APPLICATION REPORT

Project Name: MICOP ACCESO III: Empowering Mixtec/ Indigenous Families to Disrupt Service Inequalities

Applicant Organization: Mixteco/Indígena MICOP

Awarded Amount: $384,000

Funding Announcement Name: Promoting Service Access and Equity Grant

PROJECT SUMMARY

MICOP ACCESO III aims to increase the number of Mixtec/ Indigenous families receiving access to disabilities services (N=480) by establishing culturally and linguistically appropriate opportunities for parent and families to connect more substantively through Promotora/ case managers (Community Connectors) and educational community building opportunities. We also aim to foster parent and family connections to one another as peers/parent leaders (Parent Education), as well as facilitating substantive connections to our partner service providers, and TCRC through 3 annual meaningful and measurable educational community connection events (virtual/ fo-face if/ when possible) designed to build leadership capacity in parents. Each component of MICOP ACCESO III is designed to better assist families in their ability to (1) identify, (2) disrupt, (3) address, and (3) redress social injustices and racial inequities that disproportionately distance the community from advocacy, agency, and accessing disabilities services for their children and family members. Proposed new activities in addition to continuing Community Connectors (Promotora+) include: (a) an annual virtual multicultural multilingual Cultural Competence DDS Learning exchange event for parents and families where ACCESO, partner CBOs, Medical Professionals, TCRC personnel, and parent peer leaders present to the larger audience of the families seeking information on self/ family advocacy, knowledge about topics relating to service access, the regional center system, leadership development, independent facilitation, and developmental disabilities, offering participants opportunities to learn to increase their representation and voices in the system, sharing their knowledge and experiences with others in the community; (b) bi-annual educational events, exchanges, and trainings for families as well as a forum for Promotora-trained peer parent leaders, the ACCESO team, CBOs in the area (e.g., Amigo Baby, Rainbow, Alpha), and TCRC specialists to follow up on and support the annual event. We will (c) continue with our Rádio Indígena PSA production and broadcasts for added outreach and community education and add (d) a social media education and outreach component. Quantitative and qualitative measurable objectives will continue to include projected POS with reduced referrals to TCRC and Rádio metrics complemented by focus group interviews to measure impact (as in the past). They will now also include the number of participants to the new events proposed, , pre and post-event evaluations, focus on training and quality of referrals vs. quantity, number of views/ hits on social media platforms, quality of training and education events (impact), number of parents as peers, and number of critical conversations and interactions with the RC. Enhanced mixed-methods measures include formative qualitative input from CBO and RC partners (to inform the grant and for future planning), and a leadership measure for parent leaders of characteristics of culturally sustaining leadership practices.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	**Applicant Response** MICOP Acceso III: Empowering Mixtec/ Indigenous Families to Disrupt Service Inequalities	
2. Requested Amount What is the total amount requested ($) for the project?	**Applicant Response** $888,368.00	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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** Through the lens of cultural and linguistic competence and sustainability, the Mixteco/ Indígena Community Organizing Project (MICOP) unites indigenous leaders and allies to strengthen the 20,000+ people in Mixtec and indigenous migrant community in the Ventura County area. Most are strawberry farmworkers, and many primarily speak Mexican indigenous languages which include variants of Mixteco depending on region of origin in Oaxaca, MX (e.g., San Franciso Higos, San Martín Peras) or other indigenous languages spoken in Mexico (e.g., Otomi, Purépecha, Zapoteco). Some members of our community also speak Spanish. For most it is their second language. MICOP's majority-indigenous staff builds cultural and linguistic competence and community leadership as well as self-sufficiency through education and training programs, language interpretation, health outreach, humanitarian support, the provision of access to services, and cultural promotion. Reducing disproportionate disparities impacting our community is key, as we seek to disrupt social injustices and racial inequalities through the organization of our community to advocate for shared concerns. In our efforts, MICOP personally reaches approximately 6,000 individuals each year. This year, we opened an additional office in Santa Maria enabling us to also serve the indigenous migrant community in Santa Barbara County. MICOP extends our service and messaging to the community as the founder and home of Rádio Indígena, out of Oxnard, CA. The station is unique with multilingual programming in multiple Mixteco variants, Spanish, as well as most of the indigenous languages spoken by the community. With DDS funding for the last two years (2018-2019 [18-C56], 2019-2020 [19-C56]), MICOP's Proyecto ACCESO has been able to support Promotora specialists and outreach personnel to expand efforts in the disruption of social injustice and racial/linguistic inequalities by serving the families in our community in need of service or screening for intellectual and/or developmental disabilities. Providing critical points of access to a community that is linguistically, culturally, and socially isolated in a sea of Hispanic/ Latino bilingual Spanish/English resources, with Promotora Community Connectors/ Navigator/ Case Managers (Promotora+) has been at the heart of our programming. In terms of impact, Proyecto ACCESO **met or exceeded all program outcomes** in 2018-2019 [18-C56]. As a result of the Promotora+ services offered, at least 100 more families (from N=340) reported their ability to access Tri-County Regional (TCRC) services than at the onset of the project. Also, 76% (255 respondents out of 340) reported they felt Proyecto ACCESO services helped them to access services. This year, despite COVID-19, according to Q1 and Q2 Proyecto ACCESO [19-C56] data, we are on course for similar positive results. These data illustrate the team's ability to manage DDS projects successfully, COVID-19 challenges notwithstanding. Unpredictable circumstances this year have enabled us to be flexible in meeting the community's needs, particularly when it comes to accessing information for family members impacted with intellectual and developmental disabilities. Through DDS provision, we have been able to stand the gap and provide essential PPE required for families to access services safely, as well as the professional development and leadership capacity building required by the Promotora+ and families in order become more efficacious in their self-advocacy for services. Today, we seek reapplication to further refine our culturally and linguistically competent service, and hope to expand Proyecto Acceso to MICOP ACCESO III, thereby bringing even more inclusion and equity to this unintentionally underserved and largely overlooked CA population.	
5. Applicant in Good Standing	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	
6. Subcontractors in Good Standing	**Applicant Response**	
Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Not Applicable	
Grant Reapplication Information		
Grant Reapplications Only		
1. Grant Number	**Applicant Response**	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	19-C56	
2. Project Title	**Applicant Response**	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Proyecto Acceso: Addressing Service Disparities Among the Mixteco/Indigenous Community	
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.	Start Date: 05/01/2020, End Date: 04/30/2021	
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.	12	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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**	

