

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		
<input type="checkbox"/> 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
The Regents of the University of California	11-01-17
3. Primary Contact (Name)	
Olivia Raynor, Ph.D., Director Tarjan Center at UCLA	
4. Mailing Address	
760 Westwood Plaza, Ste 58-217 Los Angeles, CA 90095-1759	
5. E-mail Address	6. Phone Number
oraynor@mednet.ucla.edu	310-794-1141
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.	
I was unable to successfully utilize this form to insert narrative sections. Please see attached narrative. I used font, spacing and format restrictions of the form.	

B. Project Information

1. Project title
The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services
2. Describe how the target population is an underserved population.
See attached Attachment A Narrative
3. Describe the project and its goals/objectives. *Complete the Schedule of Development/Activities Worksheet (Attachment C) and include with your application.
See attached Attachment A Narrative
4. How will the project address and incorporate the input of the community it aims to serve?
See attached Attachment A Narrative
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.
See attached Attachment A Narrative
6. Where will your project be implemented (counties, cities, neighborhoods, etc.)?

FY 2017/18 DISPARITY FUNDING APPLICATION

See attached Attachment A Narrative	
7. Project Type	
<input type="checkbox"/> Outreach (community events, child find, seminars, etc.) <input checked="" type="checkbox"/> Education (workshops, trainings, support groups, etc.) <input checked="" type="checkbox"/> Promotores (parent liaisons, mentors, cultural brokers, etc.), <input type="checkbox"/> Other:	
8. Estimated number of people the project will reach/impact	
<p>186 Chinese and Latino people will be impacted by this project. However, as a family-centered program, far more will be reached.</p> <p>31 Chinese and Latino family leaders will be trained as Family Mentor Partners (FMP) mentors and 155 Chinese and Latino family members who are clients of the San Andreas, Frank D. Lanterman or East Los Angeles RCs will be the FMP mentees. The breakdown of mentors and mentees by RC is as follows:</p> <p>-ELARC 70 mentees, 14 mentors -SARC 50 mentees, 10 mentors -FDLRC 30 mentees, 7 mentors</p>	
9. Timeline of project (start and end dates)	
January 1, 2018 to December 31, 2018	
10. Amount requested <i>*Please complete the Budget Worksheet (Attachment D) and include with your submission.</i>	10a. Funding frequency (check one):
\$ 503579	<input type="checkbox"/> 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.*

ATTACHMENT A

A. Grantee Information

A1. to A6. See Attachment A Form

A7. Brief Description of the Organization/Group. Please include details about the organization/group's vision and how it ties to the targeted population.

This proposal is submitted as a partnership between the Tarjan Center at the University of California Los Angeles (TC) and two community-based parent organizations, Fiesta Educativa (FE), and the Chinese Parents Association for the Disabled (CPAD) to establish a Family Mentor Partner project that will serve Chinese and Latino families of Eastern Los Angeles, Frank D. Lanterman, and San Andreas Regional Centers (RCs). The Family Mentor Partner project will improve access and utilization of regional center services by using respected Chinese and Latino family leaders to serve as cultural brokers. These family leaders, called Family Mentor Partner mentors, will educate, prepare, and support families for their Individual Program Plan and annual meetings. In addition, the project will focus on building trusting, collaborative relationships among the local regional center, CPAD, FE and Chinese and Latino families.

CPAD and FE forged a partnership in 2004 to leverage individual resources to jointly administer and deliver services as a Community Parent Resource Center as defined by IDEA to provide education, family support, and advocacy services to Latino and Chinese families. These services are culturally responsive, linguistically appropriate, and are built on parents helping parents with the involvement of content experts as needed. This project builds on the seminal efforts of these collaborating organizations and the long-standing success they have had both jointly and independently in providing services to the target historically underserved communities; and in establishing linkages with local organizations, including RCs (See also Attachment A, B.4). TC will serve as the fiscal administrator, coordinator of program efforts across sites, evaluator, and advisor to the curriculum and training. FE and CPAD will be responsible for the management, development, and implementation of the FMP program within the local communities served (explained in detail in subsequent sections).

TARJAN CENTER, FIESTA EDUCATIVA AND THE CHINESE PARENTS ASSOCIATION FOR THE DISABLED SHARED VISION

To achieve equitable access to RC services and supports we will see:

1. FAMILIES who are empowered, well informed, prepared, and effective in advocating for their family member with a disability
2. MENTORS who bridge cultural differences and support families understanding and navigation of the RC system
3. PARTNERS that make a positive difference in the lives of Chinese and Latino family members with a developmental disability

The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services

TARJAN CENTER AT UCLA

Mission and Vision: Founded nearly 50 years ago, The Tarjan Center at the University of California Los Angeles (TC) is a federally designated University Center for Excellence in Developmental Disabilities (UCEDD) under the Developmental Disabilities and Bill of Rights Act (2000). The TC is a catalyst for collaboration, innovation, and systems change to advance the self-determination and inclusion of all people with disabilities. Independence, productivity, community inclusion, diversity, and cultural competence are key components of TC's mission.

Creating and maintaining collaborative partnerships with and on behalf of people with developmental and other disabilities and their families is an essential element of all core TC services (community and interdisciplinary training, technical assistance, information dissemination, evaluation, and research). TC is highly experienced in promoting capacity building, coordination, and communications of diverse networks of individuals, programs, and organizations concerned with developmental disabilities (DD) and other disabilities at the local, state, national, and international levels. We have extensive experience with carrying-out program evaluation services to schools, community colleges, non-profit organizations, health-care programs, and consortia. We have expertise in survey design, conducting focus groups, and summarizing key findings utilizing various qualitative and quantitative methods. We are also experienced in creating plain language/low literacy materials that are accessible to people with intellectual and other disabilities. Our work is informed and guided by the Tarjan Advisory Committee (TAC). Both CPAD and FE are members of TAC where they represent the interests of ethnic minorities affected by UCEDD programs and initiatives. In addition, they consult with the Director regarding the development, priority setting, and ongoing review of the TC 5-year plan (2017-2022).

