

APPLICATION REPORT

Project Name:

Creativity for All—Reducing Language and Technology Barriers for Artists with Disabilities



Applicant Organization:

Creative Growth Art Center

Awarded Amount:

\$91,780

Funding Announcement Name:

Promoting Service Access and Equity Grant

PROJECT SUMMARY

The project will use multiple strategies to improve services for developmentally disabled artists who rely on Spanish, American Sign Language, and other non-English languages. The project will also provide technology training and increase website accessibility. Target Population The target population of this project is current CG artists and prospective artists who rely on languages other than English to communicate, and all who need assistance with the technology needed to access online programming. Catchment Area CG provides programming primarily for people living in the East Bay, including both Alameda and Contra Costa Counties. The vast majority (94%) of CG's clients receive case management services through the Regional Center of the East Bay (RCEB) including La Familia, which is under direct contract with RCEB to provide the Latinx community with bilingual and bicultural case management. CG also serves some clients who live in San Francisco and receive their case management through Golden Gate Regional Center. Additionally, with programming now delivered online (a delivery method that CG will continue even after in-person programming is again possible), CG is able to accept clients from farther away and has received some requests from individuals who are deaf, require Spanish programming, or seek a professional art studio curriculum. Project Goals The project will use multiple strategies to improve services for CG's developmentally disabled artists, and their caregivers, who rely on Spanish, American Sign Language, Mandarin, Cantonese, Japanese, Dari, and other non-English languages. It will increase equity for the 20% of CG's artists population who do not use English for communication and reduce barriers of entry into the program for prospective clients in the catchment area, where 18% of adults, ages 22 and above, who have developmental disabilities rely on languages other than English, according to POS data from the Regional Center of the East Bay (RCEB), which is the referring RC for 94% of CG's clients. The project will also provide targeted technology training to all client artists who need extra support, including one-on-one facilitation, because using technology has become a critical aspect of participating in CG programming during the pandemic. Last, the project will include increasing the accessibility of the section of CG's website aimed at prospective clients by translating it into Spanish and Cantonese (threshold languages in the service area) and providing an audio version. By addressing the technology gap, and the needs of artists with developmental disabilities who use languages other than English, CG aims to increase equity in the service area. Project Design Spanish Speakers and Hispanics Spanish speakers are the biggest language group at CG, after English. The 10 Spanish-only speakers in CG's daily adult program represent 8% of CG's adult artist population, the same percentage seen in RCEB's service area, according to the most recent POS data. CG serves additional bilingual clients who choose Spanish when it's available and whose caregivers may require it. However, this population is not receiving the same quality of services at CG as their English-only counterparts. By hiring an instructor specifically to conduct classes in Spanish, CG will double its weekly program offerings available in Spanish to better serve this population. American Sign Language (ASL) Users Another sizable group at CG is clients who use ASL to communicate. They account for 6% of CG's population, a number significantly greater than the 1% in RCEB's POS data. CG is proud of this distinction and is earning a reputation as an organization dedicated to meeting the specific needs of this community. In summer 2020, CG added a Deaf Social Chat to its weekly programming to address the isolation this population reported experiencing. Since then, CG has received requests from case workers with deaf clients who are not in our normal service area, or are not interested in art instruction, to join CG's Deaf Social Chat just to communicate with peers and address the isolation exacerbated by mandates to shelter at home, especially when there is no one fluent in ASL at their homes. CG strives to offer ASL interpretation during any class a deaf client wants to attend, and during all programming that is recorded and available for later viewing. However, CG is not able to meet those goals with its current ASL interpretation budget. By hiring an ASL Studio instructor (to teach classes using ASL and schedule other interpreters when needed), CG will reduce disparities for its current, and prospective, deaf clients. Other Language Speakers Clients who rely on