Project Name:	Culturally and linguistically competent self-determination program for communities traditionally favoring interdependence
Applicant Organization:	USC UCEDD at CHLA
Awarded Amount:	$154,227
Funding Announcement Name:	Promoting Service Access and Equity Grant

PROJECT SUMMARY

This application, Culturally and linguistically competent planning of the self-determination program for communities favoring interdependence, is to address disparities in Latinx, Chinese and African individual and families in applying to and participating in the Self-Determination Program. To do this, we will work with Fiesta Educativa, Chinese Parents Association for the Disabled (CPAD) and Leap of Faith Family-To-Family Support to: 1) Carry out a culturally and linguistically tailored needs assessment of planning and implementing the self-determination program for families and individuals with I/DD who are African American, Chinese, and Latinx. These racial and ethnic groups are known for cultural values and preferences that favor interdependence of individuals, families, and communities, in contract to the U.S. mainstream culture that favors independence, autonomy, and self-reliance. 2) Make recommendations, based upon the needs assessment, to the DDS and the Regional Centers to tailor how the self-determination program's presentation. planning, and programming are carried out with cultural groups that traditionally value interdependence. This grant application covers Los Angeles County and will include all seven regional centers in LAC.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	**Applicant Response** Culturally and Linguistically Competent Self-Determination Program	1
2. Awarded Amount	**Applicant Response** $154,227	
3. Organization Type Please check the box that describes your organization	**Applicant Response** Community Based Organization (CBO), 501(c)(3)	
4. Description of Organization/ Group 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.	**Applicant Response** **The USC University Center for Excellence in Developmental Disabilities at Children's Hospital Los Angeles,** a 501(c)(3) non-profit institution, provides leadership in family-centered, culturally- and linguistically-competent services and systems for the benefit of, and in partnership with individuals with, or at risk for, developmental, behavioral and/or special health care needs, and their families. It is one of 67 UCEDDs in the U.S. states and territories, which were authorized under the Developmental Disabilities Assistance and Bill of Rights Act (DD Act) of 1963. The USC UCEDD has a 50-year history of promoting the well-being of persons with developmental disabilities through training, research and evaluation, community	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	disabilities through training, research and evaluation, community services, technical assistance, information dissemination, and policy development. Our mission is to provide leadership in strengthening family-centered, culturally-competent services and systems for the benefit of individuals with, or at risk for, developmental, behavioral and/or special health care needs and their families in partnership with those who utilize the services. The USC UCEDD received and/or worked on several POS Disparity Funds grants including Parent Navigator Parent Navigators in a General Pediatrics Clinic to Reduce Purchase of Service Disparities (2018 – present), Technical Assistance and Peer Education Infrastructure to Increase Impact of Parent-Run CBOs Providing Social-Recreational Services (2019 – present), Expanding the Capacity of Vietnamese Parents to Shape DD Service to Promote their Children's Maximal Independence, Productivity, and Integration into Community Life 2019 – present), Increasing Awareness of Regional Center Services for Autism Spectrum Disorders in the African American Community: A Faith-Based, Community Partnered Approach (2018 -19), and Building the Capacity of Vietnamese Parents of Children with DD to Access Regional Center Services (2017-2019). Project Director on the proposed project is **Fran Goldfarb, MA, MCHES, CPSP**, who serves as the Director of Community Education, Information Dissemination, and Technical Assistance. She is a nationally recognized expert in the support of families and individuals with developmental disabilities from all racial and ethnic backgrounds, and has strong and enduring partnerships with Latino and Chinese parent advocacy organizations. Fran serves as Parent Faculty in the Interdisciplinary Leadership Education in NeuroDevelopmental and Related Disabilities (LEND) program at the USC UCEDD at CHLA. She is a past president of the Ostomy Society of Los Angeles, a past board member of United Advocates for Children and Families (UACF) and a member of the Westside Regional Center Self Determination Advisory Board member. Fran is the PI on the DDS Information Packet contract. She also served as a member of the Obama Campaign Disability Committee in 2008. **Wesley Witherspoon**, Self Advocacy and Cultural Content Expert, serves as a representative with self-advocates and their networks and the programs and activities of the USC UCEDD. He represents the USC UCEDD at local meetings as requested by the Director. He currently serves on the State Council of Developmental Disabilities. With the State Council, Wesley is the chair of the Employment First Committee. He also involved with other committees. In addition, he is the representative for the USC UCEDD for the Self-Advocacy Statewide Network. He also serves on the Community Voter Outreach Committee for the Los Angeles County Registrar-Recorder/County Clerk for voting. He also serves on the Voter Accessibility Advisory Committee for the voting in Los Angeles County. Wesley is committed for the full inclusion of people with intellectual/developmental disabilities. **Olga Solomon, PhD,** Program Evaluator, is Research Scientist at the USC UCEDD at