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(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.	$436,369.00	
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.	$436,369.00	
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.	$279,326.40	
15. 2019/2020 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 2019/2020. If not applicable select Not Applicable.	$125,132.09	
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.	$154,194.31	
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.	$715,696.00	
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.	270	
19. Actual Number of People Served	**Applicant Response**	
(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.	The number is not different from the projected goal. The goal is to serve 16 indigenous families per month (200 for the year) and about 6 Latino Spanish speaking families served per month (70 for the year). From May to June, June to July, July to August, August to September, September to October, and October to November, and projected November to December 2020 that is 7 months or 112 indigenous and 42 Latino Spanish speaking families served planned. At QR#2 we are on target with actual numbers at 112 indigenous and 42 Latino Spanish speaking families served. In addition, 80 indigenous and Latino Spanish speaking families have qualified for services from our RC.	
20. Regional Centers in Catchment Area	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Our Regional Center is Tri-Counties-Counties. Tri-Counties Regional Center is one of twenty-one non-profit regional centers in California providing lifelong services and supports for people with developmental disabilities residing in San Luis Obispo, Santa Barbara and Ventura Counties. TCRC provides person and family-centered supports for individuals with developmental disabilities to maximize opportunities and choices for living, working, learning, and recreating in the community.	
21. Cities Served	**Applicant Response**	
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Our project serves families in the cities of Ventura, Oxnard, Camarillo, Santa Paula, Moorpark, Filmore, Ojai, Port Hueneme, Simi Valley, Thousand Oaks, and Santa Maria.	
22. Counties Served	**Applicant Response**	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Ventura, Santa Barbara, and San Luis Obispo Counties.	
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.	**May 2020- Dec 2020:** With the overarching goal to increase access to 200 indigenous families and 70 Latino Spanish speaking families requiring assistance for family members with intellectual or developmental disabilities, the Project Coordinator and a team of Promotora+ worked directly with families using the telephone, Rádio Indígena, Zoom, and social media platforms. To date we have successfully: • Created outreach plans and reached out to 200+ pre-identified families • Provided weekly and monthly outreach and PPE distribution as able under COVID-19 restrictions • Identified 112 families for case management and mentoring services • Worked with 80 families to access RC services • Provided advocacy support for 250+ families • Collected and input data management system info on services for 32 families accessed by Mixteco/ Indigenous community and shared data appropriately • Due to COVID-19, added to radio and social media outreach communications plans by offering a virtual professional development opportunity (viewed by 4,000+) to empower parents and families with 'Amigo Baby,' a partner CBO • Created two educational videos and uploaded and 5 professional educational presentations on intellectual and developmental disabilities including advocacy curriculum to be delivered as leadership capacity building Parent Education opportunities • Reviewed active case plans and ongoing assessment of needs • Developed and wrote public service announcements (PSAs) on different developmental topic or resources available to be aired on Rádio Indígena (MICOP's Radio Station) • Distributed PSAs that aired 2 times a day for 1 week per quarter during peak listening times	

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- Collected data on face to face and virtual outreach efforts and service to families.

Project Accomplishments to date:

Despite COVID-19 restrictions, setbacks, and disproportionate cases in Oxnard, our largest client catchment area, we have been able to provide individualized services through a culturally and linguistically responsive system of navigation and support to more than 250 previously underserved family members so far, 80 of whom are now clients of Tri-Counties Regional Center. Our highly qualified culturally competent Mixteco/ Indígena Promotores are bilingual or trilingual providing outreach to 400 individuals by telephone, ZOOM, and at monthly food distribution events held at MICOP. The bottom line is that we have met or exceeded nearly all of the goals set.

Key Accomplishments to date:

There have been three key accomplishments. One was planned and the others were innovations that grew from the COVID challenge (turned opportunity).

- First, all targets for families served have been met to date despite COVID restrictions that kept Promotora+ away from direct navigation service in clients' homes.
- Second, the 'Amigo Baby' (another service provider)/Proyecto ACCESO Virtual Parent and Family Professional Development training created a powerful multilingual (e.g., Spanish, Mixtec variants, Zapoteco) outreach opportunity, increased parent communication, and provided information to families served for ways to gain access to disabilities services. This event drew 4,000+ Spanish and Mixteco speaking viewers over the course of three days. This collaboration inspired additional Proyecto ACCESO conversations and collaborations with other service providers like the 'Alpha Project,' 'Rainbow', and 'Help me Grow,' as well as closer partnership with our RC.
- Finally, the COVID crisis inspired innovation in the way of Team Proyecto ACCESO video production on topics related to education and means of self and family advocacy, peer advocacy, and clients rights for our families served. Views continue to accumulate of our video series on providing information and access guidelines with reference to intellectual and developmental disabilities that our families can finally receive in their languages.