Mandarin, Cantonese, Japanese, Arabic, and Dari (Farsi dialect) make up 6% of CG's client population. Without individualized language support, these clients are not able to fully participate in CG programming, especially now when classes are offered online and verbal communication overshadows other ways of teaching. Instructors are unable to properly serve individuals who need extra facilitation, especially when they don't speak the same language as the clients. By hiring a Client Care Language Aide, CG will create a position dedicated entirely to addressing the needs of clients who do not speak English. Responsibilities will include teaching classes in Spanish, hiring and scheduling translators, and ensuring that key pages of CG's website are available in multiple languages. Close Technology Gaps In March 2020, CG pivoted to an entirely online program model. Today, distance-learning offerings include daily art classes, visiting artist talks, virtual field trips, and classes aimed at emotional well-being, such as yoga, tea time, and deaf social chat. CG staff members have used many methods to recast CG's previously analog, in-person, program into a digital, distanced one. The pivot required heavy lifting by staff members who worked closely, and repeatedly, with individual clients and their caregivers. Many clients went from never using a computer to communicating with their artist peers by email and logging into Zoom classes. Indeed, this tremendous skill shift may be seen as a silver lining of the pandemic—as a change that was needed to better integrate adults with developmental disabilities into their increasingly tech-dependent communities. But the effort to close the digital divide is ongoing and even within CG's population there are big disparities. Additional staff time is needed to adequately support artists, especially those who continue to struggle with technology, who don't have caregivers who support them in using technology, and who are interested in learning more advanced skills, such as digital art making. Using technology is no longer a "nice-to-have" skill but has become essential to program participation and parity. By allocating additional staff hours for technology support, artists and caregivers will receive language-appropriate training in using technology. Website Enhancement For some prospective clients, CG's website may be their first encounter with CG. Currently, the site is only in English and does not provide information for Spanish speakers, Cantonese speakers, or people with impaired vision. By making the website more accessible, CG will not only support target populations, but also convey to all non-English speakers that CG welcomes and recognizes people from underserved communities. By making the area of the website directed at prospective clients and their caregivers, CG will support and attract more consumers who are not English speaking. Summary Linguistic and technical support will enable prospective and current participants, families, and caregivers to engage with CG on a level playing field. By improving CG's system of service delivery at multiple points, CG will reduce service disparities for non-English participants by addressing linguistic needs and for all clients by addressing technology barriers. CG will reduce disparities with several new initiatives, including the creation of three new positions: • A Client Care Language Aide will be hired to provide Spanish language support, and also project management. • A Spanish speaking studio instructor will be hired to teach art classes in Spanish. • An ASL Studio Instructor will be hired to lead art center classes using American Sign Language, interpret at other times, and provide administrative support for contracted interpreters. • Translators will be contracted and scheduled at relevant times to support clients who speak languages other than English. • Information on the CG website aimed at prospective clients will be made more accessible, including translation into Spanish and other threshold languages. • Classes will be offered in Spanish and in both Spanish and English (bilingual). • Classes will be taught in ASL and ASL interpretation will be provided in other classes and during talks, workshops, and virtual field trips. • Staff time will be dedicated to providing training and technology support for artists and caregivers. • CG artists who use languages other than English will be surveyed quarterly to determine what supports and programming are needed to ensure equity. • Staff instructors will be asked quarterly to report on whether the needs of artists using languages other than English are being met, and how CG's program can reduce disparity. • CG artists and their caregivers will be surveyed quarterly to determine whether technology training meets their needs and how it can improve. • 40% increase in new client artists who use languages other than English. • 20% increase in people viewing prospective client information on CG's website.

