

APPLICATION REPORT

Project Name: Bilingual/bicultural Chinese Family & Self-advocate Virtual Training (BCFSAVT) Project

Applicant Organization: CPAD

Awarded Amount: \$110,571

Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

The BCFST project will provide culturally and linguistically responsive trainings to Chinese families of ELARC, FDLRC and SGPRC, to access needed regional center and generic services and resources and to participate in the IPP process and other service-related meetings using a virtual environment.

APPLICANT QUESTION	
Applicant Eligibility	
Applicant Information	
1. Project Title	Applicant Response
What is the Project Title?	Bilingual/bicultural Chinese Family & Self-advocate Virtual Training (BCFSAVT) Project
2. Awarded Amount	Applicant Response
	\$110,571
3. Organization Type	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>CHINESE PARENTS ASSOCIATION FOR THE DISABLED. CPAD, has over 20 years of experience in providing linguistically and culturally relevant services to the Chinese American immi 1980s and became a 501(c)(3) non-profit parent resource organization in 1991. Through the years, the organization has built a trusting relationship with the Chinese immigrant co productivity and community inclusion for children, youth and adults with special needs. It has the experience in outreaching and supporting families in culturally responsive strategies thr Pacific Islander Heritage Award (2006) by Assembly-Member Judy Chu, currently Congresswoman of the 27th Congressional District, and community service awards from the San Gabriel R</p> <p>CPAD has the track records of collaborating with local regional centers and other public and private service organizations in providing bilingual and bicultural services to families and self-adv the development and maintenance of resource materials and organization web-site, www.cpad.org. Since 2006, CPAD has been a Parent Resource Center funded by OSERS, the Office o continues to collaborate and network with other parent centers, related disability and community service organizations in the Los Angeles area, such as different regional centers to bring rele</p> <p>The organization has a long collaborative relationship with local regional centers, specifically, the East Los Angeles Regional Center (ELARC), Frank D. Lanterman Regional Center (FDLRC UCLA Tarjan Center and Fiesta Educativa, Inc. in implementing a DDS Disparity grant—the Family Mentor Partner Program (FMP) for the ELARC and FDLRC Chinese speaking client familie as well as continual partnership/communication with both RCs in addressing program and family needs/barriers in accessing services. In addition, CPAD has also implemented DDS dispa trainings to early start Chinese-speaking parents. Furthermore, CPAD has collaborated with ELARC and SGPRC in sponsoring POS public hearings for the Chinese American RC families private service organizations serving the DD population. Some of these include participating in conference planning and presentations with Disability Rights of California, USC University Cer education workshops for families. For self-advocates, CPAD has the experience of bridging cultural barriers by collaborating with parent/caregivers in establishing an on-going self-advocate several mini-grants from the Pacific Alliance on Disability & Self-Advocacy (2016) and the LA Asian American Pacific Islander (AAP) Giving Circle (2014 and 2018). CPAD has the experienc</p> <p>Before the pandemic, CPAD was providing parent-to-parent support/mentoring, monthly in person trainings/workshops, sponsoring support groups to families/caregivers and self-advocates trainings and social recreational activities on-line to continue support for caregivers and family members with IDD as well as self-advocates. We have collaborated with public and private ser on-line trainings, support, and social activities have been provided to self-advocates. In the past 8 months, our leaders themselves as well as many families and self-advocates have been g this work, CPAD leaders have gained many insights into the barriers encountered by families and self-advocates in accessing services on-line. These insights and experience in the past months</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?	Yes
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

APPLICANT QUESTION	
2. Project Title (Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Applicant Response Not Applicable
3. Project Start & End Dates (Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Applicant Response Not Applicable
4. Project Duration (Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	Applicant Response Not Applicable
5. 2016/2017 Award (Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Applicant Response Not Applicable
6. 2016/2017 Expenses (Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Applicant Response Not Applicable
7. 2016/2017 Remaining (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.	Applicant Response Not Applicable
8. 2017/2018 Award (Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Applicant Response Not Applicable
9. 2017/2018 Expenses (Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Applicant Response Not Applicable
10. 2017/2018 Remaining (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.	Applicant Response Not Applicable
11. 2018/2019 Award	Applicant Response