CHLA and Assistant Professor of Clinical	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	Pediatrics at the Keck School of Medicine of USC. She was trained as an applied linguist at UCLA (PhD 2001) with a specialization in developmental disabilities and ethnographic research methods. For the last decade and a half Olga has been focusing on health and healthcare disparities experienced by African American families with children and youth with Autism Spectrum Disorder. She has been mentored by the late Dr. Loretta Jones in Community-Partnered Participatory Research model, and continues to be mentored by the CPPR practitioners while being an academic partner and collaborator on research and program development projects. Olga's research has been funded by the National Academy of Education - Spencer Foundation, National Institute of Mental Health (NIMH), National Institute of Child Health and Human Development (NICHD), the Health Resources and Services Administration (HRSA), the Association for Community Living (ACL), the California Department of Developmental Services (DDS), and private foundations. Olga brings to this project her expertise in culturally and linguistically sensitive approaches to program development, planning, and evaluation, and her commitment to cultural humility when working with Communities of Color.	
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	
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	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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**	
(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**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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	APPLICANT RESPONSE	ATTACHMENTS
(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**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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**	
(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.	24353	1
2. People Served	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
What is proposed number of people projected to be served?	180	
3. Duration of project	**Applicant Response**	
What is the duration of the project? Enter Start & End Dates.	Start Date: 04/01/2021, End Date: 03/31/2022	
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.	East Los Angeles Regional Center (ELARC), Frank D. Lanterman Regional Center (FDLRC), Harbor Regional Center (HRC), Northern Los Angeles County Regional Center (NLACRC), San Gabriel/Pomona Regional Center (SG/PRC), South Central Los Angeles Regional Center (SCLARC), and Westside Regional Center (WRC)	
6. Cities Served	**Applicant Response**	
List the city or cities your project proposes to serve.	All - Acton, Agoura Hills, Alhambra, Altadena, Arcadia, Artesia, Avalon, Azusa, Baldwin Park, Bell Gardens, Bellflower, Beverly Hills, Burbank, Calabasas, Canoga Park, Canyon Country, Carson, Castaic, Cerritos, Chatsworth, Claremont, Compton, Covina, Culver City, Diamond Bar, Downey, Duarte, El Monte, El Segundo, Encino, Gardena, Glendale, Glendora, Granada Hills, Hacienda Heights, Harbor City, Hawaiian Gardens, Hawthorne, Hermosa Beach, Huntington Park, Inglewood, La Canada Flintridge, La Crescenta, La Mirada, La Puente, La Verne, Lake Hughes, Lakewood, Lancaster, Lawndale, Littlerock, Llano, Lomita, Long Beach, Los Angeles, Lynwood, Malibu, Manhattan Beach, Marina Del Rey, Maywood, Mission Hills, Monrovia, Montebello, Monterey Park, Montrose, Mount Wilson, Newhall, North Hills, North Hollywood, Northridge, Norwalk, Pacific Palisades, Pacoima, Palmdale, Palos Verdes Peninsula, Panorama City, Paramount, Pasadena, Pearblossom, Pico Rivera, Playa Del Rey, Playa Vista, Pomona, Porter Ranch, Rancho Palos Verdes, Redondo Beach, Reseda, Rosemead, Rowland Heights, San Dimas, San Fernando, San Gabriel, San Marino, San Pedro, Santa Clarita, Santa Fe Springs, Santa Monica, Sherman Oaks, Sierra Madre, Signal Hill, South El Monte, South Gate, South Pasadena, Stevenson Ranch, Studio City, Sun Valley, Sunland, Sylmar, Tarzana, Temple City, Topanga, Torrance, Tujunga, Valencia, Valley Village, Valyermo, Van Nuys, Venice, Verdugo City, Walnut, West Covina, West Hills, West Hollywood, Whittier, Wilmington, Winnetka, Woodland Hills	
7. Counties Served	**Applicant Response**	
List the county or counties your project proposes to serve.	Los Angeles County- all	
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	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
9. Community Based Organizations	**Applicant Response**	
Will you be working with one or more Community Based Organization?	Yes	
10. Regional Center Data	**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 are not planning to use regional center data for our project	
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).	Not Applicable	
13. Third Project Type Selection	**Applicant Response**	
Select your third project type (if applicable).	Not Applicable	
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.	Yes	3
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?	The goal of our project is to gather culturally and linguistically relevant information to improve the appropriateness and cultural sensitivity of how the Self-Determination Program is presented to diverse racial and ethnic groups that traditionally favor inter-dependence. Many projects that propose to implement a program do so without an understanding of what the cultural, linguistic, and other barriers (e.g. in SES) are that create disparities in POS. Our project is designed from the most basic baseline to understand what African American, Chinese, and Latinx families think and feel when they hear about Self-Determination. Based upon this baseline knowledge, we plan to develop recommendations that address these concerns. We anticipate that the outcomes of our project will be used to inform other programs and practices, including RCs' programs and practices.	
Target Population		

