FY 2018/19 DISPARITY FUNDS PROGRAM
PROPOSAL COVER PAGE

Note: Complete this form for **each** proposed project. Please refer to the Proposal Submission Instructions for clarification for any of the following questions.

Section I. Grantee Information and Cover Sheet

Please check the box that describes your organization		
☒ Regional Center (RC)	☐ Community Based Organization (CBO), 501(c)(3)	☐ CBO, non-501(c)(3) ☐ EIN or ☐ No EIN

a. Name of organization/Group	**b. Date**
Tri-Counties Regional Center	10/15/2018
c. Primary contact (Name)	
Mary Beth Lepkowsky, Assistant Director, Training & Organizational Development	
d. Mailing address	
520 E. Montecito St., Santaa Barbara, CA 93101	
e. Primary e-mail address	**f. Primary phone number**
mlepkowsky@tri-counties.org	(805) 884-7208
g. Secondary contact email address	**h. Secondary contact phone number**
i. Brief description of the organization/group (organization type, group mission, etc.).	
Tri-Counties Regional Center (TCRC) provides person and family-centered supports and services for individuals with developmental disabilities to maximize opportunities and choices for living, working, learning and recreating in the community.	

Section II. Proposal Summary

a. Project title	Interpreter Training and Language Access Assessment
b. Total amount requested	$ 96,255
c. Projected number of individuals impacted	140
d. Duration of project (months)	24 months Start date: 1/1/19 End date: 12/31/20
e. RC(s) in the project catchment area(s)	Tri-Counties Regional Center Target zip code(s) for Los Angeles County*:
f. Did your organization receive funding for a project in FY 2017/18?	☐ Yes** ☒ No ***If yes, provide the grant number and answer questions "f1" and "f2." If no, skip to question "g."* Grant # (CBOs only):
f1. What is the current status of your project?	
f2. How is this proposal different from your current project?	
g. Will you be working with one or	☒ Yes*** ☐ No

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PROPOSAL COVER PAGE

more CBO(s)?	
h. Will the project require aggregate data from the RC(s)?	☐ Yes*** ☒ No

**Zip code information for Los Angeles County can be found at: https://www.dds.ca.gov/RC/regionMap.cfm?view=laCounty*
****If yes, please provide letter(s) indicating that the CBO(s) and/or RC(s) have reviewed the proposal and are in support of collaboration.*

FY 2018/19 DISPARITY FUNDS PROGRAM
PROPOSAL COVER PAGE

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PROJECT INFORMATION

1. Project title

Interpreter Training and Language Access Assessment

2. Select the target group(s) the project intends to serve and provide a description of each group. Check all that apply.

☐ Ethnicity:
☒ Language(s): Spanish Year 1, Mixteco Year 2
☒ Age group(s): Intake (inclusive)
☐ Socioeconomic:
☐ Other:

3. Which area(s) of focus does the project meet? Check all that apply.

☐ 1. Increase access to information about services available through the RC system and processes to receiving those services.

☒ 2. Provide assistance during the intake process.

☐ 3. Empower consumers to advocate for needed services.

☒ 4. Increase access to services that meet the cultural and linguistic needs of consumers and their families.

☐ 5. Other (explain):

4. Project Type. Check all that apply.

☐ Translation (equipment, translator services, translating brochures or materials, etc.)
☐ Outreach (community events, website or social media design, materials, etc.)
☒ Workforce capacity (staff training, incentives for bilingual employees, etc.)
☐ Parent education (online or in person trainings, workshops, etc.)
☐ Promotores (para professionals to help develop relationships and trust with the Regional Center)
☐ Family/consumer support services (1:1 coaching, enhanced case management, service navigation, etc.)
☒ Other: Interpretation skills and development of glossary to decrease language barriers. Glossary will cover clinical terms commonly used during intake and assessment as well as core concepts and terminology used in person centered thinking and planning

5. What experience does the organization/group have working with the target population?

TCRC provides individual and family person centered planning, services and support for people with developmental disabilities.

