists and their families receive less responsive services in areas from web resources to written materials at meetings

Lastly, service to prospective POC developmentally disabled artists and their families is of lower quality due to:

- A lack of linguistically appropriate paper and online outreach materials
- Lack of consistent, targeted outreach to this underserved group
- A lack of incremental points of entry to the program, leading to "all or nothing" programming that prevents gradual relationship development with families and clients of color

By improving our system of service delivery at multiple points, CE will reduce service disparities for POC participants and prospective participants. The goal is to add extra supports so that prospective and current participants, families, and caretakers can

FY 2017/18 DISPARITY FUNDING APPLICATION

engage with CE on a level playing field. CE's new Executive Director, Linda Johnson, has significant experience strengthening the diversity and cultural responsiveness of government and nonprofit organizations, and has made reducing disparities a key goal.

3. Describe the project and its goals/objectives. **Complete the Schedule of Development/Activities Worksheet (Attachment C) and include with your application.*

Culture Shift will reduce service disparities that affect people of color, including monolingual individuals, at Creativity Explored. The project will support culturally responsive services for developmentally disabled artists of color and their families, both prior to joining Creativity Explored, and while attending. The project will equitably engage prospective participants of color and their families while retaining current participants with responsive services and linking all to increased GGRC support.

Over a two year period, outcomes will include:

- 10% increase in retention of developmentally disabled artists of color
- 10% increase in new artists of color
- Participation by at least 210 adults and teens with developmental disabilities in point of entry activities such as outreach visits, weekend classes, and/or field trips
- An increase of 10% or more in POC/bilingual direct service staff
- At least 1,000 page views for bilingual content during the grant period
- Increased satisfaction with communication among caregivers and families of POC/bilingual artists
- Teaching artists will indicate feeling significantly better prepared to support the unique needs of developmentally disabled artists of color, including monolingual artists, as measured by surveys

Through the following activities, Culture Shift will reduce disparity and strengthen service.

Community Outreach and Engagement

CE will expand existing outreach efforts to engage people of color with developmental disabilities and their families and caregivers in ways that are culturally and linguistically relevant. A multi-pronged approach will engage this community online, through in-person visits, and through new pathways to engagement.

- New web resources explaining CE services to prospective participants and families of color/monolingual families in English, Spanish, Chinese languages, Vietnamese, and other languages identified as relevant, and supported by Google AdWords advertising
- Paper outreach materials such as brochures and rack cards translated into the above languages, to be shared with partners, prospective clients, families and caregivers
- Outreach visits to Title 1 high schools and group homes in San Francisco and San

FY 2017/18 DISPARITY FUNDING APPLICATION

Mateo Counties that serve primarily people of color, designed to engage people of color with developmental disabilities and their caregivers in CE services and raise awareness of GGRC services. Services promoted will include our day program, planned Saturday community-integrated art classes, and field trips to our gallery and studio, along with services identified by GGRC for promotion. Interns of color with developmental disabilities will team up with bilingual CE staff people to make these visits.

- Development of incremental pathways to engagement for participants of color and their families through new points of entry to CE, such as brief art classes and field trips to CE. Linguistically appropriate outreach will be performed through community partners to further engage POC and their families and caregivers in these opportunities, which will serve as a pipeline to further involvement.
- 1-2 POC and/or bilingual interns from CE's artists community per year through partnership with Golden Gate Regional Center will support outreach site visits and community-integrated art classes, so that prospective participants may see themselves reflected in current participants

Service Enhancements

Service enhancements are designed to reduce disparities for existing POC/monolingual artists and their families. They center around making communication more linguistically responsive, and improving staff training and composition. Additionally, clients at CE are artists first, and by making educational resources more culturally appropriate, artists will be more likely to reach the annual goals they set with CE, GGRC and their families and caregivers.

- Translation of all intake and individual service plan materials into native languages of participants who are monolingual or have caretakers who are monolingual, with continued in-person translation support from GGRC
- Three intensive trainings for CE staff, designed to reduce disparity by improving service to and retention of participants of color
- Culturally responsive service provision, in partnership with GGRC
- Trauma responsive support for people with developmental disabilities, in recognition of the higher incidence of trauma in communities of color
- Culturally fluent arts instruction including topics like culturally relevant teaching and working with non English speakers
- Targeted hiring of at least two bilingual/bicultural teachers who speak relevant languages, with incentives to encourage retention
- At least two visiting artist workshops for participants focused on culturally relevant arts content
- Culturally relevant materials such as art books and magazines in participants' native languages