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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.	African American , Chinese , Hispanic	
Applicant Comment	There will be an Ethiopian group in the African American cohort	
2. Number of Target Group Served	**Applicant Response**	
For each target group selected in previous question, list number served.	African America - 60 Latinx - 60 Chinese - 60	
3. Languages	**Applicant Response**	
Select all Languages the project will serve. If you select "Other" please list all languages.	Cantonese , Mandarin , Spanish	
Applicant Comment		
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**	
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.	We will carry out a culturally and linguistically tailored needs assessment of the Self Determination Program's perceptions and challenges among families and individuals with I/DD who are African American, Chinese, and Latinx. The African American group will include members of the African Diaspora from Ethiopia who are closely linked to the African American community in Los Angeles County. The area of the project will cover the catchment areas of all 7 Regional Centers in Los Angeles County. The project activities will include 18 Focus Groups (6 per racial / ethnic group, 10 families in each, total 180 families) and monthly advisory board meetings, and will be conducted remotely using the Zoom teleconferencing platform. The proposed project is designed for the current COVID-19 conditions with projected in-person project activities for the post-pandemic context. A statewide Self-Determination Program (SDP) is mandated by California Welfare and Institutions Code, Division 4.5, Chapter 6, Article 4, Section 4685.8 to be "available in every regional center catchment area to provide participants and their families, within an individual budget, increased flexibility and choice, and greater control over decisions, resources, and needed and desired services and supports to implement their IPP." Having a limited roll out with 2,500 families, the SDP is anticipated to be made available to any interested family in 2021. **Given that the roll-out has revealed challenges to families' participation in the SDP, cultural and linguistic tailoring and needs**	

assessment of the SDP perceptions for families from diverse racial and ethnic groups is a necessary step to ensure equitable access to the program. These challenges have resulted in participants and families not advancing through the steps in the SD program and dropping out of SD entirely.

The five principles of the SDP are *freedom, authority, support, responsibility, and confirmation*. Because there is a continuum of cultural preferences for inter-dependence / inter-connectedness vs. independence / autonomy of individuals, families, and communities, these concepts may have different meanings and values in different cultures. Cultures around the world, as well as in the U.S., differ in the degree to which they value independence and autonomy. The mainstream White middle class culture, having its historical origins in the British and European Protestant tradition, places high moral value on individualistic self-reliance, autonomy and personal advancement. These cultural preferences stand is contrast to traditionally more interdependent cultures that value the collective, inter-connected, and thus inter-dependent, way of life. Similarly, the relationship to authority, whether how desirable it is to assume it or how one should act to obey it, vary cross-culturally. In Asian cultures, traditional belief systems rooted in Confucianism, Buddism and Taosim promote values that prioritize obedience, devotion, and respect to one's parents and other elders, and strict maintenance of family hierarchy. These cultural preferences are encoded in language and ways in which personal characteristics related to autonomy or inter-dependence are conceptualized and described.