APPLICANT QUESTION	APPLICANT RESPONSE
Applicant Eligibility	
Applicant Information	
1. Project Title	Applicant Response
What is the Project Title?	Creativity for All—Reducing Language and Technology Barriers for Artists with Disabilities
2. Awarded Amount	Applicant Response
	\$91,780
3. Organization Type	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)
4. Description of Organization/Group	Applicant Response
Provide a brief description of the organization/group (organization type, group mission, etc.). Explain what experience your organization has managing a program similar to the proposal and state the outcomes of that program.	<p>Creative Growth Art Center is a non-profit organization serving artists with developmental and often concurrent mental and physical disabilities by providing a professional studio environment for art development to 160+ individuals. Founded in 1974 on the belief that all people can gain enjoyment and fulfillment from their experiences in the arts, deserve access to its tools, and are capable of creative perspectives and elevating their artwork from the margins to the mainstream.</p> <p>To achieve the mission, a core group of 18 working artists provides guidance and professional feedback to 127 adults with disabilities exploring a wide range of media, including painting, drawing, ceramics, and museum visits—now offered virtually online because of COVID-19 constraints. A weekly drop-in class offers 35 young adults with disabilities, ages 15-22, exposure to the potential of art in their lives.</p> <p>CG is the oldest and largest organization in the world dedicated to providing artists with disabilities opportunities for creative expression while building diverse audiences for their work. The founding clients is included in the collections of major museums worldwide, including prestigious institutions such as the Museum of Modern Art in New York and the Centre Pompidou in Paris.</p> <p>The population of artists at CG has long mirrored the area and is both ethnically and linguistically diverse. Clients remain in the program for decades, often only leaving because they move away from more than 10 years.</p> <p>CG has a long history serving people who speak languages other than English. CG has served Spanish speakers since 1975, ASL users since 2003, Chinese (Mandarin or Cantonese) speakers since 1992, and Vietnamese speakers since 2008.</p> <p>The switch to online programming has both highlighted the inequities experienced by non-English speakers and intensified them.</p>
5. Applicant in Good Standing	Applicant Response
Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes
6. Subcontractors in Good Standing	Applicant Response
Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Not Applicable
Grant Reapplication Information	
Grant Reapplications Only	
1. Grant Number	Applicant Response
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	Not Applicable
2. Project Title	Applicant Response
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Not Applicable
3. Project Start & End Dates	Applicant Response
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Not Applicable
4. Project Duration	Applicant Response
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	Not Applicable
5. 2016/2017 Award	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable
6. 2016/2017 Expenses	Applicant Response
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable
7. 2016/2017 Remaining	Applicant Response
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2016/2017. If not applicable select Not Applicable.	Not Applicable
8. 2017/2018 Award	Applicant Response
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable
9. 2017/2018 Expenses	Applicant Response
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable
10. 2017/2018 Remaining	Applicant Response
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable
11. 2018/2019 Award	Applicant Response
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable
12. 2018/2019 Expenses	Applicant Response
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable
13. 2018/2019 Remaining	Applicant Response
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	Not Applicable