Activities Completed (and those not and why) to date:

All activities in bullets listed above have been completed. We have not completed the following due to the Pandemic (e.g., transportation services are N/A as bus passes are provided to our clients as no cost) or timing in the life of the project (e.g., we have completed and are airing public service announcements (PSA's) on our Rádio Indígena, with focus group interviews planned for next quarter). Current activities pending due to these issues are:

- Conducting focus group for feedback on 1 PSA, with what was learned and attitudinal change measured
- Making adjustments to PSAs using data from focus group
- Providing transportation navigation services to families
- Identifying transportation access issues and explicitly teaching families about transportation options in the county
- Accompanying families to the RC and related access appointments using identified means of transportation

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	MICOP is a culturally and linguistically driven organization focused on addressing, disrupting, and redressing social injustices and racial inequalities and as a result work to support Mixteco Indigenous families with many different services.Proyecto ACCESO is our community's sole support for families with members who have intellectual or developmental disabilities. The project goal is for 4 promotora/ case managers to serve 16 indigenous families per month (200 for the year) and about 6 Latino Spanish speaking families per month (70 for the year). To date, from May to December 2020 the goal was to reach and serve 112 indigenous and 42 Latino Spanish speaking families. *At QR#2 ACCESO is on target with actual numbers at 112 indigenous and 42 Latino Spanish speaking families served.* In addition, 80 indigenous and Latino Spanish speaking families have qualified for services from our RC. Finally, we also report that in collaborating with partner programs and organizations ACCESO has been able to help over 450 families over the past six months.	1

APPLICANT QUESTION	**APPLICANT RESPONSE**	**ATTACHMENTS**
communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.	To gain a full appreciation of the impact and outcome gains reported in this section, it is important to bear in mind that the population we serve is largely systemically and structurally underserved, mostly migrant, indigenous, undocumented, and non-English (nor Spanish) speaking. When taking expenditure data like POS into consideration, our population is difficult to identify within the Hispanic demographic category. As a result, our client base is uncharacteristically vulnerable and socially isolated--- with circumstances likely statistically exacerbated by Pandemic conditions. 83% of those served by the DDS through MICOP are Mixtec, 4% are Zapoetc, 3% Huave, 3% Nahuatl, 4% Purépecha, and 5% reporting as Latinx. The following responses for Project impact and outcome are based on pre-and posttest data with use of SurveyMonkey for data analysis. These questions are asked of each client with POS qualification (N=80) when a case is opened (pretest) and when a case is closed (posttest). **Q 1: We understand what Tri-counties is and the services it provides. True or False.** After working with promotora case managers, (N=80) families served report a nearly 59% increase in their understanding of ACCESO, TCRC, and MICOP services offered to empower them to access disabilities services. Mixtec/Indigenous and Spanish speaking families seek assistance from Proyecto ACCESO to learn more about the kinds of disabilities services for which their children and family members can qualify. Families also work with ACCESO to learn more about the developmental milestones to look for in their children, leadership, advocacy, and agency for family members impacted by intellectual or developmental disabilities; general information regarding different intellectual disabilities, and about other culturally and linguistically appropriate programs MICOP and partner organizations have on offer to the community. **Q 2: We receive services through our RC; this process and services are easy for us to access and navigate. True or False.** ACCESO has seen a 47% increase in families who receive RC services as a result of our referral process. **Q3: How would you rate your ability and confidence to access services (e.g., make your own appointment, understand processes, fill out forms) through the RC? This is a Likert-scale like question with choices ranging from very easy/confident to very difficult and not at all.** Post referral to the regional center many families gained the confidence to make phone calls on their own, speak to representatives with the regional center and they continue to seek culturally appropriate assistance from ACCESO for reading, writing and other language support. Data shows a decrease in difficulty to access that falls 33.75%, with ease/confidence level increasing by 24.25%. **Q4: In what ways do you think it might be helpful for you to have someone from the MICOP community to help you to access and navigate services through TCRC? Check all that apply (e.g., assistance with communicating with regional center personnel, transportation support, help navigating language, increase communication with service providers, to help me understand which services are available, to help me manage time, to help me with daycare needs, to render information more comprehensive).** These general access to service needs did not change over the course of the service provision with assistance with communicating with regional center personnel at 72%, transportation support 20%, help navigating language 44%, increase communication with service providers 29%, to help me understand which services are available 11%, to help me manage time 4%, to help me with daycare needs 27%, to render information more comprehensive 19%. These responses help us to plan for the future with focus on language and culture with regard to communication, empowering, leadership, agency and advocacy support each an important component for our families moving forward. **Q 5: How much does the educational information you receive about the RC via Rádio and social media help you and your family? This was a Likert-like scale ranging from a lot to not at all.** With the onset and reality of COVID we have found ourselves in a new world where much information is acquired using technological tools. ACCESO uses multiple social media platforms to	

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	announce events, radio for public service announcements, educational videos, and presentations about child development given by our partner doctors and therapists. Data indicates that families are beginning to become more comfortable using these platforms as a means to gather critical information. Families have increased their use of these platforms by 37.97% to date. There has been another 30.38% increase in families that use social media likely as a result of shelter in place and ACCESO virtual outreach efforts. **Q 6: In what ways can ACCESO help to educate you to better access and navigate outside services (e.g., to better understand intellectual disabilities [e.g., fetal alcohol syndrome, down's syndrome, autism]; support finding community resources [e.g., food, diapers]; PPE support; MICOP support; City services [e.g., transportation, legal help, rent, workers' rights]; transportation specific information)? Check all that apply.** These data points reflect pre-posttest ways in which ACCESO assists families with related case management toward the community's access to disabilities services. 73-75% of the respondents reported the need to better understand intellectual disabilities [e.g., fetal alcohol syndrome, down's syndrome, autism]. 58-64% reported the need for support finding community resources [e.g., food, diapers] while 36-44% requested PPE support. 18-26% suggested the need for additional MICOP organizational support. 9-16% sought help to access City services [e.g., transportation, legal help, rent, workers' rights], and 19-15% asked about transportation specific information, reflecting ways in which COVID has changed the needs profile for many in our community. **In response to a 'yes, no, provide a reason if no' question about whether those who were referred qualified and were accepted in the RC for further care data shows that 87% of families referred have been accepted into the regional center for services.** The 8% that did not qualify were redirected to school district services because rather than having an intellectual disability many of the school aged children actually had a learning disability.	
26. Project Objectives	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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.	For reasons previously cited to do with structural and systemic inequities made more detrimental by cultural and linguistic difference and documentation status, migrant indigenous individuals and families have not been able to access disabilities services in the Ventura, Santa Barbara, San Luis Obispo Counties of California. When they do, it is challenging to document service provision, because they are a sub-group that is often lost in the Hispanic/ Latino category. MICOPs projects' objective/ strategy in appropriately addressing these disparities is to employ a team of multilingual Mixtec/ Indigenous Promotoras+, led by a project coordinator, to reach a projected point of service (POS) for 200 Indigenous/Mixteco families and 70 Spanish-speaking families to Tri-Counties Regional Center. To date Proyecto ACCESO has confirmed that 80 of the families served are receiving services from the Tri-Counties Regional Center (TCRC). This is an improvement from the last two years of ACCESO when team leadership experienced challenges in receiving up to date POS data on referred families, exacerbated by the demographic reporting challenges. After considerable consultation with TCRC partners and intensive follow up with the families served, we are now able to better gauge the effectiveness of ACCESO quantitatively.