6. Explain how the target population(s) are underserved using POS data or other data as supporting evidence.

TCRC has observed variances in expenditure data. Over the last 4 fiscal years, per capita expenditures for Spanish language speakers served by TCRC was less than those who are English speakers served by TCRC. If individuals and families, regardless of their preferred language, when provided with interpretation will have equitable information and understanding of diagnosis and recommendations, they will have more equitable opportunity to access needed services. Research has shown that people who identify as White are more likely than people who

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PROJECT INFORMATION

identify as Latino to receive recommended services for which they are eligible. However, when grouped by language use, Latinos who spoke English were not significantly less likely than people identified as White to receive recommended services. The bulk of racial/ethnic disparity between the groups, in this case, is actually a "language" disparity, between English and Spanish speakers (Reducing Language Barriers and Racial/Ethnic Disparities)

7. How will the project address the identified POS disparity?

TCRC will partner with JUST Communities to provide equitable access to services to people served by TCRC who are Spanish speaking by providing interpretation skills to Service Coordinators who support families during the intake process (inclusive). Individuals and families served by TCRC have identified the need for better interpretation services during the intake process to better understand their child/own diagnosis and recommendations. Having a better understanding of this, will allow individuals and families served by TCRC, make informed choices and understand the services that are available to them. Therefore, TCRC will be more accessible to children, young adults and adults entering RC system. TCRC values and strives to provide the best support to those who come into the agency. It is extremely important for people to understand who TCRC is and what supports and services TCRC is able to provide. TCRC has learned that building relationships with families early on, maximizes opportunity for a family to become familiar and trust the agency knowing that RCs are here to support and empower them to have informed choices. People need skilled interpreters and TCRC wants to build skills and tools for TCRC Service Coordinators.

8. How is the proposed project unique or different from a current effort (e.g., strategies, activities, goal) in this catchment area? If the project is similar to a current effort, how will the proposed project expand on the current effort?

TCRC has observed, and is listening actively to community members and TCRC staff for the need of interpreting skills during the intake process for Spanish speaking individuals and families. Service Coordinators build relationships with the individuals and families in the first stages of referral and intake. During the intake process, interpreting skills is important for the individuals and families served and due to Service Coordinators being the contact person, Service Coordinators need to have the skills to interpret. Increasing interpretation skills is a new effort in our catchment area. To access services, supports and follow up on recommendations, individuals and families need to first understand what is being communicated to them. Without Service Coordinators receiving interpretation workshops, there will continue to be a "language" disparity that will not allow for individuals and families to make fully informed choices.

The first year, JUST Communities will assess by observing intake meetings that require interpretation. There will be a development of a pre/post survey to measure the understanding of the information provided to the individual/family. An assessment will happen in all 6 of TCRC's offices to observe consistency. JUST Communities will conduct a 20 hour interpretation skills workshop for up to 22 participants. Based on survey finding, JUST Communities will work with psychologists and Service Coordinators to create a bilingual glossary that can be used internally for consistency with interpretaton, and can also be a handout for people are served so they can learn and be familiar with the terminology.

JUST Communities along with Project Coordinator will develop a peer support group for interpreters and start a structure on how to update information. Project Coordinator will continue to assess and continue conversation with Service Coordinators and Clinical team to identify any changes needed. This will be the start of a structured group to support staff and clinical team with

FY 2018/19 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION

interpretation skills and support individuals and families whose preferred language is Spanish.

The second year, JUST Communities will have focus groups for Mixteco interpreters and for Mixteco speaking families. Mixteco is a language that has been identified under the Spanish language. It is an increasing language in our catchment area and what is unique about this language, is that there is no written language. TCRC and JUST Communities will work together to build a glossary appropriate for families whose primary language is Mixteco. Families will assist in modifying and assess the glossary (i.e. pictures, designs, etc.). This glossary will be used internally and can also be a handout for people that are served so they can learn and be familiar with the terminology.