FIESTA EDUCATIVA

Fiesta Educativa (FE) was founded in 1978 as a private nonprofit 501(c)(3) organization with the mission to provide information and training to Latino families on how to obtain services for family members with disabilities. FE serves adults, children and infants with disabilities, and provides training in Spanish to its target population. It also strives to preserve the rich Latino/Hispanic cultural heritage by including it as a central element of programs and events. FE also trains professionals on culturally sensitive delivery techniques to increase the effectiveness in working with Latino families. Its impressive 37-year record of service has placed FE among the leading disability advocacy organizations working on behalf of Latino families in the state and nation. FE's efforts include an annual statewide conference providing more than 1000 parents with information in English and Spanish on such topics as resources, patient and client rights, educational and vocational programs, and stress management for families; as well as the sponsorship of several regional conferences throughout the state. Additional services include a home-based parent education and training program "Fiesta Familiar," and an advocacy and outreach project assisting families and persons with disabilities to make the best use of the agencies and resources available to them in their communities. FE's administrative headquarters is in the City of Los Angeles and is organized as a series of regional chapters in Santa Clara, Orange, San Bernardino, and Riverside Counties. Fiesta Educativa Sur la Bahia, the Northern California FE office is in San Jose.

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CHINESE PARENTS ASSOCIATION FOR THE DISABLED

The Chinese Parents Association for the Disabled (CPAD) is a private nonprofit 501(c)(3) organization dedicated to help individuals with special needs and their families (e.g. Autism, Down Syndrome, Cerebral Palsy, etc.). All parent members are volunteers who strive to help each individual achieve his or her full potential toward a meaningful and productive life, encourage opportunities of social integration, and support social inclusion into society. CPAD was officially founded in 1990, and established an Orange County chapter in 2008. The organization provides monthly parent trainings and bi-monthly social recreation activities to children/youth/self-advocates at community facilities. For parents, CPAD arranges training to improve their skills to care for family members who have DD. The organization has been well recognized in the community receiving recognitions such as the Asian Pacific Islander Heritage Award (2006) by Assembly-Member Judy Chu, and community service awards from the San Gabriel RC.

B. Project Information

B1. Project Title

The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services

B2. Describe how the target population is an underserved population.

RACIAL AND ETHNIC DISPARITIES IN PURCHASE OF SERVICE (POS) DATA FOR TARGET POPULATION BY REGIONAL CENTER (RC) FOR TARGET POPULATION:

Under the Lanterman Act, services are intended to be available to all persons with DD without regard to race, ethnicity, language, income level or geographic location. Significant disparities in access, authorizations, and expenditures of Regional Center (RC) services persist for non-White families seeking services for their family member with a DD. The Family Mentor Partner project seeks to reduce these disparities specifically for Hispanic and Chinese families at the Eastern Los Angeles RC (ELARC), Franklin D. Lanterman RC (FDLRC), and San Andreas RC (SARC). The following describes the level of disparity for per capita service authorizations and expenditures for FY 2015-16 for each of RC's involved in our proposed project. For the purposes of this application, Hispanic and Latino are used interchangeably.

ELARC POS Data: The ELARC predominantly serves Hispanic (70.7%) and Asian (12.3%) families. However, POS data shows White families have double the per capita service authorizations (\$32,255) of Hispanic (\$13,860) and Asian families (\$15,746). In addition, White families with a member living at home (\$28,854) have twice the number of per capita expenditures of Hispanic (\$11,204) and Asian (\$12,704) families. Even when taking into account funding for residential services, of which constitutes the majority of funding for services for White families, the gap in funding for Hispanic and Asian families persists. The per capita authorization (expenditures) for individuals living at home in FY 2015-16 was \$10,293 (\$7,763 in expenditures) for Hispanic families and \$12,442 (\$9,455 in expenditures) for Asian families contrasted with \$13,803 (\$10,590 in expenditures) for White families. (ELARC POS data report, <http://www.elarc.org/home/showdocument?id=7405>; <http://www.elarc.org/home/showdocument?id=9043>)

FDLRC POS Data: White families receive nearly double the per capita service authorizations as Hispanic families, \$21,561 contrasted with \$10,733. Asian families have a slightly higher per capita service authorization of \$15,050, but still \$6,511 less than White families. Similarly, White families have higher per capita expenditures (\$16,977) compared to Hispanic (\$7,909) and Asian (\$11,304) families. Slightly different patterns emerge for families where the family member with DD lives at home. Hispanic families whose family member with a DD lives at home (\$7,879) receive less in per capita service authorizations than White (\$10,536) and Asian (\$10,887) families in per capita authorizations, as well as per capita expenditures (Hispanic=\$5,306, White=\$6,977, Asian=\$7,549). (Lanterman 2016 Disparity Data on Purchased Services report, https://lanterman.org/uploads/transparency/Documents%20Channel/Reports/DisparityData/2016/FY2015-2016_ServByEthnicity.pdf)

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https://lanterman.org/uploads/transparency/Documents%20Channel/Reports/DisparityData/2016/FY2015-2016_ServByEthnicityHome.pdf

SARC POS Data: White families (\$33,519) receive more than double the per capita service authorizations as Asian (\$13,914) and Hispanic (\$14,755) families. Similarly, the per capita expenditures for Asian (\$11,001) and Hispanic (\$11,759) families are nearly a third of the expenditures for White families (\$28,731). Although less pronounced, disparities in service authorizations persist even when taking residential status into account. For those living at home, per capita service authorizations were \$9,495 for Hispanic families and \$10,368 for Asian families compared to \$13,144 for White families. Actual per capita expenditures for RC clients living at home are \$6,865 for Hispanic families and \$7,788 for Asian families, whereas White families had expenditures of \$9,685 (<http://www.sanandreasregional.org/wp-content/uploads/2015/12/Disparity-Data-FY-16-2.pdf>)

Inequities to Access/Barriers for Families: Attention to disparities and their causes in RC services has received considerable attention dating back to 1992. A summary of prior research suggests some of the causes include: (1) less access to information about the RC services; (2) stigma and intimidation by professionals; and (3) cultural and linguistic competence of RC service coordinators, and (4) a mismatch between minority families' service preferences, and available services (Public Counsel, 2017). Although there is still a need for continued research as to why disparities in service authorization and utilization among White and non-White families exist, community meetings and stories from the field have identified themes around awareness, trust, communication, and cultural norms. RC public forums and reports from 2013-2016 have uncovered a need for: further explanation of services and supports offered by the RC through discussion and not solely written materials, a more in-depth relationship between service coordinator and family, and family training and education towards empowerment (ELARC POS report). Feedback from the community reiterate these recommendations, and add that Hispanic and Chinese families often do not speak at Individual Program Plan (IPP) meetings and do not feel comfortable asking questions of their RC provider (Irene Martinez and Vanda Yung, personal communication, 2013, 2014, 2015, 2016 POS public meetings reports).