Lessons learned. On the qualitative level, we are happy to report that we are deepening our collaboration in consultation with TCRC with regard to addressing cultural competency concerns and misunderstanding between MICOP, ACCESO and in the regional center that have unintentionally kept indigenous families from Mexico and some Spanish speakers from fully utilizing their services. Moving forward we intend to work even more closely with our RC as well as related CBOs and agencies more directly so that misunderstandings can be mitigated head on.
Despite these issues, we have not had any issues meeting our projected goals and we are learning that we need to be more collaborative moving forward, with all of our constituencies. A big lesson and appreciation here, we have enjoyed attending virtual DDS meetings, trainings, and communications offered this year. It has encouraged us to think outside of the 'box' in the face of the pandemic to reach out to partners and our CBO in order to address the disparities for our community.

Challenges. We learned that culturally and linguistically appropriately educating our families with regard to intellectual and developmental disabilities continues to be an issue for our community in which disabilities services are virtually unknown in Mexico from which most of our families have relocated. We have also learned that if our project serves to interrupt, disrupt, and address social injustices and racial inequities, then a major part of ACCESO has to be about empowering families to self-advocate and to train them to provide peer-leadership in our sometimes-isolated community. Data collected thus far will guide the next iteration of this Project as we aim for the reduction of disparities while helping our families to be more culturally competent as well, in navigating the new world of accessing disabilities services for their children and loved ones.

Future strategies. Through a DDS shared lens of cultural and linguistic competence, future strategies include a focus on continuing to support families with the Promotora+ model established, reducing RC referral objectives as POS data for our clients is not easily accessible, increasing RC collaboration/ cultural competency goal(s) (increase *quality* of referrals vs. *number* of referrals), increasing educational, advocacy, and leadership training with parental peer leadership goal; within virtual training model, add partnership and collaboration virtual opportunity goal with partner organizations. | |
| **27. Project Transition** | **Applicant Response** | |

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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.	With its projected POS goals as a means to address disparities, the current project provides the foundation and framework for **deeper and more sustainable involvement with TCRC partners**, creating substantive systems change to benefit the Mixteco/Indigenous community in the reduction of disparities in services throughout the Tri-county region. Moving forward **we propose two years for the implementation MICOP ACCESO III** because (1) we have learned from past DDS award goals/objectives/activities experiences how to better leverage our organizational strengths to better work with the Tri-Counties Regional Center (TCRC) to complement the bilingual/ bicultural specialist support services and service coordinators the RC has established. We also aim to partner more efficiently with aligned CBOs to more adequately serve families in our community. (2) MICOP as an organization has the bandwidth to expand ACCESO and as a result the DDS's impact in our region. With that, (3) we want to avoid the annual interruption of services that our families have experienced in the past due to stop and start of services associated with funding the award. MICOP is well situated to launch, support, and sustain this work and progress in reducing disparities and also render those in our immediate community (families, team ACCESO, CBOs, TCRC) more culturally and linguistically competent in the process. We highly value and prioritize sustained culturally and linguistically appropriate and socially just practices for families with members needing disabilities services. We hope to serve as a support and leader with regard to identifying and serving sub-groups for other CBOs within the DDS network as we further establish MICOP ACCESO III.

To this end, **with an additional MICOP office in Santa Maria, the project goal will build on and expand previous goals, objectives, and activities by purposefully placing cultural and linguistic competence (which has always been a part of our efforts) front and center.** In this proposal, MICOP ACCESO III aims to integrate two DDS project types: **Community Connector and Parent Education**. The proposed project priorities will continue to increase the number of families receiving access to disabilities services by establishing opportunities for parent and families to connect more substantively with Project promotora/ case managers (Community Connectors). With attention to complementary project types we also aim to foster parent and family connections to one another as peers/parent leaders (Parent Education), as well as fostering their more substantive connections to our partner service providers, and TCRC through 3 annual meaningful and measurable educational community connection events (virtual/ face-to-face if/ when possible following safety guidelines [Parent Education]) all designed to build leadership capacity in parents. Each component of MICOP ACCESO III is designed to better assist families in their ability to (1) identify, (2) disrupt, (3) address, and (3) redress social injustices and racial inequities that disproportionately distance the community from advocacy, agency, and accessing disabilities services for their children and family members.