APPLICANT QUESTION	APPLICANT RESPONSE
14. 2019/2020 Award (Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	Applicant Response Not Applicable
15. 2019/2020 Expenses (Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	Applicant Response Not Applicable
16. 2019/2020 Remaining (Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.	Applicant Response Not Applicable
17. Total Awarded (Reapplicants only) Combine the amounts included in FY 2016/2017, FY 2017/2018, FY 2018/2019, and FY 2019/2020 for the total amount awarded for the project. If not applicable select Not Applicable.	Applicant Response Not Applicable
18. Initial Proposed Number of People Served (Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	Applicant Response Not Applicable
19. Actual Number of People Served (Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.	Applicant Response Not Applicable
20. Regional Centers in Catchment Area (Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Applicant Response Not Applicable
21. Cities Served (Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Applicant Response Not Applicable
22. Counties Served (Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Applicant Response Not Applicable

APPLICANT QUESTION	APPLICANT RESPONSE
23. City of Los Angeles	Applicant Response
(Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.	Not Applicable
24. Activities to Date	Applicant Response
(Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.	Not Applicable
25. Project Impact & Outcome	Applicant Response
(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.	Not Applicable
26. Project Objectives	Applicant Response
(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.	Not Applicable
27. Project Transition	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.	Not Applicable
General Application	
Proposal Summary	
1. Individuals Impacted	Applicant Response
Enter the projected number of individuals impacted.	126
2. People Served	Applicant Response
What is proposed number of people projected to be served?	105
3. Duration of project	Applicant Response
What is the duration of the project? Enter Start & End Dates.	Start Date: 02/28/2021, End Date: 02/27/2022
4. Duration of project (months)	Applicant Response
What is the total duration of project in months?	12
5. Regional Centers	Applicant Response
List all Regional Centers in the project catchment areas.	Regional Center of the East Bay, Golden Gate Regional Center
6. Cities Served	Applicant Response
List the city or cities your project proposes to serve.	Alameda, Albany, Berkeley, Castro Valley, Concord, Danville, Dublin, El Cerrito, Fremont, Hayward, Lafayette, Modesto, Moraga, Oakland, Orinda, Piedmont, Pleasanton, San Francisco, San
7. Counties Served	Applicant Response
List the county or counties your project proposes to serve.	Alameda, Contra Costa, San Francisco
8. City of Los Angeles	Applicant Response
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable
9. Community Based Organizations	Applicant Response
Will you be working with one or more Community Based Organization?	No
10. Regional Center Data	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
If you plan to use regional center data for your project, indicate what steps you will take (or already have taken) to acquire it. For example, completing a data agreement, completing a data request, meeting with RC to discuss data availability/timelines, etc.	We will rely on our own internal data and surveys.
11. First Project Type Selection	Applicant Response
Select your first project type.	Workforce Capacity and Development (staff training, etc)
12. Second Project Type Selection	Applicant Response
Select your second project type (if applicable).	Translation (translator services, etc)
13. Third Project Type Selection	Applicant Response
Select your third project type (if applicable).	Engagement and Outreach (community events, etc)
14. Multiple Organizations	Applicant Response
Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.	No
15. Leverage & Strategies	Applicant Response
Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project. How will your project continue its work after the grant funding has concluded?	<p>CG will continuously seek feedback from the clients being served by the grant project to ensure that language support is relevant and is increasing access. By creating a Client Council—a body made up of clients who advise the entire organization. It is part of CG's person-centered planning approach. Conversely, clients and staff members will also benefit from this approach.</p> <p>CG has recently begun organization-wide Justice, Equity, Diversity and Inclusion (JEDI) training and will be looking at the role of language and technology in relation to this work, and will include linguistic technology barriers on its agenda for 2021.</p> <p>The staff positions will remain in the organization's budget so that the additional classes taught in Spanish and ASL will be maintained. CG considers these changes a first step in</p>
Target Population	
1. Target Groups Served	Applicant Response
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	Hispanic , Chinese , Other (list) , Japanese
Applicant Comment	Middle Eastern
2. Number of Target Group Served	Applicant Response
For each target group selected in previous question, list number served.	<p>Hispanic: 16</p> <p>Asian (Chinese and Japanese): 12</p> <p>Middle Eastern: 2</p>
3. Languages	Applicant Response
Select all Languages the project will serve. If you select "Other" please list all languages.	Spanish , Mandarin , Cantonese , Other (list)
Applicant Comment	Arabic, Dari/Farsi