FACILITATING ACCESS TO REGIONAL CENTER SERVICES: FAMILY MENTOR PARTNER (FMP) PROGRAM

The FMP program is designed to implement strategies that are responsive to the identified barriers to engagement and utilization of RC services by individuals with disabilities from culturally and linguistically diverse communities. Using the expertise of two-well respected, ethnic focused community-based organizations, we plan to implement outreach, training, and mentoring strategies and build a bridge between the families and the RCs so that ethnic families can better access, coordinate and utilize services in collaboration with RC Service Coordinators. The project will specifically focus on using FMP mentors who will coach, and prepare FMP mentees for their IPP meetings and/or annual review. FMP mentees refers to the families being mentored, and FMP mentors refers to the mentors that are working with the families. These meetings are critical to the identification of families/individuals with DD's goals, delineating needed services and supports, and establishing a written agreement and contract between the FMP mentees and the RC.

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FMP mentees may include a mother and/or father, siblings, extended family members who share in the care-giving/live at home, and the self-advocate. A family centered approach is critical when working with these two minority communities since the FMP mentees are central to both communities' cultural values and everyday living. Individuals with DD are more likely to live at home with their families than White families. For example, over 90% of individuals with DD in both Asian and Hispanic families served by the ELARC live with their families compared 66% of White family members with a DD. Attention will be paid to the subgroups within Hispanic (Mexican, Central American) and Chinese (Taiwanese, Hong Kong, mainland China) families as differences may exist in beliefs, practices, and experiences.

The FMP program is built upon successful strengths-based models for working with ethnic minorities including the Promotora model and Funds of Knowledge. Promotoras often serve as educators, navigators, advocates, and mediators between groups of differing backgrounds for the purposes of reducing conflict and producing change. They have also been found to be an essential component in the delivery of health and mental services by facilitating an understanding by service providers of the values, beliefs, and practices of persons from different cultural groups (National Center for Cultural Competence, 2004). Funds of Knowledge is a concept in which the knowledge possessed by the community is taken into account to deliver the intervention. This is important because past studies have shown that low resourced families and specifically Mexican–American families had rich knowledge that schools did not know about. Hence, educators did not use this knowledge to teach academic skills. Moll and others discovered that the families knew about agriculture and mining, economics, household management, materials and science, medicine and religion. Recognizing the ‘Funds of Knowledge’ within individual families helps to dispel stereotypes about ethnic groups and uncover elements of the family to incorporate into positive teaching that will make learning more relevant (Luis C. Moll, Cathy Amanti, Deborah Neff & Norma Gonzalez, 1992). Tapping into this knowledge will be an important part of the FMP mentor training, information, and coaching that is delivered in culturally familiar and responsive ways.

TARGET POPULATION

Primary Audience: 186 Latino and Asian families with a family member with a DD and client of ELARC, FDLRC, or SARC. These individuals will participate as FPM mentor or mentee.

The FMP project will prepare and train 31 experienced Chinese and Latino parent leaders to assume the role of FMP mentor. A FMP can be a parent, legal guardian, relative or older adult sibling. The FMP mentors will each be paired with up to 5 FMP mentees, reaching a total of 155 families, 30 Chinese and 125 Latino family members with a family member with a DD. The family member with a disability will be age 16 or older and served by SARC, FDLRC or ELARC. What follows is a breakdown by RC:

- ELARC 14 FMP mentors (10 Latino and 4 Chinese) who will serve 70 FMP mentees (50 Latino and 20 Chinese)
- LANTERMAN 7 FMP mentors (5 Latino, 2 Chinese) who will serve 35 FMP mentees (25 Latino and 10 Chinese)
- SARC 10 FMP mentors (10 Latino) serving 50 Latino FMP mentees.

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We have targeted 3 RCs served by FE and CPAD because they are home to the largest concentrations of Latino and Chinese immigrants and foreign native language speakers. The selection and determination of RCs was also based upon CPAD's and FE's available resources, the demographics of the RC, and history of working relationships with the RCs. As the resources of CPAD are only available in Los Angeles County, only Latino families served by SARC will participate in the FMP program.

Relative to population statistics, RCs may be underserving ethnic minority communities. In the 88 cities of Los Angeles (LA) County, 48% of the population is Hispanic and 15.1% Asian, with Chinese (26.04%) as the largest Asian ethnic demographic (US Census, Quick Facts Los Angeles County, July 2016 estimates; LA Almanac 2010 Census). Within LA communities such as East LA the concentration of Hispanics is much higher (96.7%). ELARC serves 70.6% Hispanic and 10.9% Asian families and FDLRC serves 45% Hispanic and 8% Asian (predominantly Korean).

SARC serves 5 counties that have large populations of Hispanic residents. San Benito County (59.2%), followed by Monterey (58.3%), Santa Cruz (33.5%), and Santa Clara (25.9%). Based on these demographics, Hispanics may be under-represented in the families served by SARC with only 38% of the families identifying as Hispanic.

Secondary Audience: SARC, ELARC and FDLRC staff

A major activity of the FMP project is to create a partnership among FMP mentors, FE and CPAD staff, and RC staff from ELARC, FDLRC, and SARC to increase trust and enhance communication among families and their counselors. It is anticipated that through partnership meetings and sharing of information we will see changes not only in families of individuals with DD, but also changes in the RC staff as they become more attuned to the concerns and needs of Latino and Chinese families with a family member with DD, and more connected to the communities they serve.

References:

Luis C. Moll, Cathy Amanti, Deborah Neff & Norma Gonzalez (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms, *Theory into Practice*, 31:2, 132-141, DOI: 10.1080/00405849209543534.

National Center for Cultural Competence, (2004). *Bridging the Cultural Divide in Health Care Settings: The Essential Role of Cultural Broker Programs*, Georgetown University Center for Child and Human Development, Georgetown University Medical Center.

Walsh, F. (1998). *Strengthening family resilience*. New York: Guilford Press.

B3. Describe the project and its goals/objectives.

GOAL AND OBJECTIVES

Project Goal: To reduce disparities and support access and utilization of RC services.

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1 Year Measurable Objectives

OBJECTIVE 1: 80% of the Latino and Chinese FMP mentors will demonstrate effective communication skills to assist FMP mentees in preparing for their IPP or annual review process.