One of important cultural differences is whether and how a family member's disability reflects on the rest of family. In the Latinx culture, for example, a family member's disability reflects negatively upon the entire family, which often makes Latinos reluctant to seek outside help. Language barriers also may keep Latinos with disabilities from accessing services, being aware of their fair hearing rights, and requesting assistive technology, disability information and services that can benefit them. This makes it difficult for Latinos with disabilities to become more independent, and to have opportunities to participate in their communities. **Based upon these cultural differences in other areas of families' experiences related to disability, it is reasonable to expect that there will be cultural and linguistic differences in how families from diverse racial and ethnic backgrounds perceive the desirability of the SDP. Without carrying out a thorough needs assessment, however, the expectations and assumptions will be 'guesstimates' at best, and cultural stereotypes at worst.** It is important to note that families are not homogeneous in their beliefs and there are generational differences in preferences and values when young people with I/DD may desire more opportunities for independence than their parents and older relatives are comfortable with.

2. Organization Experience	**Applicant Response**	
What experience does the organization/group have working with the target population?	**The USC University Center for Excellence in Developmental Disabilities at Children's Hospital Los Angeles,** a 501(c)(3) nonprofit institution, provides leadership in family-centered, culturally- and linguistically-competent services and systems for the benefit of, and in partnership with individuals with, or at risk for, developmental, behavioral and/or special health care needs, and their families. It is one of 68 UCEDDs in the U.S., which were authorized under the Developmental Disabilities Assistance and Bill of Rights Act (DD Act) of 1963. The USC UCEDD at CHLA	

promotes the well-being of persons with developmental disabilities through training, research and evaluation, community services, technical assistance, information dissemination, and policy development.

Project Director / Principal Investigator on the proposed project is **Fran Goldfarb, MA, MCHES, CPSP**, who serves as the Director of Community Education, Information Dissemination, and Technical Assistance. She is a nationally recognized expert in the support of families and individuals with developmental disabilities from all racial and ethnic backgrounds, and has strong and enduring partnerships with Latinx and Chinese parent advocacy organizations.

Mr. Wesley Witherspoon, Project Coordinator, serves as a representative with self-advocates and their networks and the programs and activities of the USC UCEDDD. He represents the USC UCEDD at local meetings as requested by the Director. He currently serves on the State Council of Developmental Disabilities. With the State Council, Wesley is the chair of the Employment First Committee. He also involved with other committees .In addition, he is the representative for the USC UCEDD for the Self-Advocacy Statewide Network. He also serves on the Community Voter Outreach Committee for the Los Angeles County Registrar-Recorder/County Clerk for voting. He also serves on the Voter Accessibility Advisory Committee for the voting in Los Angeles County. Wesley is committed for the full inclusion of people with intellectual/developmental disabilities. Wesley volunteers with the City of Culver City in August, Special Olympics Summer Games in June, and with the Festival of Books at USC in April.

Olga Solomon, PhD, Program Evaluator, is a UCLA-trained applied linguist, and brings to this project her expertise in cultural and linguistic factors influencing the delivery of healthcare and human services. Olga has had post-doctoral training in linguistic anthropology and has a unique skillset to help identify cultural preferences and beliefs that play a part in healthcare and human services utilization. Her approach to research and program development has been guided by cultural humility and the 'Nothing For Me Without Me" principle shared by the disability rights and the civil rights movements. Olga has carried our several research and program development projects in partnership with the African American community in Los Angeles County since 2005. She has been mentored by such leaders of the African American community as Loretta Jones, JD, founder of the Healthy African American Families organization, and Aziza Lucas Wright, MEd, Executive Director of the South Central Prevention Coalition. Both of these mentors have led major advocacy, health promotion and equity, and social justice efforts in Los Angeles County. At the USC UCEDD at CHLA, Dr. Solomon serves as Research Scientist and contributes to its programmatic directions of research, clinical practice, and policy.