APPLICANT QUESTION	APPLICANT RESPONSE
4. Age Groups Served	Applicant Response
Select all Age Groups the project will serve. If you select "Other" please list groups.	16 to 21 , 22 and older
Applicant Comment	
Project Application	
Project Application	
1. Project Summary	Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE
<p>Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served.</p>	<p>Target Population The target population of this project is current CG artists and prospective artists who rely on languages other than English to communicate, and all who need assistance with the</p> <p>Catchment Area CG provides programming primarily for people living in the East Bay, including both Alameda and Contra Costa Counties. The vast majority (94%) of CG's clients receive case n provide the Latinx community with bilingual and bicultural case management. CG also serves some clients who live in San Francisco and receive their case management through programming is again possible), CG is able to accept clients from farther away and has received some requests from individuals who are deaf, require Spanish programming, or</p> <p>Project Goals The project will use multiple strategies to improve services for CG's developmentally disabled artists, and their caregivers, who rely on Spanish, American Sign Language, Mand English for communication and reduce barriers of entry into the program for prospective clients in the catchment area, where 18% of adults, ages 22 and above, who have develc training to all client artists who need extra support, including one-on-one facilitation, because using technology has become a critical aspect of participating in CG programming c translating it into Spanish and Cantonese (threshold languages in the service area) and providing an audio version. 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C 2020, CG added a Deaf Social Chat to its weekly programming to address the isolation this population reported experiencing. Since then, CG has received requests from case communicate with peers and address the isolation exacerbated by mandates to shelter at home, especially when there is no one fluent in ASL at their homes. CG strives to offer. However, CG is not able to meet those goals with its current ASL interpretation budget.</p> <ul style="list-style-type: none"> By hiring an ASL Studio instructor (to teach classes using ASL and schedule other interpreters when needed), CG will reduce disparities for its current, and prospective, dea <p>Other Language Speakers Clients who rely on Mandarin, Cantonese, Japanese, Arabic, and Dari (Farsi dialect) make up 6% of CG's client population. Without individualized language support, these client other ways of teaching. Instructors are unable to properly serve individuals who need extra facilitation, especially when they don't speak the same language as the clients.</p> <ul style="list-style-type: none"> By hiring a Client Care Language Aide, CG will create a position dedicated entirely to addressing the needs of clients who do not speak English. Responsibilities will includ <p>Close Technology Gaps In March 2020, CG pivoted to an entirely online program model. Today, distance-learning offerings include daily art classes, visiting artist talks, virtual field trips, and classes aimed analog, in-person, program into a digital, distanced one. The pivot required heavy lifting by staff members who worked closely, and repeatedly, with individual clients and their car this tremendous skill shift may be seen as a silver lining of the pandemic—as a change that was needed to better integrate adults with developmental disabilities into their increa: Additional staff time is needed to adequately support artists, especially those who continue to struggle with technology, who don't have caregivers who support them in using tech has become essential to program participation and parity.</p> <ul style="list-style-type: none"> By allocating additional staff hours for technology support, artists and caregivers will receive language-appropriate training in using technology. <p>Website Enhancement For some prospective clients, CG's website may be their first encounter with CG. Since January 2020, the page got 788 hits, almost twice as many as in the previous year, possi provide information for Spanish speakers, Cantonese speakers, or people with impaired vision. By making the website more accessible, CG will not only support target populati</p> <ul style="list-style-type: none"> By making the area of the website directed at prospective clients and their caregivers, CG will support and attract more consumers who are not English speaking. <p>Summary Linguistic and technology training will enable prospective and current participants, families, and caregivers to engage with CG on a level playing field. By improving CG's system clients by addressing technology barriers. CG will reduce disparities with several new initiatives, including the creation of three new positions:</p> <ul style="list-style-type: none"> A Client Care Language Aide will be hired to provide Spanish language support, and also project management. A Spanish speaking studio instructor will be hired to teach art classes in Spanish. An ASL Studio Instructor will be hired to lead art center classes using American Sign Language, interpret at other times, and provide administrative support for contracted interp Translators will be contracted and scheduled at relevant times to support clients who speak languages other than English. Information on the CG website aimed at prospective clients will be made more accessible, including translation into Spanish and other threshold languages. Classes will be offered in Spanish and in both Spanish and English (bilingual). Classes will be taught in ASL and ASL interpretation will be provided in other classes and during talks, workshops, and virtual field trips.. Staff time will be dedicated to providing training and technology support for artists and caregivers. CG artists who use languages other than English will be surveyed quarterly to determine what supports and programming are needed to ensure equity. Staff instructors will be asked quarterly to report on whether the needs of artists using languages other than English are being met, and how CG's program can reduce disparity. CG artists and their caregivers will be surveyed quarterly to determine whether technology training meets their needs and how it can improve. 40% increase in new client artists who use languages other than English. 20% increase in people viewing prospective client information on CG's website.
<p>2. Organization Experience</p>	<p>Applicant Response</p>