Through workshops, training, survey findings, support, and shared measures, the project will identify and create a glossary of terms to remove language barriers to accessing services and understanding diagnosis and recommendations by TCRC intake team.

9. How did your organization collect input from the community and/or target population to design the project?

Tri-Counties Regional Center continues to engage community members in six public POS expenditure information meetings to discuss strategies on how TCRC could best support our community. Six meetings were held at 6 locations in March 2018. In these meetings people reviewed the annual POS data and provided their input as to why there may be some variances in POS. All of the comments were shared with the Strategic Plan Workgroup focusing on Culturally and Linguistic Appropriate Service Standards. This group met in May of 2018 to prioritize efforts and provide recommendations to support our community and reduce potential barriers. Comments from people who attended these meetings have expressed the need to have interpreters to understand what their diagnosis is, what the recommendations are, and know who TCRC is and what they are able to offer. Some families expressed receiving supports from TCRC but not understand what diagnosis their family member has and/or what recommendations have been given.

TCRC has increased community outreach efforts including Spanish speaking community events. TCRC has learned through comments and feedback from individuals and families served by TCRC, that there is a need to better understand what TCRC provides and also recommend the development of relationship from the beginning of the process. A Spanish speaking parent commented that if a Spanish speaking family feels lost at the beginning of the intake process, that family will not build trust and will not access services available to them. In the long run, not understanding a diagnosis and the recommendations during referral/intake process, will affect the decision of families accessing services which have caused variances in Purchase of Service. Another Spanish speaking parent mentioned they were still unclear of what diagnosis their child had and didn't understand what TCRC's recommendations were as far as services and supports. This could be avoided by enhancing the skills of an intake Service Coordinators with interpretation skills to be able to support the family in a culturally and linguistic appropriate way.

Internally, TCRC provided in-kind Cultural Proficiency training to staff and providers. The priorities identified during the trainings aligned with the feedback from our community which include continuation of Cultural Proficiency training, Interpreter training to better support families during intake so they are able to understand the diagnosis and recommendations, and provide understandable information through outreach and having TCRC out in the community.

FY 2018/19 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. 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: Interpreter Training and Language Access Assessment									
		2018	**2019**				**2020**		
Activity	**Staff**	**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**	**Q1 1/1/20-3/30/20**	**Q2 7/1/19-9/30/19**	**Q3 10/1/19 - 12/31/19**
Notification of grant agreement	Director/Assistant Director	☒	☐	☐	☐	☐	☐	☐	☐
Identify number of individuals who identify Spanish as their preferred language through intake	Project Coordinator	☒	☐	☐	☐	☐	☐	☐	☐
Develop partnership and scope of work with JUST Communities	Project Coordinator/JUST Communities	☒	☐	☐	☐	☐	☐	☐	☐
Communication to Service Coordinators re: Interpretation	Project Coordinator	☒	☐	☐	☐	☐	☐	☐	☐
Identify participants from all TCRC offices	Project Coordinator/Directors	☐	☒	☐	☐	☐	☐	☐	☐
Clarify roles and responsibilities	Project Coordinator/JUST Communities/Service Coordinators/Directors/Individuals and families	☐	☒	☐	☐	☐	☐	☐	☐

Project Title: Interpreter Training and Language Access Assessment									
		2018	**2019**				**2020**		
Activity	**Staff**	**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**	**Q1 1/1/20-3/30/20**	**Q2 7/1/19-9/30/19**	**Q3 10/1/19 - 12/31/19**
Provide current status report - language access practices	Project Coordinator/JUST Communities	☐	☒	☐	☐	☐	☐	☐	☐
Develop pre/post survey to measure increase in understanding languager	Project Coordinator/JUST Communities	☐	☒	☐	☐	☐	☐	☐	☐