Proposed new activities in addition to **continuing Community Connectors (Promotora+)** include: (a) **an annual virtual multicultural multilingual Cultural Competence DDS Learning exchange event** for parents and families where ACCESO, partner CBOs, Medical Professionals, TCRC personnel, and parent peer leaders present to the larger audience of the families seeking information on self/ family advocacy, knowledge about topics relating to service access, the regional center system, leadership development, independent facilitation, and developmental disabilities, offering participants opportunities to learn to increase their representation and voices in the system, sharing their knowledge and experiences with others in the community; (b) **bi-annual educational events, exchanges, and trainings** for families as well as a forum for Promotora-trained peer parent leaders, the ACCESO team, CBOs in the area (e.g., Amigo Baby, Rainbow, Alpha), and TCRC specialists to follow up on and support the annual event. We will (c) **continue with our Rádio Indígena PSA production and broadcasts for added outreach** and community education and add (d) a **social media education and outreach** component.
Quantitative and qualitative measurable objectives will continue to include projected POS with reduced referrals to TCRC and Rádio metrics complemented by focus group interviews to measure impact (as in the past). They will now also include the number of participants to the new events proposed, pre and post-event evaluations, focus on training and quality of referrals vs. quantity, number of views/ hits on social media platforms, quality of training and education events (impact), number of parents as peers, and number of critical conversations and interactions with the RC. **Enhanced mixed-methods measures include formative qualitative input** from CBO and RC partners (to inform the grant and for future planning), and a leadership measure for parent leaders of characteristics of culturally sustaining leadership practices. | |

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
1. Individuals Impacted	**Applicant Response**	
Enter the projected number of individuals impacted.	1920	
2. People Served	**Applicant Response**	
What is proposed number of people projected to be served?	3520	
3. Duration of project	**Applicant Response**	
What is the duration of the project? Enter Start & End Dates.	Start Date: 05/01/2021, End Date: 04/01/2023	
4. Duration of project (months)	**Applicant Response**	
What is the total duration of project in months?	24	
5. Regional Centers	**Applicant Response**	
List all Regional Centers in the project catchment areas.	Tri-Counties Regional Center	
6. Cities Served	**Applicant Response**	
List the city or cities your project proposes to serve.	Santa Maria, Camarillo, Thousand Oaks, Simi Valley, Moorpark, Filmore, Santa Paula, Port Hueneme, Oxnard, Ventura, Ojai	
7. Counties Served	**Applicant Response**	
List the county or counties your project proposes to serve.	San Luis Obispo, Santa Barbara and Ventura Counties	
8. City of Los Angeles	**Applicant Response**	
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
9. Community Based Organizations	**Applicant Response**	
Will you be working with one or more Community Based Organization?	Yes	3
10. Regional Center Data	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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.	TCRC POS Expenditure Data for 2018-19 being utilized through March 2021 is highly responsive to sections 4519.5 and 4519.6 of the Lanterman Act which renders disabilities services to all regardless of age, race, language, diagnosis, and residence type. Data indicate that there are more intellectual disabilities and autism than any other categories for the TCRC catchment area and that 22% or 4,000 eligible clients are Spanish speakers, whilst 47% or 8,400 individuals served are Hispanic. Identity politics exacerbated by largely undocumented migrant indigenous people who are not necessarily Spanish speakers and the nuances embedded in individual/ family self-reporting, complicate the POS Expenditure numbers for the Mixtec/ Indigenous community significantly. Our TCRC is committed to equal opportunity to access services and responsive to the relatively large Spanish speaking Hispanic community evidenced by a dedicated Multicultural Multilingual Specialist and 55 (of 218) bilingual coordinators. MICOP is currently in active discussion with the Tri-Counties Regional Center (TCRC) with regard to bringing on Mixtec/ Indigenous Promotores to bridge this difficult to identify disparity. We are also working on the ways in which we can complete data agreement and data requests, even as we develop our grant needs for this round. ACCESO and the TCRC are building our relationship and ensuring that all grant activity complements and dovetails the herculean efforts that the TCRC is taking in order to increase their cultural competence, cultural and ethnic relevance, and in being more culturally and linguistically appropriate for our regional migrant indigenous populations.	
11. First Project Type Selection	**Applicant Response**	
Select your first project type.	Community Connector (Example: Promotora or Navigator)	
12. Second Project Type Selection	**Applicant Response**	
Select your second project type (if applicable).	Parent Education (online or in person trainings, etc)	
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.	No	
15. Leverage & Strategies	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	In our mission to empower support, organize and empower the indigenous migrant communities in California's Central Coast, via this project MICOP aims to leverage our inherent organizational experience as a complementary advantage in meeting DDS and TCRC aims to support individuals and groups in ways that are culturally and linguistically relevant, socially just, and equitable. We will do this with our expertise in community organizing focused on meeting families where they are with regard to cultural and linguistic competence that goes two ways. In the first instance using our ways of knowing to reach the community. This includes individuals in the community's ability to reach one another, while at the same time sharing with related disabilities service professionals the best ways to reach our community members. The second way we can think about cultural competence is teaching the migrant indigenous community about the cultural nuances they need to know about regarding the regional center and other CBO's so that they can more effectively access services. In this way, the project serves as a two-way link or a bridge for families to access services and also for other less culturally competent partners and the RC to more appropriately serve our families. We suggest that the kinds of links we aim to create in the proposed goals/objectives/activities serve to identify and address disparities in real time, for this and past funding cycles. After the completion of the proposed project the leadership and advocacy capacities and cultural competencies learned by both parents and our partners will remain and continue to develop. The enhanced communication and strategies as well as cultural competencies practiced as a result of MICOP ACCESO III will be put in place and established to continuously empower parents/ families and potentially foster a new generation of regional multicultural/ multilingual migrant indigenous advocates bringing fresh relevant voices to the DDS and TCRC fore.	

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.	Other (list) , Hispanic , Native American	
Applicant Comment	May also be considered Hispanic or Native American but MICOP believes Other is the more technical designation for our migrant indigenous Mexican population. We plan to work with TCRC on clarifying identity and culturally appropriately supporting people in their effort to self identify.	