APPLICANT QUESTION	APPLICANT RESPONSE
<p>What experience does the organization/group have working with the target population?</p>	<p>Creative Growth is the oldest and largest organization in the world dedicated to elevating the role of artists with developmental disabilities by providing opportunities and tools for disabilities (and concurrent mental and physical disabilities) with a professional Studio for artistic development and an adjacent Gallery for both local exhibitions and global repres</p> <p>Non-English Speakers</p> <p>The population at CG has always been linguistically diverse and staff have worked for decades to meet individual needs. It has become clear, however, that a more focused apprce ASL users since 2003, Chinese (Mandarin or Cantonese) speakers since 1992, Japanese speakers since 2014, Arabic speakers since 2013, and Dari (Farsi) speakers since 2013. Artist Dan Hamilton is bilingual (Spanish-English) and has been enrolled at CG since 1975. Originally from Argentina, he spoke only English ceramics class and eventually told the instructor, "<i>No es malo hablar en español.</i>" ("It's not bad to speak Spanish.") Clearly, he had internalized negative stereotypes about his na instructor. Today, he regularly attends CG's weekly online Spanish-language class, <i>Taller de Arte</i>.</p> <p>Technology</p> <p>Until 2020, the organization supported clients in using computers and other technology only when doing so was of interest to them. It was a want, not a need. In particular, for more Today, however, all clients (and in some cases their caregivers) need to use technology to participate in online programs. Since March 2020, CG has been tremendously success learned to use email, Zoom, computers, tablets and laptops. CG secured an emergency grant to supply artists with tablets and laptops. But many clients still need a lot of help in le have caregivers who need technology training so they can provide needed assistance. And some need technology support in languages other than English. This grant will increas</p>
<p>3. Underserved Target Populations</p> <p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p>Applicant Response</p> <p>The project will focus on improving services for four underserved target populations at CG—Spanish speakers, ASL users, other non-English communicators, and people who req exacerbated the inequities they experience. The need for a more robust Spanish language program at CG already existed pre-pandemic, as did a need for additional ASL interpr adopted in 2020 and will continue using even when limited in-person programming resumes, these discrete needs must be addressed formally and with advanced planning. No lo an optional additional skill for those who choose to work in digital arts. Now, it is required to participate in all programs.</p> <p>In 2020, RCEB identified increasing its "funded services for individuals who speak languages other than English" as one of just two targeted outcomes in its <i>Measures Related to</i> staff, providing translated information, and increasing services to people using ASL, Cantonese, and Spanish.</p> <p>Spanish Speakers</p> <p>Spanish is the most used language, other than English, both at CG and in the East Bay region, according to RCEB POS data. Spanish speakers comprise 8% of both CG's and f</p> <p>For example, the RCEB service utilization rate for English speakers (87%) is higher than for Spanish speakers (82%). Low utilization rates are often a red flag that services are in \$37,293 for English speakers and \$20,193 for Spanish speakers—just 54% of the amount spent on English speakers.</p> <p>Similar disparities are evident when viewing the data through the lens of ethnicity with 18% of Hispanics receiving no purchased services. These disparities persist statewide, as ' double the average spent for a Latino consumer," according to the report, "Moving Toward Equity."</p> <p>RCEB data reveals a stark inequity in per capita expenditures for Spanish speakers who received \$20,193 in 2018-19, just 54% of the amount spent on average for each Englis of the center's artists and 18% of the RCEB adult population—but also are the heart and soul of this area's culture and history.</p> <p>ASL Users</p> <p>CG has a much higher proportion of clients who rely on ASL (6%) than the RCEB average (1.4%). RCEB singled out the need to increase support for this population in its 2020 di</p> <p>For CG, it is a threshold language, used by more than 5% of clients and we expect the number to grow. By making a concerted effort to welcome this population, CG has earned a requests from case managers to add three deaf clients to its roster. All are artists who are deaf, and whose previous day programs are not providing interpretation for the online cl</p> <p>To include deaf clients in any program, ASL interpretation is required. It is a relatively rare and specialized skill, which is reflected in the hourly rate for interpreters—reimbursed at serve this population equitably.</p> <p>Clients Using Other Languages</p> <p>The CG clients most in need of linguistic support are those who speak Mandarin, Cantonese, Japanese, Arabic, and Dari (a dialect of Farsi). CG does not have any staff member sometimes it was possible to bring in volunteers who could translate, and also to use technological aids, such as Google translate, to facilitate better communication. Additionally,</p> <p>People in these populations are much more likely not to receive services than English speakers. In particular, RCEB per capita service utilization rates reveal disparities. For exar speakers, \$32,126 for Mandarin speakers, \$21,152 for Arabic speakers, and \$21,449 for Farsi speakers.</p> <p>In its most recent disparity performance report, the RCEB committed to increasing POS expenditures for people whose chosen language is spoken by 30 or more consumers. CG hiring a client care staff person whose primary tasks will include scheduling translators as needed, CG will reduce disparities for all clients who speak languages other than Englis</p> <p>Clients Requiring Technology Support</p> <p>COVID-19 has made access to technology and to the skills needed to use it paramount. While this has not previously been tracked as a disparity factor, DDS clearly recognizes it access to technology is a significant dividing line and source of disparity among CG's clients. The digital divide is also intersectional. We observe that clients who are poor, who : technology needed to access services.</p> <p>A bilingual staff member reported this observation in a recent survey on barriers: "Many of our Spanish-speaking artists live with family members who are older and not technologi classes has been very challenging. Lulu and Juan need constant help from me to connect them to the classes. Unfortunately due to my other responsibilities, I don't have the time to</p> <p>And situations like this are not uncommon: Ricardo depends on his sister to connect him. She does not always have the time to connect him since she is a nurse with a very comp bad, and the sound is terrible."</p>
<p>4. Input from Community</p>	<p>Applicant Response</p>