FY 2017/18 DISPARITY FUNDING APPLICATION

4. How will the project address and incorporate the input of the community it aims to serve?
<p>People of color/monolingual people with developmental disabilities and their families need enhanced communication, awareness of barriers such as poverty and trauma, and culturally relevant services. Culture Shift will address and incorporate community input in multiple ways in order to continually identify and address barriers for POC and monolingual participants and their families. Using surveys in multiple languages at multiple points of interaction, from emails to service meetings, CE staff will conduct pre and post surveys for POC families and caregivers about the current quality of services, communication and engagement and how services, communication and engagement could be improved. Responses will be used to continuously improve project strategies and adjust course as needed.</p> <p>Currently, CE is forming an Artist Advisory Committee consisting of six developmentally disabled artists from our two studios. The Committee will provide input on various aspects of Culture Shift, from culturally relevant artist workshops, to new materials, to the best ways to outreach to peers.</p> <p>CE will work with 1-2 POC interns per year, in collaboration with a GGRC program. Interns will strengthen outreach to POC communities by attending site visits and serving as Assistant Teaching Artists and Guides during Saturday classes and field trips.</p> <p>Additionally, CE will request and analyze disparity information gathered by GGRC in community forums in order to further understand and act upon disparities in our region.</p>
5. Describe how the project's effectiveness will be measured. What type of data will be collected (qualitative or quantitative)?* Complete the Project Measures Worksheet (Attachment D) and include with your application.
<p>To ensure that Culture Shift is effective in reaching its goals, and to allow ongoing improvement of the program model, the following data will be collected and analyzed:</p> <ul style="list-style-type: none"> •Pre and post survey data from participating families and caregivers of POC participants (quantitative and qualitative) that measures perceptions of service quality, communication and engagement •POS data that analyzes recruitment and retention of artists of color (quantitative) •Site visit, art class and field trip data that tracks numbers of participants and their ongoing engagement with CE (quantitative and qualitative) •Staff composition data that measures POC/bilingual staff percentages (quantitative) •Staff surveys that measure self-perceptions of ability to better serve POC and monolingual artists (quantitative and qualitative)

FY 2017/18 DISPARITY FUNDING APPLICATION

6. Where will your project be implemented (counties, cities, neighborhoods, etc.)?	
San Francisco and San Mateo Counties.	
7. Project Type	
Outreach (community events, child find, seminars, etc.) Education (workshops, trainings, support groups, etc.) Promotores (parent liaisons, mentors, cultural brokers, etc.), <input checked="" type="checkbox"/> Other: Outreach and education	
8. Estimated number of people the project will reach/impact	
810	
9. Timeline of project (start and end dates)	
January 1, 2018 to December 31, 2020	
10. Amount requested <i>*Please complete the Budget Worksheet (Attachment D) and include with your submission.</i>	10a. Funding frequency (check one):
\$ 73838	Annual Cost** or <input checked="" type="checkbox"/> One-time Cost

** Please include any related documents that will provide evidence of strategies, measures, and data that will be used to evaluate effectiveness of the program.*

*** Future funding is not guaranteed for projects that require an ongoing, annual cost.*

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Culture Shift									
Objective: 1. Engage prospective Creativity Explored participants and their families who are monolingual/people of color, and provide points of entry to CE and GGRC services.									
Issue(s) being addressed: Correct deficits in community outreach/engagement with POC/monolingual people.									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Create baseline, update, analyze POC POS data to check progress, adjust model	Executive Director (ED), Project Intern, Studio Manager	x			x				x
Create, update, analyze, adjust data tracking and surveying of participants in site visits, field trips and caregivers	ED, Project Intern, Studio Manager	x	x	x	x	x	x	x	x
Hire web designer and graphic designer	ED, Marketing Associate	x							
Develop, launch, and assess effectiveness of translated web pages	Web designer, Marketing Associate, ED		x	x			x		

Project Title: Culture Shift									
Objective: 1. Engage prospective Creativity Explored participants and their families who are monolingual/people of color, and provide points of entry to CE and GGRC services.									
Issue(s) being addressed: Correct deficits in community outreach/engagement with POC/monolingual people.									
		2018				2019			
Activity	Staff	Q1 1/1/18-3/31/18	Q2 4/1/18-6/30/18	Q3 7/1/18-9/30/18	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19
Launch and adjust google adwords linking to web	Marketing Associate			x					
Design, launch and adjust translated paper materials	ED and Marketing Associate		x	x			x		
Design, launch, assess and continue site visits with GGRC info sharing	ED, Studio Manager, Service Coordinator, Project Intern	x	x	x	x	x	x	x	x
Engage and train POC interns	Service Coordinator , Studio Manager, Project Intern		x			x			