The USC UCEDD team is partnering with **three Community Based Organizations (CBOs)** that each brings high - level technical expertise and linguistic and cultural knowledge of their respective communities:

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	Leap of Faith Family-To- Family Support (Felicia Ford, Executive Director and Founder) creates opportunities for socialization and wellness for people with developmental disabilities and their families, through culturally compatible, supportive, and inclusive events. The mission of Leap of Faith is to advocate for racial equity and for empowering African-American/Black families' voices in speaking up and addressing their concerns regarding systemic issues leading to POS disparities. Leap of Faith serves all individuals and their families receiving Regional Center services, with an emphasis on African-American/Black clients and under-resourced populations in Southern California living in family home or community settings, and all developmentally disabled and dually diagnosed individuals and their families. Felicia Ford brings to the project her experience of successful implementation of the SDP in her own family, and her expertise as a member of the Westside Regional Center's advisory board on SD.	
	Chinese Parent Association for the Disabled (CPAD) is a non-profit organization dedicated to helping individuals with developmental disabilities and special needs, and their families. All the CPAD's parent members are volunteers, and strive to help each individual achieve his or her full potential toward a meaningful and productive life. Through its many social activities and community events, CPAD creates opportunities for social integration and social inclusion into mainstream society. On a weekly basis, CPAD provides educational and recreational services specifically designed for member's children with special needs.

Founded in 1990, CPAD has grown from the original 8 to over 250 families. To expand the services, in October 2008, CPAD OC Chapter was established in Orange County. CPAD's parent trainings and social activities are held at local facilities and specifically target the Cantonese and Mandaring speaking community. CPAD has served as a Community Parent Resource Center (CPRC) in partnership with Fiesta Educativa since 2004 and have collaborated on other projects including The Family Mentor Partner Program: Valuing and Connecting Hispanic and Chinese Families with Regional Center services funded by the DDS Disparity Funds Program in the FY 2017/2018. | |
| | **Fiesta Educativa Inc.** is a private non-profit, 501 (c) (3) organization whose mission is to address the special needs of Latinx families with members who have disabilities. It accomplishes this through education, training, information and advocacy. It is committed to assisting persons with special needs in becoming productive and independent members of their communities. Fiesta Educativa, Inc. was founded in 1978 as private non-profit corporation with the mission to address the special needs of Latinx families, primarily Mexican/Mexican American whose members have disabilities. Its impressive 37- year record of service has placed Fiesta Educativa among the leading disability advocacy organizations working on behalf of Latinos in the state of California and in the nation. Fiesta Educativa serves adults, children and infants with disabilities, emphasizing the provision of services in the home to reduce cultural obstacles and improve access to service delivery. Fiesta Educativa also trains professionals in culturally sensitive services delivery techniques to increase their effectiveness in working with Latinx families. Fiesta Educativa | |

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	administrative headquarters is in the City of Los Angeles (Lincoln Heights community) and is organized as a series of regional chapters. In addition to Los Angeles, we currently have regional programs in Orange County (Santa Ana), San Bernardino and in Riverside Counties. Fiesta Educativa provides training in the Spanish language to its target population. It also strives to preserve the rich Latino/Hispanic cultural heritage by including it as a central element of programs and events.	
3. Underserved Target Populations	**Applicant Response**	
Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.	For the racial and ethnic groups whose POS disparities are outlined below, there is a significant concern that the disparities in POS present in the current service model will persist in the SDP because the initial year of the SDP funding is based upon the last 12 months' POS expenditures. **African Americans**: In FY 2018/2019, 11, 4% of African American individuals had no POS compared to Whites' 6.9%. According to the DDS data for FY 2017/2018, the total population served by the Regional Center system currently consists of 8.46% African Americans, and 39,9% Hispanics. The Regional Center system-wide disparity for African Americans is evidenced by the per-capita expenditure difference: $17,327 for African Americans compared to 21,385 for Whites, which means that, on average, African Americans across all Regional Centers receive a little over 80% of per capita expenditures than White individuals. In 2017/2018 FY, African Americans represented 22.45% of all individuals served by the South Central Los Angeles Regional Center (SCLARC), the largest percentage of African Americans with developmental disabilities among all 21 Regional Centers in the DDS system. There are significant disparities in per capita expenditure for African Americans compared to Whites reported by SCLARC: $20,203 vs. $40,482, a 50% difference. This means that at SCLARC, African Americans received only one half in per-capita expenditures compared to Whites. Of note, in the 2016/2017 Fiscal Year report, SCLARC reported a similar scale of POS disparity: per-capita expenditure for all age groups was $19,001 for African Americans, and $38,271 for Whites, a disparity of more that 50%. POS disparities are significantly lower at the other two RCs, FDLRC and WRC. At FDLRC, African Americans constitute 6.58% of all served, and receive $17,961 per capita compared to $18,646 received per capita by Whites who represent 31.77% of the client population. Similarly, at WRC, African Americans represent 21.32% and receive $22,094 per capita compared to 27.02% of Whites who receive $25,153 per capita. **Latinos:** Latinos face even greater POS disparities than African Americans in the Regional center system. System-	