APPLICANT QUESTION	
(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
14. 2019/2020 Award	Applicant Response
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable
15. 2019/2020 Expenses	Applicant Response
(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.	Not Applicable
16. 2019/2020 Remaining	Applicant Response
(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.	Not Applicable
17. Total Awarded	Applicant Response
(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.	Not Applicable
18. Initial Proposed Number of People Served	Applicant Response
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	Not Applicable
19. Actual Number of People Served	Applicant Response

APPLICANT QUESTION	
(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.	Not Applicable
20. Regional Centers in Catchment Area	Applicant Response
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Not Applicable
21. Cities Served	Applicant Response
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Not Applicable
22. Counties Served	Applicant Response
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Not Applicable
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

APPLICANT QUESTION	
(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
(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.	150
2. People Served	Applicant Response
What is proposed number of people projected to be served?	75
3. Duration of project	Applicant Response
What is the duration of the project? Enter Start & End Dates.	Start Date: 03/01/2021, End Date: 02/28/2022
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.	Catchment areas of: 1. Eastern Los Angeles Regional Center (ELARC), 2. Frank D. Lanterman Regional Center (FDLRC) 3. San Gabriel Pomona Regional Center (SGPRC)
6. Cities Served	Applicant Response

APPLICANT QUESTION	
List the city or cities your project proposes to serve.	<p>FDLRC catchment area with cities in Los Angeles, Glendale and Pasadena;</p> <p>ELARC catchment area with cities in Alhambra, Arcadia, Boyle Heights (LA), City Terrace (LA), East LA (LA), East Pasadena, El Sereno (LA), Eagle Rock/Highland Park (LA)</p> <p>SGPRC catchment area with cities in Baldwin Park, La Puente, Rowland Heights, El Monte, South El Monte, Hacienda Heights, West Covina, Industry, Irwindale, Arcadia, Mon</p> <p>(see attached service maps and zip codes for ELARC, FDLRC and SGPRC)</p>
7. Counties Served List the county or counties your project proposes to serve.	Applicant Response The project proposed to serve the Los Angeles County.
8. City of Los Angeles If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Applicant Response The project will serve Los Angeles city in the following zip codes within the catchment areas of ELARC and FDLRC— central Los angeles, Chinatown, East Los Angeles and Lincn 90004 90005 90006 90010 90012 90013 90014 90015 90017 90019 90020 90021 90022 90023 90026 90027 90028 90029 90030 90031 90032 90033 90036 90038 90039 90040 90041, 90042 90048 90050 90051 90053 90054 90055 90053 90060 90063 90065 90069 90070 90071 90072 90074 90075 90076 90078 90079 90084 90086 90087 90088 90093 90096
9. Community Based Organizations Will you be working with one or more Community Based Organization?	Applicant Response No
10. Regional Center Data 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.	Applicant Response The ELARC and FDLRC FY 2018-19 POS data below were obtained through presentations from both regional centers' POS public meetings in the Chinese community as well as through th 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 r authorizations and expenditures for FY 2018-2019 for each of RC's involved in our proposed project. ELARC POS Data: English speaking families (\$18,840) received nearly one third more than the per capita service authorizations as Cantonese speaking families (\$13,930), and almost two For consumers ages 3-21: English speaking authorized services per capita (\$8,307) was eleven hundred more than that of the Cantonese speaking families (\$6,603) and almost five hundr For consumers ages 22 years and older: English speaking families' per capita authorized services (\$42,881) was almost double that of Cantonese speaking families (\$22,064) and was rc (ELARC POS data report, http://www.elarc.org/home/showdocument?id=13020) FDLRC POS Data: English speaking families received nearly one third more (\$21,470) than the per capita service authorizations as Mandarin speaking families (\$14,893), and almost three For consumers ages 3-21: English speaking families' per capita authorized services (\$11,387) was 3.3 times higher than Cantonese speaking families (\$3,439) and almost \$2,000 more th For consumers ages 22 years and older: English speaking families' per capita authorized services (\$47,555) was almost double that of Cantonese speaking families (\$25,948) and 23% n (Lanterman Disparity Data on Purchased Services report, https://lanterman.org/uploads/transparency/Documents%20Channel/Reports/DisparityData/2019/FY2018-2019_ServAtHomeByEl)
11. First Project Type Selection Select your first project type.	Applicant Response Parent Education (online or in person trainings, etc)
12. Second Project Type Selection Select your second project type (if applicable).	Applicant Response Family/consumer support services (coaching, enhanced CM)
13. Third Project Type Selection Select your third project type (if applicable).	Applicant Response Not Applicable
14. Multiple Organizations	Applicant Response