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Culture Shift, Section 2									
Objective: 1. Engage prospective Creativity Explored participants and their families who are monolingual/people of color, and provide points of entry to CE and GGRC services.									
Issue(s) being addressed: Correct deficits in community outreach/engagement with POC/monolingual people.									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Develop, pilot brief art class program	ED, Studio Manager, Project Intern	x	x						
Develop, pilot field trips	ED, Service Coordinator, Project Intern		x	x					
Improve, launch and continue brief art class program	ED, Studio Manager, Project Intern			x	x	x	x	x	x
Improve, launch and continue field trips to CE for DD teens and adults	ED, Service Coordinator, Project Intern			x	x	x	x	x	x
Hire, train Project Intern	ED, Studio Manager, Service Coordinator	x				x			
Develop Outreach Plan to share site visit, field trip, and class opportunities	ED, Project Intern, Service Coordinator, Studio Manager	x				x			

Project Title: Culture Shift, Section 2									
Objective: 1. Engage prospective Creativity Explored participants and their families who are monolingual/people of color, and provide points of entry to CE and GGRC services.									
Issue(s) being addressed: Correct deficits in community outreach/engagement with POC/monolingual people.									
		2018				2019			
Activity	Staff	Q1 1/1/18-3/31/18	Q2 4/1/18-6/30/18	Q3 7/1/18-9/30/18	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19
with target group									
Contract, first and second invoices to DDS	ED	x							x
Reporting to DDS	ED	x	x	x	x	x	x	x	x

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Culture Shift, Section 3									
Objective: Improve Services for the 72% of developmentally disabled artists at Creativity Explored who are people of color.									
Issue(s) being addressed: Improve service delivery system to support artists of color who have experienced trauma, poverty, and lack of access to services; increase relevant staff training and racial/language diversity, diversify teaching practices and materials.									
		2018				2019			
Activity	Staff	Q1 1/1/18-3/31/18	Q2 4/1/18-6/30/18	Q3 7/1/18-9/30/18	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19
Develop translated survey for families and caregivers to assess effectiveness for POC/monolingual families	ED, Service Coordinator, Studio Manager, Project Intern	x							
Pre, mid and post surveys establish baseline and progress toward goals	ED, Service Coordinator, Studio Manager, Project Intern		x			x			x
Analyze POS data to establish baseline and goal progress	ED, Studio Manager Project Intern	x				x			x

Project Title: Culture Shift, Section 3									
Objective: Improve Services for the 72% of developmentally disabled artists at Creativity Explored who are people of color.									
Issue(s) being addressed: Improve service delivery system to support artists of color who have experienced trauma, poverty, and lack of access to services; increase relevant staff training and racial/language diversity, diversify teaching practices and materials.									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Develop staff survey re: perceptions of service quality to target population	ED, Studio Manager	x							
Pre, mid and post staff surveys	ED, Studio Manager, Project Intern	x			x				x
Baseline, mid and post survey of staff composition to assess goal progress	ED; Studio Manager; Project Intern	x			x				x
Secure translators	ED, Marketing Associate	x							

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Culture Shift, Section 4									
Objective: Improve Services for the 72% of developmentally disabled artists at Creativity Explored who are people of color/monolingual.									
Issue(s) being addressed: Improve service delivery system to support artists of color who have experienced trauma, poverty, and lack of access to services; increase relevant staff training and racial/language diversity, diversify teaching practices and materials.									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18- 3/31/18	4/1/18- 6/30/18	7/1/18- 9/30/18	10/1/18- 12/31/18	1/1/19- 3/31/19	4/1/19- 6/30/19	7/1/19- 9/30/19	10/1/19- 12/31/19
Translate intake, service plan materials	Service Coordinator, Project Intern, Studio Manager		x			x			
Secure three trainers for staff trainings with GGRC and others	ED, Studio Manager, Project Intern	x	x			x			
Hold three trainings	ED, Studio Manager, Project Intern		x		x		x		
Hire two bilingual /POC teachers	ED, Studio Manager	x		x					
Purchase bilingual/culturally relevant materials	Studio Manager, Service Coordinator, Project Intern		x			x			

Project Title: Culture Shift, Section 4									
Objective: Improve Services for the 72% of developmentally disabled artists at Creativity Explored who are people of color/monolingual.									
Issue(s) being addressed: Improve service delivery system to support artists of color who have experienced trauma, poverty, and lack of access to services; increase relevant staff training and racial/language diversity, diversify teaching practices and materials.									
		2018				2019			
Activity	Staff	Q1 1/1/18-3/31/18	Q2 4/1/18-6/30/18	Q3 7/1/18-9/30/18	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19
Share successes and lessons with GGRC, regional colleagues	ED				x				x