2. Number of Target Group Served	Applicant Response	
For each target group selected in previous question, list number served.	Mixtec (N=2,816), Huave (N=140), Otomi (N=98), Zapotec (N=98), Purépecha (N=140), Latinx who identify as indigenous (N=163) [Numbers are approximate and based on projections from population served currently. The projection reflects 3520 community members served over the course of 2 years proposed].	

3. Languages	Applicant Response	
Select all Languages the project will serve. If you select "Other" please list all languages.	Spanish , Other (list)	
Applicant Comment	We plan to work with TCRC on clarifying identity and culturally appropriately supporting people in their effort to self identify correct languages and variants spoken.	

4. Age Groups Served	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Select all Age Groups the project will serve. If you select "Other" please list groups.	Three to 21 , Three to Five , Birth up to Three (Early Start) , 16 to 21	
Applicant Comment		

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.	This project design is for two years (May 1, 2021 - April 31, 2023) with the same project goal spanning both years. ***The goal is to increase the number of migrant indigenous families receiving access to disability services by establishing culturally and linguistically appropriate opportunities for meaningful connection and learning between individuals, families, service providers, and the TCRC; while at the same time building impactful connections and leadership capacity for parents increasing their representation and voice in the system as advocates with agency (thereby disrupting social injustices and racial inequities).*** We propose the integration of two project types in this project design: Community Connector (Promotora+) and Parent Education.	

The project is supported by 5 core activities: (1) Promotora/ case management + Parent Mentoring, (2) an Annual Virtual Family Training Event: Building Leadership Capacity and Cultural Competence for Equity and Inclusion, (3) Bi-annual Proyecto ACCESO III + Parent Partners Leader Led Virtual Workshops, (4) Social Media Education and Outreach, and (5) Rádio Indígena Public Service Announcements (PSAs). Rationale, community benefits, and measurable outcomes follow each activity summary.

Promotora/ Case Management and Parent as Peers Mentoring
Each year, Promotoras/ case managers (N=4 in MICOP Oxnard, N=2 in MICOP Santa Maria) will work directly with families (N=240) as Community Connectors as they have in previous MICOP DDS Projects. In addition to this role, They will each mentor at least one parent or family member (N=12) toward leadership capacity and eventual peer-training over the course of the year as part of the Parent Education component.
What will having Promotora/Case Managers and Parent Mentors accomplish?
Promotora+ services will continue to provide critical data supporting the need for culturally and linguistically appropriate community connection navigation service for members of the migrant indigenous community seeking access to disabilities services and connection to the RC for additional services or appropriate referral. These important members of the project bridge ACCESO directly to TCRC service personnel and provide opportunities for increased cultural competence interactions, training, conversation, and collaboration. Adding informal mentoring and support for the development of Parent Peers will empower parents with more in depth and 1-1 training to enhance their own advocacy skills and agency while preparing them and giving them opportunities to share their experiences with other parents in their language community.
How will it benefit the Community?
The connections established by Promotora+ increase the number of families served and thus directly reduce the disparities identified. Having parents as partners and peer educators (Parent Peers) increases the knowledge and expertise by valuing community members and positioning them as leaders with respect to gaining access and information to address challenges families have when attempting to access services.
Measureable Impact will be quantitatively measured for this activity with required DDS evaluation tools and by the number of clients served. This includes pre-and post-test surveys given before and after services are rendered.

Annual Virtual Family Training Event: Building Leadership Capacity and Cultural Competence for Equity and Inclusion
As part of their mentoring experience Parent Peers will work alongside the Promotora+ and the Project Coordinator in developing the Annual Virtual Family Training Event. This multilingual annual event will reach at least 400 families each year (this year we had 3000+ views on Facebook live). Content shared will be presented to build leadership capacity and cultural competence for equity and inclusion in DDS services for the families impacted.
What will this accomplish?
This event will require pre-planning interagency collaboration to benefit a shared target population. The event will include interactive educational presentations by Promotora+, trained Parent Peers, our CBO partners, TCRC personnel, Doctors, and other Healthcare practitioners who have also partnered with Proyecto ACCESO III in order to provide information to families with members requiring culturally and linguistically appropriate support and training.
How will it benefit the Community?
This signature event will help all constituents with the disruption of social injustices and racial inequalities

This signature event will help all constituents with the disruption of social injustices and racial inequalities felt by our community whilst seeking access to disabilities services. It will also result in attendees increase in technological competence, possibly cross-generational training as children help parents navigate the internet for the virtual event.

Impact will be quantitatively and qualitatively measured by the number of attendees, number of views, participant comments, and interactive polls taken in real-time during the event and a post-event evaluation.

Bi-annual Proyecto ACCESO III + Parent Partners Leader Led Virtual Workshops
Each year there will be two (2) ACCESO Parent Peer leader led virtual workshops to support those families and parents who would like to continue their learning and support in a community workshop setting that is less formal than the Annual Event. These workshops will be geared toward 100 participants per event.
What will this accomplish?
Extending parent and family learning about disabilities in general, advocacy, agency, and cultural competence toward the themes of increasing social justice and racial equity for families in comfortable forums led by other parents and families.
How will it benefit the Community?
This event is community 'owned' and facilitated by Proyecto ACCESO personnel who will partner with Parent Peers to create and present content in ways that are accessible and comprehensible to parents and families who attend. This may also result in attendees increase in technological competence, possibly cross-generational training as children help parents navigate the internet for the virtual event.
Impact will be quantitatively and qualitatively measured by the number of attendees, number of views, participant comments, and post-event evaluations. Additionally, parent mentors will be quantitatively and qualitatively evaluated using a tested culturally responsive leadership checklist.