APPLICANT QUESTION	
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.	Yes
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>CPAD's mission is to ensure accessibility to bilingual and bicultural education, social activities, and resources/trainings, to empower parents and special needs individuals and to accessing services, particularly on-line services during the pandemic. As noted by researchers, the digital divide for disadvantaged minority communities, such as Chinese speakers, is a significant barrier to accessing services. The project will be building on the past 30 year's experience in supporting and collaborating with service organizations in training and empowering Chinese families with family member resource centers in different community-based disparity projects to promote service access. These experiences give us the capacity to develop and deliver the proposed training. Due to cultural and language barriers in communicating, Chinese parents usually are not comfortable questioning or advocating for their rights with authority figures. This is especially magnified when resources and trainings are delivered virtually. During the pandemic, service organizations, including DDS, SCDD and RCs, have been sponsoring a variety of services. The proposed project will complement DDS and RCs' effort in promoting equity by bridging the barriers through trainings from our community-based virtual platforms and with training resources.</p> <p>The project's bilingual/bicultural training efforts to improve Chinese families' access to services will be sustained after the project ends. The project will be building the organizational capacity to continue to provide virtual and in-person training/support to Chinese parents. The project's strategy to develop and deliver training resources for families to access. This can also be an on-going training resources for leaders to families. Member surveys have indicated that Chinese parents have more of a safe space in virtual meetings than in-person meetings. They can have the option to turn off their video setting till they feel comfortable to share.</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.	Chinese
Applicant Comment	
2. Number of Target Group Served	Applicant Response
For each target group selected in previous question, list number served.	The project will provide training to a total of 75 Chinese participants and family members of these participants will also be impacted through their training:-- 1. 14 Chinese families (8) and self-advocates (6), 2. 55 regional center Chinese families, and 30 of the 55 families who attended the family training will receive one-on-one coaching from family leaders, 3. 6 Chinese self-advocates
3. Languages	Applicant Response
Select all Languages the project will serve. If you select "Other" please list all languages.	Cantonese , Mandarin
Applicant Comment	The project will target Cantonese and Mandarin speaking Chinese families and/or self-advocates. However, the training materials will be translated into traditional Chinese language.
4. Age Groups Served	Applicant Response
Select all Age Groups the project will serve. If you select "Other" please list groups.	Three to Five , Three to 21 , 16 to 21 , 22 and older
Applicant Comment	
Project Application	
Project Application	
1. Project Summary	Applicant Response