APPLICANT QUESTION	APPLICANT RESPONSE
<p>How did your organization use input from the community and/or target population to design the project? What methods did your organization use to allow the community to advise you in designing the project? Were there any changes to your project design as a result of community input?</p>	<p>CG surveyed clients and caregivers to design this project. CG also regularly seeks feedback from clients during online tea times and individual phone calls. In many ways, this year several each day, in response to needs.</p> <p>Already we have responded to feedback. Spanish speakers requested an online class taught in Spanish (not translated) and we added one to the schedule. ASL users wanted the schedule. Case managers learned about CG's success in reducing barriers and have referred new clients to CG specifically because of these supports. Currently, class times are into several smaller classes to improve communication, particularly for non-English speakers.</p> <p>But there are considerable unmet needs. A recent survey of clients regarding technology and Spanish, generated informed responses that guided the project design, such as these:</p> <p>"When I receive letters from Creative Growth, there is no one at home who can read them and even less translate them into Spanish. A friend sometimes helps, but she doesn't know."</p> <p>"I don't understand the buttons on the computer. I get into a lot of trouble with the buttons."</p> <p>"Sometimes it is difficult to enter the classes, I do not understand the buttons on Zoom."</p> <p>"I like small classes, you can talk more. I can talk more. The big ones people don't stop talking, people talk at the same time."</p> <p>We learned that smaller classes are necessary in an online environment. It's hard to encourage individual participation in a Zoom setting when there are dozens of people attending.</p> <p>We learned there is a strong desire for more Spanish language and bilingual classes.</p> <p>One client's mother noted, "Classes in Spanish are better than having an interpreter because it is a more direct experience and the class flows better."</p> <p>And the need for technology support is considerable, and especially important for clients who want to gain the skills needed to use devices independently.</p> <p>"I have trouble getting into classes, if Vero doesn't help me," reported one client. "Sometimes I can go in alone but most of the time I can't. I would like to learn how to use the buttons."</p>
<p>5. Improve Access</p> <p>How will your project improve equity, access and reduce barriers to services for individuals with intellectual and developmental disabilities and their families and is sustainable?</p>	<p>Applicant Response</p> <p>Language barriers have been identified by the DDS as a primary source of disparity. By reducing linguistic barriers, and technological ones, CG will increase access for all its clients.</p> <p>The new staff positions are expected to be permanent and will be built into CG's budget. With the additional skilled staff, CG will be able to maintain the expanded class offerings.</p> <p>The changes to the website will be lasting, though updates will be needed.</p> <p>CG expects the need for technology training to be ongoing, although the number of hours required could change. Even after CG can provide in-person programming, online offerings will continue to serve all its clients. CG expects that when classes return to the physical studio, the number of people who can gather will be significantly restricted, at least for the foreseeable future.</p> <p>The project has many one-year goals, but they were made with a multi-year view. By increasing online accessibility, CG aims to clearly welcome non-English speakers, including staff, instructors and client care staff members who are focused on meeting their needs, and may also have the language skills needed to communicate with them directly. CG expects to continue to improve access for all clients.</p> <p>Removing barriers to technology for all clients, including those who do not speak English, will also improve equity. This training will remain available as needed for clients and care staff for the first year.</p>
<p>6. Support RC's Recommendations</p> <p>How does this project support the RC recommendations and plan to promote equity and reduce disparities in their catchment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>All aspects of this project directly address priorities identified by DDS for this grant year. In particular, CG will develop linguistically responsive strategies that will lead to increased access for all clients, and will dedicate work hours to assessing the linguistic support needs of clients and scheduling translators and interpreters to meet those needs. The project also will improve access for all clients. And, in conjunction with the top goal in CG's recent strategic plan—increasing self-direction among client artists—CG will build leadership capacity to increase representation of people with disabilities in the arts community.</p> <p>In its 2019 report on "Measures Related to Reducing Disparities and Improving Equity in POS Expenditures," RCEB specifically identified "services for individuals who speak languages other than English" as a priority. To reduce disparities, the report calls for translation of informational material into threshold languages.</p>
<p>7. Project different or unique</p> <p>How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?</p>	<p>Applicant Response</p> <p>There were no similar projects funded in 2019-20 associated with RCEB. CG's project is intended to reduce linguistic and technological disparities in a day program for professional services already offered directly to people with developmental disabilities who do not speak English or cannot participate in programming because they need technology training.</p> <p>Currently funded grants associated with RCEB are intended to improve the interface between people of particular ethnicities and the Regional Center, increase the readiness of people with disabilities to participate in the community, and increase the readiness of people with disabilities to participate in the community.</p> <p>A two-year project called "Culture Shift" funded in 2018 supported an organization similar to ours (Creativity Explored in San Francisco) in supporting clients who are people of color and have limited English skills. However, the project was similar in that it acknowledged the need to have staff trained to serve the underserved population, make the website and outreach materials linguistically accessible, and increase the readiness of people with disabilities to participate in the community. The project was similar in that it had a goal of increasing retention, which has not been a problem area for CG. Both projects include the target audience of the Culture Shift program.</p>