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 proposal. 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: Interpreter Training and Language Access Assessment									
		2018	**2019**				**2020**		
Activity	**Staff**	**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**	**Q1** **1/1/20-3/30/20**	**Q2** **7/1/19-9/30/19**	**Q3** **10/1/19-12/31/19**
Assessment/observation of intake meetings	JUST Communities	☐	☒	☐	☐	☐	☐	☐	☐
Prepare and submit Q1 report to DDS	Project Coordinator	☐	☒	☐	☐	☐	☐	☐	☐
Conduct 20 hour workshop for Service Coordinators	JUST Communities	☐	☒	☒	☐	☐	☐	☐	☐
Work with Clinicians and service coordinators to create bilingual glossary	Project Coordinator/JUST Communities/clinicians-psychologist/Service Coordinators	☐	☐	☒	☐	☐	☐	☐	☐
Prepare and submit Q2 report to DDS	Project Coordinator	☐	☐	☒	☐	☐	☐	☐	☐
Finalize Glossary and roll out	Project Coordinator/JUST Communities/Clinicians-psychologist/Service Coordinators	☐	☐	☐	☒	☐	☐	☐	☐
Start distributing glossary to individuals and families served during intake process	Project Coordinator/Intake Coordinators	☐	☐	☐	☒	☒	☐	☐	☐

Project Title: Interpreter Training and Language Access Assessment									
		2018	**2019**				**2020**		
Activity	**Staff**	**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**	**Q1** **1/1/20-3/30/20**	**Q2** **7/1/19-9/30/19**	**Q3** **10/1/19-12/31/19**
Set up peer support for interpreters	Project Coordinator/JUST Communities	☐	☐	☐	☒	☒	☐	☐	☐

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 proposal. 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: Interpreter Training and Language Access Assessment

		2018	2019				2020		
Activity	**Staff**	**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**	**Q1 1/1/20-3/30/20**	**Q2 7/1/19-9/30/19**	**Q3 10/1/19-12/31/19**
Prepare and submit Q3 and Q4 report to DDS	Project Coordinator	☐	☐	☐	☒	☒	☐	☐	☐
Focus group for Mixteco interpreters	JUST Communities	☐	☐	☐	☐	☐	☒	☐	☐
Focus group for Mixteco people served	JUST Communities	☐	☐	☐	☐	☐	☒	☐	☐
Assessment	JUST Communities	☐	☐	☐	☐	☐	☒	☐	☐
Develop glossary - Mixteco	JUST Communities	☐	☐	☐	☐	☐	☐	☒	☐
Final focus group for Mixteco people served and interpreters	JUST Communities	☐	☐	☐	☐	☐	☐	☒	☒
Prepare and submit Quarterly reports to DDS	Project Coordinator	☐	☐	☐	☐	☐	☒	☒	☒
Prepare and submit final evaluation to DDS	Project Coordinator	☐	☐	☐	☐	☐	☐	☐	☒

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 proposal. Check the types of qualitative and quantitative outcome measures you will use. For each type, describe the activity to be measured and the data collection method. 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: Interpreter Training and Language Access Assessment		
Measures of Outcomes	**Type of Measure(s). Check all that apply.**	**Activity To Be Measured; Data Collection Method**
	☒ Count	Conduct 20 hour interpretation workshop for up to 22 participants (Develop and maintain sign in sheet)
	☒ POS	Analyze annual POS costs for Spanish speaking people served the 1st year after completing the intake process and becoming eligible for RC services and compare these costs to Spanish speaking people served costs after implementation of interpreter training, glossary development and peer support for the 1st year after completing the intake process and becoming eligible for RC services.
	☒ Pre/post survey/assessment	Develop and conduct pre/post surveys for individuals and families served on understanding of terminology during intake process. Pre/Post survey of workshop for participants. Measure changes in surveys
	☐ Stakeholder feedback	
	☒ Materials	Develop glossary of terminology. Distribute/post for use by clinicians, psychologists and service coordinators.
	☐ Other: PLEASE DESCRIBE:	

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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. Full time equivalent (FTE) typically means 40 hours per week. For example, .5FTE means 20 hours per week.