APPLICANT QUESTION	
<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>Project Title: Bilingual/bicultural Chinese Family & Self-advocate Virtual Training, (BCFSAVT) Project</p> <p>The Chinese Parents Association for the Disabled (CPAD) is applying for \$119,448.45 from the 2020-2021 DDS Service Access and Equity Grant to reduce technology access barriers and Frank D. Lanterman Regional Center (FDLRC) and the San Gabriel Pomona Regional Center (SGPRC). This will be accomplished through the development and implementation of a series have not improved over the years. Chinese families experience cultural, language, and support barriers in participating in the IPP process and other service-related meetings for their family n evaluation.</p> <p>CPAD has a lengthy history of training and supporting their members to access regional center and other generic services, utilizing in-person meetings. The goal of this project is to prepare</p> <p>The project will target training to Chinese parents and their IDD family members and Chinese self-advocates in the greater Los Angeles county area, particularly central Los Angeles and the service area/zip code maps of ELARC and FDLRC). As can be seen, in the 88 cities of Los Angeles (LA) County, 15.1% Asian, with Chinese (26.04%) as the largest Asian ethnic demograp 12.7% Asian in 2017/18, and also in FDLRC, with 12.5% Asian families in 2016 and 13.5% in 2017/18. Within ELARC, there is a high concentration of Chinese consumers within the Asians the lower income bracket.</p> <p>The "digital divide" during the pandemic has intensified the cultural and linguistic challenges faced by Chinese families and self-advocates in accessing services. The Office of Special Educ low-income, non/limited English speaking, and disabled families/individuals. The change to online services and communication may exacerbate pre-existing cultural and language barriers, s culturally and linguistically responsive training/support to Chinese leaders, families and self-advocates in the "Person-Centered-Planning (PCP)-One-Page Profile" by Michael Smull (an innov and self-advocates will face additional barriers in participating and accessing this service. The program will leverage a peer-to-peer training model that will support individual and family emp</p> <p>Specifically, four bilingual and bicultural trainings will be developed for Family Leaders, Self-Advocate Leaders, Family Member Participants, and Self-advocate Participants on the following tc for each group, they will be modified to be appropriate for each. The trainings represent skills that are necessary for successful service engagement, particularly for IPP, and will incorporate groups with families and Self-Advocates held at the beginning of the project period and will incorporate best practices such as active learning strategies. CPAD project leads will develop the assist other families with the content. These Leaders then help to facilitate the trainings for other families. Self-Advocate Leaders will receive additional support from the Self-advocate Coord</p> <p>To accomplish this, the following activities will take place:</p> <ul style="list-style-type: none"> • Recruit 8 Family and 6 Self-Advocate Leaders • Conduct focus groups with Family and Self-Advocate Leaders and with families representing the target population • Develop 8 bilingual/bicultural training sessions and Family Leaders (4) and Self-Advocate Leader (4) Training • Translate all training and evaluation materials • Train 14 Family and Self-Advocate Leaders across 8-sessions • Recruit families for participation in the workshops • Conduct pre and post intake surveys with families registered for the virtual trainings on family's regional center and generic service levels • Trained family leaders will assist in training and implementation of 4 training sessions for Chinese families (55 participants), conducting pre and post tests for each to assess whether • Trained Self-advocate leaders will implement and present in 4 training sessions for Chinese self-advocates (6-8 participations), conducting pre and post tests for each to assess whet • Implement one-on-one sessions between Family Leaders and families who participated in the trainings, with a target of reaching 30 families • Provide monthly supervision for Family Leaders and Self-Advocate Leaders after leaders' training to assess training progress, strategies, and community needs • Develop a resource repository with training zoom recordings, information and resources related to the trainings that families can access • Conduct final focus groups with Family and Self-Advocate Leaders for program feedback
<p>2. Organization Experience</p> <p>What experience does the organization/group have working with the target population?</p>	<p>Applicant Response</p> <p>CPAD has over 30 years of experience in providing linguistically and culturally relevant services to the Chinese American immigrant disability community and working to break down barriers, 1991. Through the years, the organization has built a trusting relationship with the Chinese immigrant community. CPAD's mission is to ensure accessibility to bilingual and bicultural educati experience in outreaching and supporting families in culturally responsive strategies through culturally relevant social media, news media, and the organization's bimonthly newsletter. It has the 27th Congressional District, and community service awards from the San Gabriel Regional Center.</p> <p>CPAD has the track records of collaborating with local regional centers and other public and private service organizations in providing bilingual and bicultural services to families and self-adv and the development and maintenance of resource materials and organization web-site, www.cpad.org. Since 2006, CPAD has been a Parent Resource Center funded by OSERS, the Offi continues to collaborate and network with other parent centers, related disability and community service organizations in the Los Angeles area, such as different regional centers to bring rele</p> <p>The organization has a long collaborative relationship with local regional centers, specifically, the ELARC, FDLRC, and San Gabriel Pomona Regional Center (SGPRC), in providing trainings grant—the Family Mentor Partner Program (FMP) for the ELARC and FDLRC Chinese speaking client families. For the FMP program, CPAD was closely involved with the program developn program and family needs/barriers in accessing services. In addition, CPAD has also implemented DDS disparity subcontracts with ELARC to provide bilingual New Parents Orientation trai collaborated with ELARC and SGPRC in sponsoring POS public hearings for the Chinese American RC families since 2017. For the last two years, it has also provided interpretation and pr include participating in conference planning and presentations with Disability Rights of California, USC University Center for Excellence in Developmental Disabilities (UCEDD), UCLA Tarjan experience of bridging cultural barriers by collaborating with parent/caregivers in establishing an on-going self-advocate project, the Chinese SAGE (Self Advocates Empowerment Group) s in Advocacy (2016) and the LA Asian American Pacific Islander (AAP) Giving Circle (2014 and 2018). CPAD has the experience of providing various trainings in self-advocacy, community integ</p> <p>Before the pandemic, CPAD was providing parent-to-parent support/mentoring, monthly in person trainings/workshops, sponsoring support groups to families/caregivers and self-advocates trainings and social recreational activities on-line to continue support for caregivers and family members with IDD as well as self-advocates. We have collaborated with public and private ser on-line trainings, support, and social activities have been provided to self-advocates. In the past 8 months of change, our leaders themselves as well as many families and self-advocates ha families. Through these works, CPAD leaders have gained many insights into the barriers encountered by families and self-advocates in accessing services on-line. These insights and experienc</p>
<p>3. Underserved Target Populations</p>	<p>Applicant Response</p>