OBJECTIVE 2: 80% of the Latino and Chinese FMP mentors will report increased knowledge of rights under the Lanterman Act, person-centered planning, IPP and annual review process, and appeals upon completion of the training modules.

OBJECTIVE 3: 70% of Latino and Chinese FMP mentees will report increased confidence in preparing for their IPP/annual review and/or accessing RC and community resources.

OBJECTIVE 4: 70% of the Latino and Chinese FMP mentees will report increased knowledge of rights under the Lanterman Act, person-centered planning, IPP and annual review process, and appeals upon completion of the training modules.

OBJECTIVE 5: Improved collaboration between CPAD, FE, Chinese and Latino FMP mentors and FMP mentees, and their respective RCs, ELARC, FDLRC or SARC.

PROJECT ACTIVITIES AND TIMELINE

(See also work sheet C for details regarding activities, responsible staff and quarterly timeline)

1. **RECRUIT CHINESE AND LATINO FAMILY MENTOR PARTNER: (FMP mentors)**
FE and CPAD will identify and enroll a total of 31 bi-lingual, bi-cultural FMP mentors who will inform, train, and provide support to other families in the community. FE will enroll 26 Latino and CPAD 6 Chinese FMP mentors from the target areas in Northern and Southern CA of the project who will make the commitment to receive training and serve as a FMP mentor during year 1 of the grant. These family leaders have experienced many of the same challenges of their mentees in regards to their personal experience with a family member with a disability and challenges accessing and utilizing RC system and other needed supports. Experienced Parent Coordinators and Outreach Staff from FE and CPAD will conduct the recruitment.
2. **DEVELOP 6 TRAINING MODULES:** The purpose of the training modules is to prepare FMP Latino and Chinese mentors with the necessary content knowledge and communication skills needed to instruct and support mentees access and utilization of generic/community resources and RC services. The content will address FMPs role and expectations, the history and core principles, rights, and responsibilities of the Lanterman Act, parents' rights and responsibilities for the IPP, annual review and appeals processes, person-centered planning, generic community resources, transition planning, resources for secondary, postsecondary and employment and full participation in the community, and Employment First. Communication skills training is an important component of the six training modules. FMP mentors will learn effective and culturally sensitive communication strategies for collaboration and talking about their family members' disability, strengths and needs. Mentors will learn to "tell their own story" and prepare their mentees to tell theirs.

A "design team" of 6-8 members will be established to develop the 6 tri-cultural training modules Included will CPAD and FE Parent Coordinators, potential FMPs, and expert

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advisors from Disability Rights California (DRC), TC, RCs, and State Developmental Disabilities Councils (SCDD).

There are existing materials from RC, SCDD and CPADs and FE's Community and Parent Resource Center regarding the content of the training modules that will be compiled and reviewed. For example, San Gabriel/Pomona RC has an existing Parent Mentor Curriculum and DRC has several related publications such as Rights Under the Lanterman Act that includes an IPP Guide. Many of DRC documents have already been translated into Chinese and Spanish. As necessary, materials and handouts will be translated in Spanish or Chinese. Based upon the topics of the training modules, TC Graduate Student Assistant will research and gather existing materials from RCs, DRC, State Council on Developmental Disabilities, Family Resource Centers, UCEDDs, etc. for review by the "design team" to ensure they are age-appropriate, literacy level appropriate, and culturally appropriate. TC will be responsible for the final content, assembly and evaluation of all training module materials and products.

3. **CONDUCT FMP MENTOR TRAINING:** FMP mentors will participate in 6, 5-hour training sessions for a total of 30 hours over a 4-6 week period that will include lectures, applied activities, role plays and discussions. As appropriate, multiple media will be used such as videos and audio recordings. The trainers will be Parent Coordinators and qualified speakers (content experts). We will measure the learning and satisfaction over the course of the training via pre-and-posttests to assess changes in knowledge and communication skills. Mentors will be paid for their time as "trainees" and once they have completed the training are paid staff. In Los Angeles CPAD and FE mentors will receive their training together. In Northern California, the training by FE will take place at the San Jose office location.
4. **RECRUIT CHINESE AND LATINO FMP MENTEES:** CPAD and FE will enroll 155 families who are served by ELARC, FDLRC or SARC within the first 4 months of the project. The mentees are family members of individuals with a developmental disability who are interested in becoming more active in the service delivery planning and monitoring of their families' members needs and proactive advocates on their behalf. FE will enroll 125 families and CPAD will enroll 30 from the targeted areas. CPAD and FE Parent coordinators and outreach staff will conduct outreach through social media, and personal contact. They will also use the FE project website, electronic distribution, and other social media to attract participants to the project. CPAD and FE have an existing distribution network of parent leaders and families with whom they have provided training and/or information services. Preference will be given to family members who have had previous leadership or peer to peer support. It is expected that the FMPs will be recruited from the existing FE and CPAD programs and networks who have already demonstrated leadership skills. Mentors and mentees will be matched based on language (including Spanish and Chinese dialects), and age range of family member with a disability so that the FMP mentor has already had some experience with what the FMP mentee may be getting ready to go through, and geographic location. Mentees will be compensated \$125 for their time in the program to support family costs such as transportation.
5. **MENTOR FMP FAMILIES:** Over the course of 9 months FMP mentors/mentees will meet up for up to 30 hours individually, in small groups, and monthly telephone check-ins. Mentors will provide training and support to mentee families and attend IPP meetings or annual reviews as well as meetings to resolve disagreements, including the appeals process.