Social Media Education and Outreach
Each year the team will produce two (2) educational videos for streaming on social media platforms. Parent Peer partners, CBO partners, and TCRC personnel will be invited to participate in these videos. Content will be derived from post-event evaluation feedback gathered at the annual and Bi-annual events.
What will this accomplish?
Making social justice and equity content accessible and streaming to community in their languages by MICOP as trusted partners featuring community members and other experts.
How will it benefit the community?
This will extend the MICOP ACCESO III and DDS footprint deep into the community further serving needs we may not have accessed in the past.
Impact will be quantitatively and qualitatively measured by number of use and participant comments.

Rádio Indígena Public Service Announcements (PSAs)
Each year there will be four (4) multilingual outreach-oriented PSAs produced and broadcasted to the community. The content will be a blend of educational information as well as promotional information for the events planned throughout the course of the year.
What will this accomplish?
PSAs keep ACCESO III content and information at the forefront of listeners ears in the broadest sense using AM, FM, and internet radio platforms.
How will it benefit the Community?
Those who may not be able to access the internet for information can hear about ACCESO III on the radio and come to MICOP to learn more.
Impact will be measured by metrics capturing the number of listeners each month as well as to focus group interviews per year measuring quality of PSAS as well as whether the message is a comprehensible to members of the Community.

2. Organization Experience

Applicant Response

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
What experience does the organization/group have working with the target population?	The Mixteco/ Indígena Community Organizing Project (MICOP) uses a focused cultural and linguistic competence lens to envision a strong indigenous migrant community actively engaged to achieve just living and working conditions, equality, and full human rights in the broader community. MICOP has been serving the 20,000+ indigenous Oaxacan people from southern Mexico who live and work in Ventura County for nearly 20 years. MICOP's work is aiding about 5,000 Mixtecs a year to draw on their community strengths and overcome existing barriers through a variety of programs (15+) as well as through community organizing efforts. The communal tradition of "tequio" or community obligation promotes a spirit of mutual assistance and community building which extends naturally into the proposed Proyecto ACCESO III DDS project toward increased social justice and equity for families seeking disabilities services proposed here.

Now, with a well-trained, COVID-19 experienced, community connected, culturally and linguistically responsive leadership team of Promotora specialists who are seasoned in providing professional individualized support to assist Mixtec/ Indigenous families with service access; as well as an experienced and very capable Project Coordinator, and a highly qualified Project Director, complemented by an award winning Radio producer; MICOP ACCESO III is ready to 'step it up' even more for our community. Though our training and professional development will continue, as we are always learners, MICOP employs **recognized regional experts** in increasing our community's awareness and engagement with our RC, as well as helping our families to increase self-advocacy and knowledge about topics related to service access that is meaningful and makes sense to them. With this grant, we aim to reinstate ACCESO, expand the work to two years, cultivate our relationships with key CBO community partners, and work more closely with the TCRC to meet our goal of increasing the number of Mixtec/ Indigenous families receiving access to services by fostering opportunities for them to connect while facilitating their leadership development and increasing their representation and voices at TCRC and as a result the DDS 'table'. Our marginalized, sub-group experience is often lost in the sea of Hispanic, Latino, Spanish language 'boxes' to identify the need and/or services rendered. In our efforts, we aim to disrupt these unintentional institutional injustices and racial inequities for our community with this important work. | |
| **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. | Findings from a 2015 study (Maxwell et al.) feature data, collected in the Mixtec and Zapotec community in Ventura County, California, confirming that many basic needs such as food security, housing and access to health care are not met for the target community for this project proposal. RC POS data are not a good measure to support evidence of this disparity because of the way in which the population is 'hidden' within the Hispanic and Spanish speaking demographics for the catchment area. However, Aguilar-Gaxiola and researchers (2012) report a number of barriers supporting evidence of the disparity addressed by this project including individual, community, and societal barriers like lack of access to comprehensible information, lack of culturally and linguistically appropriate services, lack of qualified service providers, inadequate social and economic resources including transportation. Strategies to mitigate these disparities include leveraging community and cultural assets, building individual and community resiliency, family involvement, facilitating community conversations, and use of community role models (Moll et al., 1992). These mitigating activities are all planned and supported through the current Proyecto ACCESO III objectives and activities.

Aguilar-Gaxiola, S., Loera, G., Méndez, L., & Sala, M. (2015). Latino Mental Health Concilio, & Nakamoto, J. (2012). *Community-defined solutions for Latino mental health care disparities: California reducing disparities project*. Latino strategic planning workgroup population report.

Maxwell, A. E., Young, S., Crespi, C. M., Vega, R. R., Cayetano, R. T., & Bastani, R. (2015). Social determinants of health in the Mixtec and Zapotec community in Ventura County, California. *International Journal for equity in Health, 14*(1), 16.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice, 31*(2), 132-141. | |
| **4. Input from Community** | **Applicant Response** | |

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	Qualitative and quantitative data gathered from community as a result of previous DDS funded projects, as well as input gathered from an initial community-based learning opportunity this year, provided MICOP Proyecto ACCESO III grant writers with direct community input to advise the design and planning of the current project. In particular the virtual event with CBO partners, provided rich evaluation data and an overwhelming request for more and similar offerings. These and parent/guardian requests for mentoring inspired the Annual and Bi-annual events for this bis. Importantly and as a result, this new project is designed to incorporate information gathered directly at regular intervals from the community. This information and the relationships fostered by the Parent Peers component, will serve as a 'community advisory repository'.	
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?	Through the purposefully planned activities delivered to promote and support cultural and linguistic competence, the project will transform barriers identified by the research and in our observations and ACCESO data collected over two years, into opportunities to increase number of assistance opportunities and quality of service. Our aim to include parents and families in all of the activities and train them toward having more voice and representation in the system, while at the same time building advocacy skills and agency, is key in order to help reduce disparities for our target population. Our families will share aspects of their language and culture with service providers while also becoming more culturally and linguistically competent to access services for their families now and in the future. This project is sustainable because it relies on ongoing regular dialogue with TCRC partners and invites and empowers parents and families to work with project team members on program goals. The knowledge parents and the community gain will stay with them and in their families long after the project ends.	
6. Support RC's Recommendations	**Applicant Response**	
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?	The project goals, objectives, and activities align with the TCRC POS expenditure data report for 2018-2019 recommendations as well as their Developmental Services Task Force Workgroup on Service Access and Equity and their intention to create a culturally and linguistically competent service system. MICOP ACCESO III can serve as an active partner toward TCRC's goal to help the system better respond to beliefs, values, language, and choices of consumers and families. We understand that this the group will ultimately review disparity projects to see if the projects achieved results while also considering statewide efforts to improve access. MICOP ACCESO III is working to collaborate with the Task Force in their efforts to help make data for community discussions easy to understand.