APPLICANT QUESTION	
<p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p>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 authorizations and expenditures for FY 2018-2019 for each of RC's involved in our proposed project.</p> <p>ELARC POS Data: English speaking families (\$18,840) received nearly one third more than the per capita service authorizations as Cantonese speaking families (\$13,930), and almost two times more than the per capita service authorizations as Vietnamese speaking families (\$9,400). For consumers ages 3-21: English speaking authorized services per capita (\$8,307) was eleven hundred more than that of the Cantonese speaking families (\$6,603) and almost five hundred more than that of the Vietnamese speaking families (\$4,500). For consumers ages 22 years and older: English speaking families' per capita authorized services (\$42,881) was almost double that of Cantonese speaking families (\$22,064) and was more than three times that of the Vietnamese speaking families (\$13,930) (ELARC POS data report, http://www.elarc.org/home/showdocument?id=13020)</p> <p>FDLRC POS Data: English speaking families received nearly one third more (\$21,470) than the per capita service authorizations as Mandarin speaking families (\$14,893), and almost three times more than the per capita service authorizations as Vietnamese speaking families (\$7,439). For consumers ages 3-21: English speaking families' per capita authorized services (\$11,387) was 3.3 times higher than Cantonese speaking families (\$3,439) and almost \$2,000 more than that of the Vietnamese speaking families (\$1,387). For consumers ages 22 years and older: English speaking families' per capita authorized services (\$47,555) was almost double that of Cantonese speaking families (\$25,948) and 23% more than that of the Vietnamese speaking families (\$19,480) (Lanterman Disparity Data on Purchased Services report, https://lanterman.org/uploads/transparency/Documents%20Channel/Reports/DisparityData/2019/FY2018-2019_ServAtHomeByEthnicity.pdf)</p> <p>SGPRC POS data: English speaking families (\$17,991) received nearly one third more than the per capita service authorizations as Cantonese speaking families (\$11,204), and almost double that of the Vietnamese speaking families (\$7,400). For consumers age 3-21, English speaking families' per capita expenditures was (\$6,200), compared to (\$5,299) for Mandarin speaking families and (\$5,751) for Cantonese speaking families. Vietnamese speaking families' per capita expenditures was (\$7,480), and Cantonese speaking families' was (\$7,373). Note that English speaking authorized services per capita was 1 thousand (11%-12%) more than both the other two ethnicities. For consumers age 22 years and older, English speaking families' per capita expenditures was (\$28,061), compared to (\$13,684) for Mandarin speaking families and (\$14,233) for Cantonese speaking families. Vietnamese speaking families' per capita expenditures was (\$32,257), Mandarin speaking families' was (\$16,881), and Cantonese speaking families' was (\$17,098). Note that English speaking families per capita expenditures was 1.6 times more than that of the other two ethnicities. (https://www.sgprc.org/home/showpublisheddocument?id=4040)</p>
<p>4. Input from Community</p>	<p>Applicant Response</p>
<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>Through the pandemic, CPAD has gathered a lot of feedback from various stakeholders when we had to convert in-person activities to virtual platforms through CPAD's monthly Zoom Services, families, colleagues and self-advocates. Our training will be designed to address and respond to the challenges reported and/or experienced by our stakeholders through feedback reflected barriers which the training will need to address:</p> <ul style="list-style-type: none"> • Parent leaders reported not having the capacity and technology know-hows to coach families on preparing for their IPP and other service related on-line meetings; • Families reported <ul style="list-style-type: none"> - dropping off in participating in authorized virtual services due to language barriers; - had a hard time presenting their IDD family member's One-page-Profile about what are important to the latter in virtual IPP meetings; - difficult to engage IDD family members in virtual planning meetings; - feeling frustrated with navigating on-line learning and accessing resources during COVID; - not feeling comfortable in speaking