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6. SUPERVISE FMP MENTORS: FMP mentors will receive 3 times a month individual and/or small group supervision from a CPAD or FE staff Parent Coordinator.
7. CONVENE MONTHLY PROJECT STAFF MEETING IN LOS ANGELES AND SAN JOSE: Beginning month three, we will hold monthly project staff meetings conducted via teleconference or in person with all CPAD and FE managers, parent coordinators, outreach staff and mentors and TC staff. TC Project Manager will provide updates regarding timelines and progress in quarterly activities (See #9 below). A content expert/consultant may also participate for further staff development and guidance regarding working with families.
8. CONVENE PARTNER MEETINGS: An important element of this proposal is the deepening of the working relationship between the 2 community-based organizations, TC and the corresponding RC staff. FE and CPAD have existing positive working relationships with the ELARC, FDLRC and SARC. These partnerships are intended to assure coordination between the CBO and RC, and facilitate valuable exchange of information as to what is working from the perspective of each organization. The expected attendees from each agency may include the RC Cultural Specialist, Employment Specialist or Chief of Community Services; CPAD and FE Program Managers, Parent Coordinators, FMPs, and others. All three regional centers have agreed to collaborate and participate in three meetings over the course of the year (beginning, middle, end). The focus of the meetings will be on partnership building, providing input into the training module content, discussing emerging practices for supporting racially, culturally and linguistically diverse families, problem solving issues and barriers encountered by FMP and the regional center, and reviewing program outcomes and recommendations. See attached letters of support from ELARC and FDLRC and SARC.
9. MONITOR PROGRAM IMPLEMENTATION: Throughout the implementation of the project, the TC Project Manager will conduct an ongoing review of progress including the recruitment of mentors and mentees; mentor training implementation, findings from pre/posttest from training sessions, hours of mentoring, mentor/mentee activities. Information collected will be reported and shared at monthly Project Advisory and Staff Meetings and used toward completion of reporting requirements.
10. MEET QUARTERLY AND FINAL EVALUATION REPORTING REQUIREMENTS: The implementation and outcome data gathered and analyzed will be the responsibility of TCs Evaluation Coordinator. The Evaluation Coordinator will be responsible for the quarterly and final evaluation report. Project Managers from CE and CPAD will be responsible for assuring staff and FMP mentors complete all data gathering and evaluation tools. By April 20, 2018 TC will submit the first quarterly evaluation report to DDS per the standard reporting format that will be provided with the approval packages issued by the Department. By March 1, 2019 a final evaluation report of the project, its activities and its impact will be submitted per instructions by the Department.

PROJECT TIMELINE January 2018-December 2018

(See also, Attachment C Schedule of Development of Activities)

1st Quarter: January 2018-March 2018

FE and CPAD recruits 25 Latino & 6 Chinese seasoned parents as FMP mentors

FE and CPAD conduct outreach and recruit Latino & Chinese mentees from ELARC, SARC and FDLRC

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Design team for Training modules established and initiates work of developing content for modules

Develop 6 training modules

TC Project Coordinator and Graduate Student research and gather existing training materials

Translate materials (flyers, handouts) into Chinese or Spanish as needed by TC

Prepare, conduct and analyze findings from community-based family focus groups to assess training needs

Conduct 1st Partner Meeting

Set up training logistics to collaborate and coordinate with local RCs on FMP project. First meeting will focus on training content. Collaborate with RCs in identifying and referral of eligible families/self-advocates to be mentored

4-6-week training of FMP mentors for a total of 30 hours in 3rd month

Pre-posttest of each training session

Pairing FMPs with eligible RC families/self-advocates--Case assignments

Monitor implementation

Quarterly Report to DDS

2nd Quarter: April 2018-June 2018

FMP mentors start meetings with FMP mentees, attend IPP or annual meetings

Start 3x a month individual or small group supervision of FMP mentees with CPAD and FE

Parent Coordinators

Start monthly Project Advisory/ Staff Meetings

Convene 2nd Partner meeting

Monitor implementation

Quarterly Report to DDS

3rd Quarter: July 2018-September 2018

Project activities continue –mentoring, supervision, staff meetings,

Monitoring implementation

Quarterly Report to DDS

4th Quarter: October 2018-December 2018

Convene 3rd Partner Meeting

Conduct FMP mentee focus group to identify best practices, strategies for supporting families

Interviews of representatives participating in Partner Meeting

Quarterly Report to DDS

5th Quarter: January – March 2019

March 1, 2019 Final Evaluation Report DDS

RESOURCES

Project Leadership:

TC: Olivia Raynor, Ph.D., is the Director of the TC, a University Center for Excellence in Developmental Disabilities, and Adjunct Professor in the Department of Psychiatry and

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Biobehavioral Sciences at the Semel Institute, UCLA. Her career spans over forty-years of experience in management, analysis, evaluation, training and public policy at the individual and system levels that support individuals with disabilities participation in inclusive postsecondary education, integrated competitive employment, the arts, and civic engagement. Dr. Raynor was the Principal Investigator and Director of CECY, California's Partnerships in Employment Systems Change project (2012-2017). She is the founding and current director of the National Arts and Disability Center. Since 2008 Dr. Raynor has served as a developmental disabilities consultant to the California Community College Chancellor's Office and the community college system. In addition, she is the co-evaluator of the College to Career Program, 8 community colleges that offer inclusive postsecondary education, vocational training, and educational and vocational support services designed to prepare young adults with ID and autism for employment. Dr. Raynor and project staff (Project Coordinator, Graduate Student Researcher, Evaluation Coordinator, Administrative Coordinator) will have overall responsibility for the administration, final training module products, FMP implementation and evaluation across program sites. See also Budget Justification.

CPAD: Vanda Yung, MA, MSW CPAD is a trilingual (English/Mandarin/ Cantonese) parent of a daughter with Down syndrome. She is the Board President of CPAD since 2013. She has been active in coordinating and assisting interpretation for parent trainings/meetings and translation of materials. She has also been instrumental in building network and linkages with public and private disability related organizations such as Opening Doors of Multicultural Asian communities, California's Employment First, and Local Regional Centers. She will provide oversight over all facets of CPADS roles and responsibilities of the project, as well as network with community partners. Ms. Yung will contribute to the development of the training modules, participate in the Partner Meetings and Project Advisory/Staff Meetings. Under her direction, project staff (experienced Parent Coordinators/Trainers) will be responsible for the implementation of the project, conducting outreach for recruitment of mentors and mentees, training of mentors, and supervision of the FMP mentors, and completion of evaluation activities. (See also Budget Justification CPAD scope of work)

FE: Irene Martinez, MSW, Executive Director of FE has 35 years' experience in the development of educational and training programs of persons with disabilities and the administration of disability programs. She is bilingual (English/Spanish) and has served on numerous committees, councils, and boards related to disabilities and special needs at the local, state and national level for twenty years. Ms. Martinez will contribute to the development of the training modules, participate in the Partner Meetings and Project Advisory/Staff Meetings. Under her direction, project staff (experienced Parent Coordinators/Trainers) will be responsible for the implementation of the project, conducting outreach for recruitment of mentors and mentees, training of mentors, supervision of the FMP mentors, and completion of evaluation activities. (See also Budget Justification FE scope of work)

B4. How will the project address and incorporate the input of the community it aims to serve?