Organization Name
Tri-Counties Regional Center
Project Title
Interpreter Training and Language Access Assessment
Project Duration (start and end date)
Start Date: 1/1/2019 **End Date:** 12/31/2020 **Number of Months:** 24

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Title/Position: ☐ Existing Position or ☐ New Position ☐ Full Time Equivalent (FTE):	$	$	$
Name: Title/Position: ☐ Existing Position or ☐ New Position ☐ Full Time Equivalent (FTE):	$	$	$
Name: Title/Position: ☐ Existing Position or ☐ New Position ☐ Full Time Equivalent (FTE):	$	$	$
Name: Title/Position: ☐ Existing Position or ☐ New Position ☐ Full Time Equivalent (FTE):	$	$	$
Name: Title/Position: ☐ Existing Position or ☐ New Position ☐ Full Time Equivalent (FTE):	$	$	$
Name: Title/Position: ☐ Existing Position or ☐ New Position ☐ Full Time Equivalent (FTE):	$	$	$
Name: Title/Position: ☐ Existing Position or ☐ New Position ☐ Full Time Equivalent (FTE):	$	$	$
Salary/Wages and Benefits Total	$	$	$

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Operating Expenses			
Workshops/Focus Groups (Just Communities)	$9000	$5000	$14000
Report on Findings (Just Communities)	$10500	$0	$10500
Assessments (Just Communities)	$6000	$3000	$9000
Glossary Development (Just Communities)	$8000	$4200	$12200
Peer Support Meetings/Final Focus Groups (Just Communities)	$4000	$3000	$7000
Graphic Design/Printing	$3000	$3000	$6000
Clinician/Psychologist Stipends	$25000	$0	$25000
Operating Expenses Total	$65500	$18200	$83700

Administrative Expenses (Indirect costs, up to 15%)			
TCRC (indirect cost, 15%)	$9825	$2730	$12555
	$	$	$
	$	$	$
	$	$	$
	$	$	$
	$	$	$
Administrative Expenses Total	$9825	$2730	$12555
Project Budget Total	**$**75325	**$**20930	**$**96255

*As applicable. If the period for year 2 is less than 12 months, provide budget for the amount of months that services will be provided.

DS 10

Proposer (applicant):

Authorized by (print name): Omar Noorzad

Signature: DocuSigned by: Omar Noorzad 6E5536F04627427... Date: 10/16/2018

Sub-grantee (subcontractor):**

Authorized by (print name): Jarrod Schwartz

Signature: DocuSigned by: Jarrod Schwartz DDCD85278F55413... Date: 10/16/2018

**As applicable

DocuSign Envelope ID: C2A66F27-288E-4559-B465-F037B40B3833

PROJECT BUDGET NARRATIVE WORKSHEET
The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment E-1).

Organization Name
Tri-Counties Regional Center
Project Title
Interpreter Training and Language Access Assessment (Year 1 Spanish)
Project Duration (start and end date)
Start Date: 1/1/2019 **End Date:** 12/31/2020 **Number of Months:** 24

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	

Operating Expenses – Line Item	Description
JUST Communities (contractor) - interpreting for social justice 20 hour workshop	20 hour workshop (over 3 days) that introduces best practices and skills development with a foundation in principles of equity and inclusion. Topics include: consecutive and simultaneous interpretation, ethcial issues and the interpreter's role, language, power, and social justices, and creating inclusive, multilingual space. This workshop will increase the skill and capacity of interpreters and bilingual or multilingual staff, in the TCRC network.
JUST Communities - Status report of language access practices	Status report of language access practices, from interpretation to translation and how accessible materials are to people, quality of interpretation, etc. SLO, Santa Maria, Atascadero, Santa Barbara, Oxnard, Simi Valley
JUST Communities - Assessment	Observe intake meetings that have interpretation and provide 1) feedback about interpretation 2) survey the people served and ask about their experience with interpretation, type of vocabulary used, how easy/hard it was to understand the terminology. Do this at as many centers as possible, to get a good idea of how consistent (or not) the centers are