up nor asking for service support especially with on-line meetings; - have difficulty contacting their service coordinators and other generic service providers and asking for service support • Feedback from Self-Determination program facilitator and Chinese families enrolled in the Self-Determination program that training in PCP One-Page-Profile is needed for their virtual activities, 2 of the 11 members reported not having the capacity to complete the PCP One-Page-Profile • Self-advocates from self-advocate group meetings expressed needing technology support during COVID 19 for their virtual activities, 2 of the 11 members reported not having the capacity to use Zoom
<p>5. Improve Access</p>	<p>Applicant Response</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>CPAD's mission is to ensure accessibility to bilingual and bicultural education, social activities, and resources/trainings, to empower parents and special needs individuals and to promote independent living services, particularly on-line services during the pandemic. As noted by researchers, the digital divide for disadvantaged minority communities, such as Chinese speaking immigrant families, is a significant barrier to accessing services. The project will be building on the past 30 year's experience in supporting and collaborating with service organizations in training and empowering Chinese families with family member resource centers in different community-based disparity projects to promote service access. These experiences give us the capacity to develop and deliver the proposed training. Due to cultural and language barriers in communicating, Chinese parents usually are not comfortable questioning or advocating for their rights with authority figures. This is especially true with virtual services and trainings are delivered virtually. During the pandemic, service organizations, including DDS, SCDD and RCs, have been sponsoring a variety of on-line trainings for families to complement DDS and RCs' effort in promoting equity by bridging the barriers through trainings from our community-based virtual platforms and with trained parent leaders. Chinese parents are often hesitant to ask for help or support, and this project will provide a safe space for them to learn and grow. The project's bilingual/bicultural training efforts to improve Chinese families' access to services will be sustained after the project ends. The project will be building the organization's capacity to provide virtual and in-person training/support to Chinese parents. The project's strategy to develop in the YouTube channel and organization's website for families to access. This can also be an on-going training resources for leaders to families. Member surveys have indicated that Chinese families have more of a safe space in virtual meetings than in-person meetings. They can have the option to turn off their video setting till they feel comfortable to share.</p>
<p>6. Support RC's Recommendations</p>	<p>Applicant Response</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>Current proposed BCSAVT project is aligned with ELARC and FDLRC's recommendations and plan to promote equity and increase service access to Chinese families/self-advocates through language and cultural relevant trainings, guidance and support on accessing generic services to augment regional center services. ELARC noted a high percentage of Asian and Pacific Islander individuals in their catchment area. SGPRC has noted in their FY2018-19's POS Annual Report that "culture can be a more powerful barrier than language" for families in accessing services. They recommend to focus on providing culturally sensitive trainings to their families whom CPAD already have a good rapport with.</p> <p>FDLRC has been outreaching and providing trainings to their Chinese families and self-advocates by collaborating with community based organization partner and CPAD in host city with a higher percentage of underprivileged population. The proposed project will be able to extend its support and training with translated materials to this target population in FDLRC's catchment area.</p> <p>With COVID 19, Chinese families need technology training support in accessing virtual services and resources. The proposed project will complement and collaborate with and work in partnership with other organizations in learning the skills with support from peer family leaders.</p>
<p>7. Project different or unique</p>	<p>Applicant Response</p>