CPAD AND FE'S INVOLVEMENT IN IDENTIFYING COMMUNITY NEEDS

CPAD and FE have a long history in working collaboratively with the RC in providing outreach and community education to both ethnic communities as well as having the organizations parent

The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services

leaders involved in local RCs community advisory committees and Self-Determination Community Advisory committees, and helping to create dialogue with the communities. Both FE and CPAD have also been actively involved in the ELARCs POS Disparity public meetings in the past 2-3 years, and the San Gabriel/Pomona Regional Center 2 years' ago. Both organizations collaborated with respective RCs, in sponsoring POS public meetings in their communities providing in-kind coordination, volunteers and facility support for the RC. FE and CPAD had also collaborated with USC UCEDD and DRC, in providing parent trainings to inform families on the POS data as well as trainings on public testimonies.

Our project will address the primary barriers in the micro and macro areas in accessing services in both minority communities. On the micro level, the project's bilingual/bicultural FMPs will partner with the respective RCs in training and preparing ethnic family members/self-advocates in the IPP and annual program renewal process. Limited English speaking and monolingual parents have a hard time contacting and communicating with service coordinators in accessing services or follow-up on authorized services. Due to the cultural values of respecting and not challenging authorities, ethnic family members tend not to ask questions nor challenge what the case coordinator tells them with regard to service needs/problems even when they do not agree. Due process and appeal are two concepts foreign to our families, since historically one would not challenge the establishment nor could one win from such an attempt. Our trained bilingual/bicultural FMPs and continuous ethnically relevant outreach and education will help bridge this gap.

On the macro level, there are system barriers with policies that are difficult for families to understand and apply, as well as the lack of ethnically appropriate community-based vendors/providers. Transition for families from one RC to another is difficult when policies in local RCs can be quite different-there are no consistent policies across RCs. RCs system through the years has evolved into a huge bureaucracy, not user friendly for families and consumers. Burden is put on the family to learn to navigate this huge foreign system. The whole process from initial eligibility determination, IPP, approval of services, and annual program renewal, has been compared to a maze by RC families. The project's FMP mentors will aim to help ethnic families navigate this arduous process. In addition, the project's proposed Partners Meeting will serve as a forum for open discussion and sharing of ideas for needed changes at the state level.

B5. Describe how the project's effectiveness will be measured. What type of data will be collected (See also Project Measures Worksheets)?

Our overall goal is to reduce disparities in service authorizations and expenditures for Latino and Chinese families. Through the FMP we will build a cadre of family leaders (FMP mentors) to educate and prepare Chinese and Latino families for their IPP or annual review, where needed services and supports are identified and agreed upon for implementation. As a result, Chinese and Latino families' improved understanding and communication skills will contribute to increased access and utilization of services.

The TC Evaluator and Project Manager will be responsible for all evaluation activities. We will use a combination of quantitative and qualitative methods (open ended questions) to measure the project's effectiveness. We will measure increases in knowledge about the Lanterman Act, person- centered planning, IPP/annual review process, and appeals process through for the FMP

The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services

mentors through pre-and-post questionnaires given during their participation in training modules. Each pre-and-post test will be tailored to the specific topic of the training (i.e. IPP process). For the family mentees we will measure the change in knowledge through a mentee survey given upon selection of mentee and towards the end of the project period (during month 11 or 12). We will also use information gathered from focus groups held at the end of the project period and staff meeting minutes. Focus groups and evaluation instruments for the FMP mentees will be in their native languages.

Communication can be a major barrier for Hispanic and Chinese families in expressing their needs and questions when they meet with their RC service coordinator. In order for the FMPs to facilitate preparing mentees for their meetings, the FMP mentors must demonstrate the skills themselves so they may act as models. The communication skills of the FMPs will be measured through observation of role playing exercises during training modules and pre-and-post tests given at training to ascertain knowledge of effective communication strategies and comfort in providing guidance on communicating with one's RC service coordinator to family mentees. Related to communication is that the family mentees will be more confident when meeting with their RC service coordinator as measured by a pre-and-post family mentee survey and focus groups at the end of project period, and staff meeting minutes. The mentee survey will specifically ask whether the family mentee communicated a need or asked for clarification from their RC service coordinator during an IPP or annual review meeting, and how satisfied they were with the meeting in addition to the knowledge questions mentioned above.

Another major activity is the fostering of a partnership between FE, CPAD, ELARC, FDLRC, SARC, and the respective Hispanic and Chinese families. The partnership will be measured through review of partnership meeting minutes, interviews with the RC representatives, and findings from the mentee focus groups at the end of the project to assess any changes observed in RC relationships with Hispanic and Chinese families, and potentially any service authorizations.

The described activities will be used to prepare the required quarterly and final evaluation reports to the Department of Developmental Services.

B6. Where will your project be implemented (counties, cities, neighborhoods)

ELARC: Eastern Los Angeles county including the communities of Alhambra and Whittier

FDLRC: Central Los Angeles county including Burbank, Glendale, and Pasadena

SARC: Monterey, San Benito, Santa Clara, and Santa Cruz counties

B7. Project Type

Promotores (parent liaisons, mentors, cultural brokers).

B8. Estimated number of people the project will reach/impact

186 Chinese and Latino people will be impacted by this project. However, as a family-centered program, far more will be reached.