APPLICANT QUESTION	APPLICANT RESPONSE
<p>8. Activities & Measures to Achieve Goal</p> <p>Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</p>	<p>Applicant Response</p> <p>Tech support - ongoing, throughout project period Support in using technology will begin immediately and be made available to all CG clients through the entire period of the grant. Staff instructors will have already identified clients to report on its effectiveness after training sessions.</p> <p>Hire new staff Additionally, during the first two months, CG will begin by recruiting and hiring three new staff members with the linguistic and technical skills necessary to carry out the activities and serve the biggest groups of non-English speakers enrolled in CG's programs.</p> <p>Survey target groups—establish baseline of satisfaction One of those new hires, the Client Care Language Aide, will have the responsibility, and the allocated time, to oversee the activities. CG will thereby stay on track, collect needed baseline of satisfaction and also identify needs.</p> <p>Call non-English speaking clients—identify needs Instructors will phone target clients to determine needs and then offer art classes and other CG programs in Spanish and ASL. They will also translate classes that are delivered in</p> <p>Offer programming in Spanish and ASL, provide translation Instructional programming will continue, and the new language aide will schedule translators when needed, and arrange for documents to be translated as needed, including comm</p> <p>Regular surveys to measure satisfaction and identify unmet needs The Client Care Language Aide will survey staff members and clients regularly to measure satisfaction, needs, equity, and improvement of services.</p> <p>Enhance website Once support for clients who speak languages other than English is robust and responsive, the aide will hire subcontractors to make website changes. The landing page for prospect tracking, with the goal of seeing a 20% increase in page hits when it is more accessible.</p> <p>Analyze results A final satisfaction survey will be disseminated before the end of the project so that there is time to analyze the results.</p>
<p>9. Measures</p> <p>Are your proposed measures appropriate to track project goals and activities, provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated?</p>	<p>Applicant Response</p> <p>Yes, our measures are appropriate methods for tracking the success of this project.</p> <p>Early milestones are hiring people with the specialized skills needed to reduce disparities and address unmet needs. CG will identify linguistic and technology needs by asking clients and fill them. Surveys will also enable CG to measure success by tracking satisfaction among non-English speakers, and clients needing assistance with technology.</p> <p>The project will utilize a mix of quantitative and qualitative measures - narrative responses to questions about barriers and needs, and numbers and percents to measure usage and are contracted to make classes and other events accessible to the target populations, and the number of people who receive tech support.</p> <p>A later milestone will be making the prospective client web page available in multiple languages. CG will track hits on the page to determine whether increasing accessibility directly measure of whether CG was successful in reducing disparities and increasing service access.</p>
<p>10. Budget Narrative</p> <p>Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative.</p> <p>The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.</p>	<p>Applicant Response</p>

APPLICANT QUESTION	APPLICANT RESPONSE
Proposal Certification	
Certification	
1. Applicant & Regional Center Discussion	Applicant Response
If you are a CBO, have you discussed your proposal with the RC(s)?	Not Applicable
2. Applicant Certification	Applicant Response
By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget. (Select Yes or No and enter you name in the comment box.)	Yes
Applicant Comment	Monica Gyulai