APPLICANT QUESTION	
<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>The current BCSAVT project is unique in that it uses culturally and linguistically responsive strategies in developing trainings for Chinese family and self-advocate leaders in technology training curriculum will include basic technology literacy training and additional one-on-one support as needed by some families. Through CPAD's work with Chinese families in the PCP One-Page Profile curriculum to provide a family lens and family perspective in the planning of the individual with IDD will help engage Chinese families in the IPP and service launching of the program On July 1, 2021.</p> <p>In addition, the BCSAVT project is also unique in training Chinese self-advocate leaders and provide support for them to train other self-advocates. This will be a critical learning to increase caretakers' awareness, recognition and support for self-advocates self-determination efforts/needs. This training with self-advocates in turn will prepare them for the Self</p>
<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>Our project goal is to reduce disparities in service authorizations and expenditures by improving knowledge/skills in technology access for Chinese families. The project will build families and self-advocates in the increased access and utilization of services.</p> <p>The project will collaborate with Cal State LA in developing and overseeing all evaluation activities. Cal State LA will implement the evaluation and submit reports to the Project Manager. The evaluation activities will include 1) evaluation of key outputs (e.g., numbers of workshops and participants); and 3) outcome evaluation through pre and posttests for each workshop and assessment of services use</p> <p>Formative evaluation. Focus groups will be conducted at the start of the project to help inform curriculum development. This information will be used to identify any unmet technology needs. Self-Advocate participants will also be used to inform and modify the trainings. Finally, a focus group will be conducted with the program staff and Family and Self-Advocate Leaders to assess the program's effectiveness.</p> <p>Process evaluation. The evaluators will track all project outputs, including milestones achieved, number of materials developed, numbers of trainings, numbers of participants, and number of service use.</p> <p>Outcome evaluation. The outcome evaluation will assess 1) change in Regional Center service use and perceived barriers over time for participating families, 2) change in learning outcomes for participating families, and 3) change in perceived barriers over time for participating families. For families participating in the trainings, Leaders will do an intake at the beginning of the program and follow-up phone call after the program is completed asking them about why they are using services. We will use a combination of quantitative and qualitative methods (open-ended questions) to measure the project's effectiveness in achieving the training learning outcomes. For service use, perceptions of barriers, and self-efficacy, we will use the instruments provided in the required measures for community connector projects. For pre and posttest activities, we will use the instruments provided in the required measures for community connector projects.</p> <p>IPP/One page profile trainings As a result of this training, participants will...</p> <ul style="list-style-type: none"> • Know how to use their one page profile • Understand disability through a strengths-based/growth mindset rather than a deficit perspective • Develop increased confidence in sharing their one page profile/goals in their annual IPP meetings • Learn to revise and update their one page profile every year <p>Zoom & technology training As a result of this training, participants will...</p> <ul style="list-style-type: none"> • Develop introductory technological literacy to navigate commonly used digital platforms • Learn best practices for privacy, safety, and self-advocacy in technology usage • Learn how to effectively navigate Zoom • Learn online safety strategies and netiquette • Learn their rights related to translation needs in online platforms • Develop increased confidence in using technology to access online meetings, find (bilingual/bicultural) resources, find educational resources, and socialize for families (participating in online meetings) <p>Virtual communication in service-related meetings training As a result of this training, participants will...</p> <ul style="list-style-type: none"> • Learn their rights related to planning meetings • Practice culturally congruent strategies for self-advocacy within and after meetings • Develop increased confidence in engaging with Service Coordinators • Develop increased sense of support for finding and accessing resources and solving problems <p>Summaries of the evaluation activities will be prepared for the required quarterly and final evaluation reports to the Department of Developmental Services.</p>
<p>9. Measures</p>	<p>Applicant Response</p>