wide, in FY 2017/2018 they received only 41% of per-capita expenditure by White individuals ($8.940 vs.to $21,385). At SCLARC, for example, they represent over 68% of all individuals served, but receive $7,152 (or less than 18%) in per-capita expenditure compared to $40,483 for Whites who comprise 2.73% of the SCLARC client population. At FDLRC, Latinos represent 45.24% of all individuals receiving services with $8,821 (or 47%) in per-capita expenditure compared to Whites who represent 31.77% and receive $18,646 per capita. At WRC, Hispanics represent 34.04% of all served and receive $12,694 (or 50%) in per-capita expenditure compared to $25,154 per capita received by White individuals who represent 27,02% of all served. In the SCLARC reported PoS data for FY 2017/2018, Latinos ages 3 – 21 were authorized 50% less PoS ($4,001) than Whites ($8,041). Similar pattern was in the expenditure PoS: Latinos had $2,701 per capita while Whites had $4,203. For FY 2018-2019, 6.9% of Whites had no PoS compared to 13, 3% Latinos.

About 54 million of the general population's men, women and children are classified as disabled. Demographers estimate that Latinos represent 12% of the nation's population and Latinos with disabilities number about 6.2 million. Fiesta Educativa counteracts this problem by providing some resource materials in both English and Spanish. Cultural distrust of government intervention especially when immigration status is an issue, compounds Latinos' reluctance to seek out disability services. Our Partner CBO, Fiesta Educativa, understands the cultural perspective of Latinos, and can more easily maintain the trust of its clients. According to the National Technical Assistance Center for Latinos with Disabilities, disabled Latinos are members of the fastest growing U.S. population. They face higher rates of unemployment and often have less education and, therefore, fewer opportunities than other disabled Americans and non-disabled Latinos. Fiesta Educativa, through its programs and services, strives to connect disabled Latinos with pathways employment that will improve their standards of living and overall quality of life.

Chinese: Chinese individuals demonstrate a less even profile depending on regional center. According to DDS data, across the state, Asian families represent 6.8% of reginal center consumers. Although the category doesn't break down the percentages by country of origin, Chinese families make up the largest of the Asian groups. Across the state the average per capita expenditure is $11,738, which is significantly lower that the average per capita expenditure of $22,797 for white individuals ((51%). Eastern Los Angeles Regional Center has the largest Cantonese speaking community in Los Angeles County representing 11.38% of the regional center population. In FY 2018/19, the average per capita expenditure of $17,284 for Asians of all ages, is less than 50% of the $40,474 average of white consumers. When broken down by language, Cantonese speaking consumers receive 72% of what white consumers receive ($13,930 vs $18,840). The disparity is most stark for adults where Cantonese speaking consumers receive 46% of pos of that of white consumers ($19,744 vs $42,881). This group receives the lowest POS expenditure of any language group. San