31 Chinese and Latino family leaders will be trained as Family Mentor Partners (FMP) mentors and 155 Chinese and Latino family members who are clients of the San Andreas, Frank D. Lanterman or East Los Angeles RCs will be the FMP mentees. The breakdown of mentors and

The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services

mentees by RC is as follows:

- ELARC 70 mentees, 14 mentors
- SARC 50 mentees, 10 mentors
- FDLRC 35 mentees, 7 mentors

B.9 & B.10 See Attachment A

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: The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services									
Objective: (3.1) To reduce disparities and support access and utilization of RC services.									
Issue(s) being addressed: Lack of culturally sensitive information, support and training for Chinese and Latino families to access and utilize regional center services; need for stronger relationships between ethnic community based organizations and regional centers.									
Activity	Staff	2018				2019			
		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
Recruit and select mentors	CPAD FE Parent Coordinators and Outreach Staff	☒	☐	☐	☐	☐	☐	☐	☐
Outreach and recruit mentees	CPAD FE Parent Coordinators and Outreach Staf	☒	☐	☐	☐	☐	☐	☐	☐
Identify and invite key liaison(s) from each Regional Center	CPAD and FE Project Managers and Parent Coordinators	☒	☐	☐	☐	☐	☐	☐	☐
Design Team to develop learning objectives organized by 6 core topic areas	CPAD FE Parent Coordinators, potential FMOs and expert advisors	☒	☐	☐	☐	☐	☐	☐	☐
Research and compile existing materials for training	TC Graduate Research Assistant, TC Project Manager	☒	☒	☐	☐	☐	☐	☐	☐

Project Title: The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services									
Objective: (3.1) To reduce disparities and support access and utilization of RC services.									
Issue(s) being addressed: Lack of culturally sensitive information, support and training for Chinese and Latino families to access and utilize regional center services; need for stronger relationships between ethnic community based organizations and regional centers.									
Activity	Staff	2018				2019			
		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
modules	under direction of Design Team								
Translate materials as needed	TC to make arrangements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus Group \$1	Parent Leaders for the local community. 2 groups Northern and Southern CA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Go to next page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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: The Family Mentor Partners Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services									
Objective: (3.2) To reduce disparities and support access and utilization of RC services.									
Issue(s) being addressed: Lack of culturally sensitive information, support and training for Chinese and Latino families to access and utilize regional center services; need for stronger relationships between ethnic community based organizations and regional centers.									
Activity	Staff	2018				2019			
		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
1st Partner Meeting- in Los Angeles and Northern CA FE offices	TC Project Director and Manager, CPAD and FE Project Managers, Parent Coordinators, Regional Center Liaisons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project management tools introduced to monitor and collect implementation data	TC Project Manager TC Project Evaluator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begin monthly project staff meeting starting month 3	All staff involved in FMP from CPAD and FE, FMPs (2 nd quarter) TC Project Director	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quarterly Reports to DDS	TC EvaluationCoordinator,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: The Family Mentor Partners Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services									
Objective: (3.2) To reduce disparities and support access and utilization of RC services.									
Issue(s) being addressed: Lack of culturally sensitive information, support and training for Chinese and Latino families to access and utilize regional center services; need for stronger relationships between ethnic community based organizations and regional centers.									
		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
	TC Project Director								
Mentor Training (4-6 weeks) in Los Angeles and Northern CA	Parent Coordinators, TC Director, Project Advisors/Consultants	☒	☒	☐	☐	☐	☐	☐	☐
Administer post training session questionnaires	Project Evaluator, Project Manager	☒	☒	☐	☐	☐	☐	☐	☐
Matching of mentors/mentees – Parent Coordinators	CPAD and FE Parent Coordinators -	☒	☐	☐	☐	☐	☐	☐	☐
FMP mentors meeting with FMP mentees	FMP Mentors	☐	☒	☒	☒	☐	☐	☐	☐

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: The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services		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
3 times a month group/individual supervision	Parent Coordinators, Project Consultants TBD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct FMP #2 mentee focus group	Up to 10 FMP Chinese and Latino mentees - 2 groups - one in north and second in South	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews of all Partner Meetings	Evaluation Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation data analyzed	Evaluation Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convene 3rd Partner Meeting	Regional Center liaisons from each RC; CPAD and FE Program Managers, Parent Coordinators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services									
Objective: (3.3) To reduce disparities and support access and utilization of RC services									
Issue(s) being addressed: Lack of culturally sensitive information, support and training for Chinese and Latino families to access and utilize regional center services; Need for stronger relationships between ethnic community based organizations and regional centers									
Activity	Staff	2018				2019			
		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
	and FMPs								
Final Evaluation Report Completed	TC Evaluation Coordinator with support from FE and CPAD Project Managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: The Family Mentor Partner (FMP) Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services
	Objective: 80% of the Latino and Chinese FMP mentors will demonstrate effective communication skills to assist FMP mentees in preparing for their IPP or annual review process.
	Issue(s) being addressed: Members of Latino and Chinese families may have cultural norms of not questioning someone who is perceived as an "authority" or may feel uncomfortable expressing their values or advocating for their families' needs if RC provider does not have the same linguistic/cultural background. Mentors will need to be able share and practice communication strategies with mentee that they can use when meeting with their RC service coordinator.
Activities	<ol style="list-style-type: none"> 1. Outreach and recruitment of 25 Latino and 6 Chinese FMPs across ELARC, FDLRC, and SARC. 2. Participation in 30 hours education and communication skills training. <p>Six training modules (Lanterman act, rights and responsibilities, IPP process and annual review, regional center and community based services, family stress and resilience) developed and delivered.</p> <ul style="list-style-type: none"> - Focus groups to ensure all information needs are addressed in FMP training - Compilation and review of existing materials - Co-design of content by Latino and Chinese family leaders and content experts and regional centers - Translation of materials as needed <p>FMP mentors will learn effective and culturally sensitive communication strategies for collaboration and communicating family needs. Mentors will learn how to teach story-telling as a tool for their mentees to advocate for family members' strengths, needs, and preferences.</p> <ol style="list-style-type: none"> 3. 3x a month group/individual supervision of FMPs. 4. 1 hour monthly professional development/project staff meeting including FMP, Parent Coordinators and CPAD and FE Managers, consultant and Tarjan Staff.
Measures of Outcomes	<ol style="list-style-type: none"> 1. Observation of role playing exercises during training modules. 2. Pre-and-post tests of FMP mentors after training to ascertain knowledge of effective communication strategies and comfort in providing guidance on communicating with RC service coordinator. 3. Themes/strategies from post FMP mentee focus groups about communication strategies that worked.