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

Project Title: Culture Shift	
Objective: Engage prospective CE participants and their families who are monolingual/people of color, and provide points of entry to CE and GGRC services.	
Issue(s) being addressed: The activities will correct deficits in community outreach/engagement with POC/monolingual people and their families/caregivers in the following areas: linguistically appropriate paper and online outreach materials; consistent, targeted outreach to the POC/monolingual group; incremental points of entry for prospective POC participants and caregivers that lead to gradual relationship development	
Activities	<ul style="list-style-type: none"> *New web resources explaining CE services to prospective participants/caregivers in relevant languages *New translated paper outreach materials *10 outreach visits to group homes and high schools in SF and San Mateo counties that serve POC to promote CE and GGRC services, with involvement by developmentally disabled interns of color *Development of incremental pathways to engagement for POC/caregivers through new points of entry to CE such as brief art classes and field trips to CE, with accompanying outreach to POC and their families *Development of GGRC internships for POC artists
Measures of Outcomes	<ul style="list-style-type: none"> *10% increase in new artists of color participating at CE *At least 210 POC adults and teens with developmental disabilities participate in point of entry activities *1,000 page views for bilingual content

DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

Project Title: Culture Shift, Page 2	
Objective: Improve services for the 72% of developmentally disabled artists at Creativity Explored who are POC.	
Issue(s) being addressed: CE seeks to improve our service delivery system to support artists of color who have experienced trauma, poverty, and lack of access to services; increase staff racial and language diversity and provide culturally responsive staff training; and diversify teaching practices and materials to better serve POC/monolingual people.	
Activities	<ul style="list-style-type: none"> *Translate all intake and individual service plan materials into native languages of participants/families who are monolingual *Provide staff training in culturally competent service provision, trauma responsive support, and culturally fluent arts instruction, including working with English learners and monolingual individuals *Hire at least two bilingual/bicultural art teachers who speak relevant languages like Spanish, Chinese languages or Vietnamese, with a 1k incentive per teacher after one year of employment *Hold at least two visiting artist workshops taught by POC artists, one at each studio, that focus on culturally relevant arts content such as papel picado or artmaking inspired by the Harlem Renaissance. Artists from CE's Advisory Committee will help choose the workshops. *Expand supply of bilingual, culturally relevant art books, magazines and materials at each studio
Measures of Outcomes	<ul style="list-style-type: none"> *10% increase in retention of developmentally disabled artists of color *10% increase in POC/bilingual staff; all staff will indicate feeling better prepared to support POC artists *Increased POC/monolingual family/caregiver satisfaction with communication per surveys

PROJECT BUDGET WORKSHEET

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed.

Project Title
Culture Shift, Budget Page 1
Project Duration (start and end date)
January 1, 2018 to December 31, 2020

Description	Cost
Salary/Wages and Benefits	
Executive Director, with benefits	\$6474
Services Coordinator, with benefits	\$5712
Studio Director, with benefits	\$5498
Marketing Associate, with benefits	\$2380
PT Outreach Associate	\$7200
Operating Expenses	
Web Design and Development, Translated Web Resources	\$6000
Translation Services	\$5000
Two Culturally Relevant Visiting Artist Workshops	\$5000
Printing of Outreach and Program Materials	\$4000
Graphic Design, Web and Print Materials	\$3000
Administrative Expenses	
Administrative Overhead Expenses	\$11074
	\$
	\$
	\$
	\$
Additional Expenses	
	\$
	\$
	\$
	\$
	\$
Project Budget Total	\$

PROJECT BUDGET WORKSHEET

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed.

Project Title
Culture Shift, Budget Page 2
Project Duration (start and end date)
January 1, 2018 to June 20, 2020

Description	Cost
Salary/Wages and Benefits	
	\$
	\$
	\$
	\$
	\$
Operating Expenses	
Training: Trauma Informed Service Provision	\$3000
Training: Culturally Competent Arts Teaching	\$3000
Training: Culturally Competent Service Provision	\$1000
Workshop and Site Visit Supplies and Refreshments	\$2000
Culturally Relevant Art Materials	\$1500
Administrative Expenses	
	\$
	\$
	\$
	\$
	\$
Additional Expenses	
Bilingual Bonuses, 1K Each, After 1 Year Service	\$2000
	\$
	\$
	\$
	\$
Project Budget Total	\$73838