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	Gabriel/Pomona Regional Center has the largest Mandarin speaking community. The FY 2018/19 per capita expenditures for all ages show Mandarin speaking consumers receiving only 55% of what white consumers receive ($9,929 vs $17,991). Again, the difference becomes starker when comparing POS of adults with Mandaring speaking consumers receiving just 52% of that received by white consumers ($16881 v. $32257). Once again, this group receives the lowest POS expenditures of any language groups.	
4. Input from Community	**Applicant Response**	
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?	In the process of designing the project, the USC UCEDD faculty (Goldfarb and Solomon) had extended in-depth discussions with the Executive Directors of three CBOS (Fiesta Educativa, CPAD and Leap Of Faith Family-To-Family Support), to get a picture of what their communities experiences and challenges have been with the SDP, and what these leaders thought should be done to make the SDP more culturally and linguistically tailored to the needs and belief systems of their communities. Additionally, we have received input from Wesley Witherspoon, Consumer Advocate and SCDD member for the USC UCEDD, as to the timeliness and need for this project, and the project goals and activities.	
5. Improve Access	**Applicant Response**	
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?	Barriers to participation in Self Determination fall into two categories: 1) not applying to the Self Determination Program and 2) withdrawing from the Self-Determination program. While there have been programs funded through DDS Disparity funding and through funds provided to the 21 Self Determination Advisory Boards to help facilitate participation in SD, there hasn't been a culturally and linguistically tailored needs assessment to identify specific barriers in historically under-resourced communities. Information gathered in this needs assessment will help the DDS and the Regional Centers better understand the barriers and therefore be able to develop programs that are specifically address barriers to application and participation.	
6. Support RC's Recommendations	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	We will have a Community Symposium at the end of Year 1 of our project. We will invite Cultural Specialists, Disparity Specialists, and other key Regional Center personnel to attend and participate in round-table discussions related to the recommendations generated by our needs assessment. The recordings of the panels will be made available on the USC UCEDD's website. We also would be available to present our recommendations at each of the 7 RCs in LA County.	
7. Project different or unique	**Applicant Response**	
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?	Individuals and families from underserved communities consistently report lack of appropriate services, especially in languages other than English. Self Determination is a viable solution to this concern. However, SD is a different way of supporting individuals with IDD. It involves interacting with the regional center in a different way and increased responsibility and participation on the part of the Individual (family). This very "American" model may involve different and more barriers for communities favoring interdependence than it does for more assimilated/dominant communities. Identifying and addressing those specific barriers provides the tools to promote equity and reduce disparities in the SD program. This project collaborates with community based organizations that are embedded and serve these communities. The contracting CBOs already have the trust and direct access to families and individuals with IDD.	
8. Activities & Measures to Achieve Goal	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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.**	**Objective 1** - Identify barriers to participation in Self-Determination **Objective Description -** Identify barriers to participation in Self Determination on the part of Latinx, Chinese and African American Individuals and Families. This project will conduct 6 focus groups in each of 3 different communities in Los Angeles County: Latinx, Chinese and African American (18 total) to identify barriers that prevent individuals and families from applying to and participating in Self Determination. Focus group materials will be translated into Spanish, Traditional Chinese and Simple Chinese and focus groups will be conducted in English, Spanish, Cantonese and Mandarin and will be recorded. After the focus groups are concluded, focus group facilitators will meet with co-PI to debrief and summarize focus group responses. Data will be analyzed and used to develop a set of recommendations. Those recommendations will be presented to DDS and the regional centers in written form and via a zoom meeting. **Project Dates-** 4/1/2021- 3/31, 2022 **Performance Measure Type -** Narrative List of cultural beliefs and other barriers to participation in SDP Activities 1.1 Conduct 18 focus groups – April 1 – August 31, 2021 1.2 Analyze Data from Focus Groups – September 1 – November 30, 2021 1.3 Bring results of data analysis back to contracting CBOs- December 1 – December 31, 2021 1.4 Develop recommendations January 1 February 28, 2022 1.5 Community symposium to present recommendations– March 1, - March 31, 2022	
9. Measures	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	Our measures are informed by the standard methodological approaches to culturally-informed analysis of social behavior, which includes how people feel about and access Regional Center services and other human services. Specifically, the focus group methodology is a time-efficient and culturally competent way to gather rich experiential data that clarifies choices and preferences. Our CBO leaders are cultural insiders for the groups whose barriers to participation in SDP we seek to identify. Thus our measurement strategy is culturally and linguistically competent, and demonstrates our cultural awareness of the unique needs and histories of each of the three communities. The measurement strategy also takes into consideration the fact that the impact on the community should be defined in that community's terms.	
10. Budget Narrative	**Applicant Response**	
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. 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.		1
Proposal Certification		
Certification		
1. Applicant & Regional Center Discussion	**Applicant Response**	
If you are a CBO, have you discussed your proposal with the RC(s)?	Yes	2
2. Applicant Certification	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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		