APPLICANT QUESTION

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?

Below is a table demonstrating the alignment between the activities and the measures and how the measures contribute to each of the items listed above.

Activity Description	Start Date	Due Date	Measurement(s)	Tracking
Recruit 8 Family and 6 Self-Advocate Leaders	3/1	3/31	Number of Family and Self-Advocate Leaders recruited	Tracking project goals and activities
Conduct 2 focus groups with Family and Self-Advocate Leaders and with families representing the target population	3/23	3/31	Analysis of focus group data	Providing insight into effectiveness of project design
Develop 4 bilingual/bicultural training sessions and modify them for each audience (Family Leaders, Self-Advocate Leaders, Family Member Participants, and Self-Advocate Participants)	3/1	4/30	Curriculum development completed	Tracking project goals and activities
Develop pre-post tests for learning outcomes for each session	3/1	5/15	Pre-post test development completed	Demonstrating the impact on the community
Translate all training and evaluation materials	4/15	5/30	Material translation completed	Tracking project goals and activities
Train 14 Family and Self-Advocate Leaders (4 sessions for Family Leaders and at least 4 sessions for Self-Advocate Leaders)	5/15	7/30	Number of Family and Self-Advocate Leaders trained, Numbers of sessions each Family and Self-Advocate Leaders participated in	Tracking project goals and activities
			Pre/post assessment of Family and Self-Advocate Leaders knowledge, confidence presenting, self-efficacy, and leadership	Demonstrating the impact on the community
Recruit families and self-advocates for participation in the workshops	7/1	8/1	Fliers and media blurbs developed and disseminated	Tracking project goals and activities
Conduct intake with families to assess service participation and barriers	7/1	11/15	Pre/post Regional Center Service Use and perceptions of barriers for participating families	Demonstrating the impact on the community
Implement the 4 training sessions conducting pre and posttests for each to assess whether learning outcomes were achieved	8/1	12/15	Number of training sessions completed; Number of participants in each session	Tracking project goals and activities
			Self-Advocate coordinator will debrief with Self-Advocates and their families after the training sessions	Providing insight into effectiveness of project design
			Pre/post tests assessing knowledge of learning outcomes and increases in confidence for each session for each training	Demonstrating the impact on the community
Follow-up with participant families to assess post-training service participation and barriers	1/15	1/31	Pre/post Regional Center Service Use and perceptions of barriers for participating families	Demonstrating the impact on the community
Implement one-on-one sessions between Leaders and families who participated in the trainings, with a target of reaching 30 families	8/1	1/31	Number of one-on-one sessions	Tracking project goals and activities
Provide monthly supervision for Family and Self-Advocate Leaders to assess training progress, strategies, and community needs	8/1	1/31	Number of supervision sessions	Tracking project goals and activities
			Feedback from Family and Self-Advocate Leaders about the program activities	Providing insight into effectiveness of project design
Develop a resource repository with information and resources related to the trainings that families can access	3/1	1/31	Resource repository for families developed and populated	Tracking project goals and activities
Conduct a final focus group with Family and Self-Advocate Leaders for program feedback	1/31	2/15	Analysis of focus group data	Providing insight into effectiveness of project design

10. Budget Narrative Applicant Response

APPLICANT QUESTION	
<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>Proposal Certification</p>	
<p>1. Applicant & Regional Center Discussion</p>	
<p>If you are a CBO, have you discussed your proposal with the RC(s)?</p>	<p>Applicant Response</p> <p>Yes</p>
<p>2. Applicant Certification</p>	
<p>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.)</p>	<p>Applicant Response</p> <p>Yes</p>
<p>Applicant Comment</p>	