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: The Family Mentor Partner (FMP) Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services
	Objective: 80% of the Latino and Chinese FMP mentors will report increased knowledge of rights under the Lanterman Act, person-centered planning, IPP and annual review process, and appeals upon completion of the training modules.
	Issue(s) being addressed: Minority families, especially families whose primary language is not English may have less access to information about the Lanterman Act and Regional Center system. They may not know of the availability or how to access services from RCs. Mentors need to be knowledgeable on basics of clients rights under the Lanterman Act, the IPP process, and what to do if you disagree with the IPP team recommendations to be able to address the individual questions of their mentees and facilitate their progress in asking for and receiving services to meet their needs.
Activities	<ol style="list-style-type: none"> 1. Identification and outreach of 25 Latino and 6 Chinese FMPs across ELARC, FDLRC, and SARC. 2. Six training modules (Lanterman act, rights and responsibilities, IPP process and annual review, regional center and community based services, family stress and resilience) developed and delivered. <ul style="list-style-type: none"> - Focus groups to ensure all information needs are addressed in FMP training - Compilation and review of existing materials - Co-design of content by Latino and Chinese family leaders and content experts and regional centers - Translation of materials as needed 3. Ongoing group/individual supervision of FMPs monthly. 4. 1 hour monthly project staff meeting including FMP, Parent Coordinators and Managers, consultant and or Tarjan Staff.
Measures of Outcomes	<ol style="list-style-type: none"> 1. Themes/strategies from focus groups. 2. % reporting increased knowledge from pre-and-post tests given at training.

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: The Family Mentor Partner (FMP) Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services
	Objective: 70% of Latino and Chinese FMP mentees will report increased confidence in preparing for their IPP/annual review and/or accessing RC and community resources.
	Issue(s) being addressed: Latino and Chinese families may not voice their needs, concerns, or questions when meeting with their RC service coordinator due to cultural norms as well as a lack of familiarity or comfort with navigating the service delivery system, understanding their rights to services, and the availability of services and how to access them.
Activities	<ol style="list-style-type: none"> 1. Number of mentees recruited. 2. Matching FMPs and mentees (25 Latino FMPs with 5 Latino family mentees each, 6 Chinese FMPs with 5 family mentees each. Matching will take no consideration the geography, language/dialect, and age of family member receiving services of the mentors and mentees). 3. Weekly check-in meetings with mentor in preferred language (Spanish or Chinese dialect (Mandarin and Cantonese) with concentrated time to prepare for an IPP meeting or annual review. 4. Small group or individual didactic training on service delivery system. 5. Translation of educational materials.
Measures of Outcomes	<ol style="list-style-type: none"> 1. Results of mentee survey. <ul style="list-style-type: none"> -percent mentees who report they communicated a need or asked for clarification from their RC service coordinator during an IPP or annual review meeting -percent satisfied or highly satisfied with meeting with RC service coordinator 2. Themes from focus group of mentees about their preparation for the IPP or annual review. 3. Themes/strategies from Staff (FMP, Parent Coordinator, Program Manager) meeting minutes about families' experiences.

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: The Family Mentor Partner (FMP) Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services
	Objective: 70% of the Latino and Chinese FMP mentees will report increased knowledge of rights under the Lanterman Act, person-centered planning, IPP and annual review process, and appeals upon completion of the training modules.
	Issue(s) being addressed: Some researchers have reported that Latino and Chinese families are not familiar with their rights under the Lanterman Act or services offered by the RCs. Furthermore they may not actively participate in meetings with their family member's RC service coordinator due to a lack of information/ understanding of the services available and process for requesting them, or how to resolve disagreements. There is a need for families to have basic preparatory information that is delivered in their native language in a user-friendly, culturally appropriate way.
Activities	<ol style="list-style-type: none"> 1. Number of mentees recruited. 2. Matching FMPs and mentees (25 Latino FMPs with 10 Latino family mentees each, 6 Chinese FMPs with 5 family mentees each. Matching will take no consideration the geography, language/dialect, and age of family member receiving services of the mentors and mentees). 3. Weekly check-in meetings with mentor in preferred language (Spanish or Chinese dialect (Mandarin and Cantonese) with concentrated time to prepare for an IPP meeting or annual review. 4. Small group or individual didactic training on service delivery system. 5. Translation of educational materials.
Measures of Outcomes	<ol style="list-style-type: none"> 1. Results of mentee survey. <ul style="list-style-type: none"> -percent report understanding rights and services 2. Themes/strategies from focus group of mentees at end of project period. 3. Themes/strategies from Staff (FMP, Parent Coordinator, Program Manager) meeting minutes.

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: The Family Mentor Partner (FMP) Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services
	Objective: Improved collaboration between CPAD, FE, Chinese and Latino FPM mentors and FMP mentees, and their respective RCs, ELARC, FDLRC or SARC.
	Issue(s) being addressed: Ethnically diverse families may not trust the regional center system due to language and cultural barriers. Bringing together trusted community based organizations such as FE and CPAD and the regional centers is a means to develop a deepened understanding of barriers and concerns for families and develop culturally responsive strategies to improve access and utilization of services.
Activities	<ol style="list-style-type: none"> 1. Establish a partnership between Fiesta, CPAD, and RCs (East LA, Lanterman, and San Andreas). 2. 3 meetings <ul style="list-style-type: none"> - Meeting 1: Developing a relationship, soliciting input on curriculum - Meeting 2: updating on implementation, sharing family experiences, barriers, information exchange (resources, training opportunities, etc.) - Meeting 3: Reviewing evaluation findings, develop recommendations for the future.
Measures of Outcomes	<ol style="list-style-type: none"> 1. Individual interviews to evaluate whether partners group process was helpful in providing the RCs information about families to help better alleviate barriers. 2. Themes/strategies from Partners meeting minutes. 3. Themes/strategies from mentee focus groups.

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
The Family Mentor Partner Program: Valuing and Connecting Latino and Chinese Families with Regional Center Services
Project Duration (start and end date)
January 1, 2018 - December 31, 2018

Description	Cost
Salary/Wages and Benefits	
P.I, Project Director, O. Raynor (10%)	\$26318
Evaluation & Research Coordinator, K. Hayward (30%)	\$32872
Administrative Coordinator, TBN (10%)	\$9636
Project Manager, TBN (50%)	\$52195
Graduate Student Assistant, TBN (24%)	\$16572
Operating Expenses	
Travel -Local and Instate Travel	\$3255
Supplies	\$1200
Focus Group Food/Snack	\$300
Translation & Transcription Services	\$12250
Graphic Designer	\$2500
Administrative Expenses	
Indirect Costs 15%	\$75537
	\$
	\$
	\$
	\$
Additional Expenses	
Compensation for Families and Focus Groups	\$22375
Curriculum Development Consultants/Trainers	\$11500
UCLA Technology Infrastructure (TIF)	\$613
UCLA General Liability Program	\$802
CBO Subcontracts: 1. Fiesta Educativa; 2. Chinese Parents Association for the Disabled	\$235654
Project Budget Total	\$503579