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JUST Communities - Suppor t to clinicians to develop glossary	Work with clinicians/psychologist to lower the register or make vocabulary easier to understand. -2 hour One Room, Many Voices workshop. -2 hour work session following ORMV, with clinicians/psychologists to help them lower the register. Program mgr facilitates, research assistant takes notes and JC types up notes and give to TCRC. -Work with clinicians/psychologist and service coordinators to create a bilingual glossary. -Follow up session to review glossary
JUST Communities - Peer suppor t meetings for interpreters	Set up a peer support group for interpreters and provide structure for them to meet regularly one per county. -Regional (county) x 3 total meetings -Each session will be 2 hours long -1 time per month -JUST Communities will facilitate two session per region before turning it over to TCRC (Multicultural Specialist)
Graphic Design/Printing	For glossary
Clinicians/Psychologists (contractors)	Participation and collaboration time identified by JUST Communities

Administrative Expenses – Line Item	Description
TCRC (Indirect cost, 15%)	Materials, Travel, and incidentals

DS
LO

Proposer (applicant):

Authorized by (print name): Omar Noorzad

Signature: DocuSigned by: Omar Noorzad 6E5536F04627427... Date: 10/16/2018

Sub-grantee (subcontractor):**

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Authorized by (print name): Jarrod Schwartz

Signature: DocuSigned by: Jarrod Schwartz DDCD85278F55413... Date: 10/16/2018

**As applicable.

DocuSign Envelope ID: C2A66F27-288E-4559-B465-F037B40B3833

PROJECT BUDGET NARRATIVE WORKSHEET
The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment E-1).

Organization Name
Tri-Counties Regional Center
Project Title
Interpreter Training and Language Access Assessment (Year 2 Mixteco)
Project Duration (start and end date)
Start Date: 1/1/2019 **End Date:** 12/31/2020 **Number of Months:** 24

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	

Operating Expenses – Line Item	Description
JUST Communities - Focus group for Mixteco interpreters	90 minute session where Mixteco interpreters and JCCC will review the Spanish-English glossary created for TCRC. Conversation around accessibility for Mixteco speakers and consistency will be discussed. It is suggested that the graphic designer be present to understand and begin to build ideas of how to convert written messages visually. One session in North County Santa Barbara, one session in Ventura County.
JUST Communities - Focus group for Mixteco people served	90 minutes session where Mixteco people served and JCCC will review the Spanish-English glossary created for TCRC. Conversation around accessibility for Mixteco speakers will be discussed. It is suggested that the graphic designer be present to understand and begin to build ideas of how to convert written messages visually. One session in North County Santa Barbara, one session in Ventura County
JUST Communities - Assessment	Observe intake meetings that have interpretation and provide 1) feedback about interpretation 2) survey the client and ask about their experience with

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	interpretation, type of vocabulary used, how easy/hard it was to understand the terminology. Observe in North County Santa Barbara and Ventura County
JUST Communities - Develop Glossary Mixteco language	Work with Mixteco interpreters to create a consistent and accessile glossary in Mixteco
JUST Communities - Final focus group for Mixteco people served and interpreters	90 minute session where Mixteco speaking clients and interpreters and JCCC will review the Mixteco-English glossary created for TCRC and provide feedback and edits. It is suggested that the graphic designer be present to understand and begin to build ideas of how to convert written messages visually. One session in North County Santa Barbara, one session in Ventura County
Graphic Design/Printing	For glossary

Administrative Expenses – Line Item	Description
TCRC (Indirect cost, 15%)	Materials, Travel, and incidentals

DS LO

Proposer (applicant):

Authorized by (print name): Omar Noorzad

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**As applicable.