MICOP ACCESO III has already begun to foster working professional relationships with organizations that serve indigenous migrant individuals who present intellectual and developmental disabilities and their families in our catchment area. We include Amigo Baby, Help me Grow, The Alpha Resource Center, and Rainbow in our collaborative offerings to the migrant indigenous communities we serve. | |
| **7. Project different or unique** | **Applicant Response** | |

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	This project is unique for three reasons. First it serves a population of 20,000 plus who are visible daily working in agricultural fields in the catchment area, yet that according to research on health disparities, feel 'invisible' (Aguilar-Gaxiola et al., 2012). Second, it will be the first DDS grant for MICOP that explicitly assumes the lens of cultural and linguistic competence and the disruption of social injustices and racial inequalities as part of the goals, objectives, and activities. Third, MICOP ACCESO III responds to research findings that suggest the best mitigation for discrimination, racism, and health disparities is to build and expand the 'funds of knowledge' contained in the target population as an asset and centerpiece of the project (Moll et. al., 1992). This strengths-based approach is empowering for the individuals and families served and builds cultural competence that flows from project to families to individuals to service providers to the RC, and back again. The potential for the project to succeed and to be sustainable is promising. There are similar projects in the area, like the Proyecto Acceso run by our sister organization Alpha, however they rely on promotores that are outside of their organization. MICOP ACCESO has the culturally and linguistic competence embedded in our socially just and equitable mission, vision, values, and outputs. Aguilar-Gaxiola, S., Loera, G., Méndez, L., & Sala, M. (2015). Latino Mental Health Concilio, & Nakamoto, J. (2012). *Community-defined solutions for Latino mental health care disparities: California reducing disparities project*. Latino strategic planning workgroup population report. Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice, 31*(2), 132-141.	
8. Activities & Measures to Achieve Goal	**Applicant Response**	

| 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.** | **Goal [Objective 1]:** To increase the number of migrant indigenous families receiving improved access to disability services (N=480) by establishing six (6) culturally and linguistically appropriate opportunities for meaningful connection and learning between individuals, families, community based organizations (CBOs), and TCRC resources (e.g., fiscal, referral to appropriate agency); while at the same time building impactful connections (N=400) and leadership capacity for parents (N=24) increasing their representation and voice in the system as advocates with agency (thereby disrupting social injustices and racial inequities), over the course of two years. | |

Project Personnel: 1 .5 FTE Director: Project Oversight, Evaluation, and Reporting; 1 1 FTE Project Coordinator: Daily Operations; 4 FTE Promotora/ Case Managers Oxnard Office; 2 FTE Promotora/ Case Managers Santa Maria Office; 1 .15 FTE Radio Producer Oxnard Office

Timeline Yr 1 May 1, 2021 – April 30, 2022	Activity/ Goal	Measure	Steps/Details
May 1, 2021- April 30, 2022	Promotora/ Case Management /480 families	-Number of families served (multiply by 4 family members for number of individuals served) -Pre-test/ Post-test impact and quality of service provided	Promotoras/ Case Managers work with families one on one based on referrals from MICOP and/ or partner CBOs to access services.
Quarterly Meeting with TCRC Partners			

APPLICANT QUESTION				APPLICANT RESPONSE	ATTACHMENTS
	July 31, 2021 Quarterly Report				
	May 1, 2021-April 30, 2023	Promotora Parent Mentoring/ 12 individuals	Number of Parent Partner Mentees	Promotora at both locations each work with 2 parents in a professional mentoring relationship toward peer assistance with other parents in the community needing/ seeking culturally and linguistically appropriate services. Parents are also mentored in advocacy, agency, and social justice and equity and prepared to present relevant content to other parents.	
	Quarterly Meeting with TCRC Partners				
	October 31, 2021 Quarterly Report				
	November 15, 2021	Annual Virtual Family Training Event: Building Leadership Capacity and Cultural Competence for Equity and Inclusion/ 400 participants or views	Number of Attendees/ Pre-Post Event Evaluation (multiply by 4 family members for number of individuals impacted)	These annual signature 6 hour events combine Team MICOP ACCESO III's cultural and linguistic competence, skills, and training with the knowledge, skills, and training of partner CBO's (e.g., Amigo Baby, Help Me Grow, Alpha) and TCRC Multicultural Multilingual experts; as well as our Promotora trained Parent Peer leaders in a virtual format designed for deep connection, conversation, exchange of ideas, and learning. All participants will experience opportunities to assess and grow their cultural competence, regardless of background or experience. This virtual event may increase tech skills and family-based cross generational teaching and learning.	
	Quarterly Meeting with TCRC Partners				
	January 31, 2022 Quarterly Report				
	April 15, 2022	Bi-annual Proyecto ACCESO III + Parent Partners Leader Led Virtual Workshops I/ 100 participants or views	Number of Attendees/ Culturally Responsive Parent Leadership Indicators Pre-test/ Post-test (multiply by 4 family members for number of individuals impacted)	One of two (2) ACCESO Parent Peer Leader Led virtual workshops per year to support families and parents who wish to continue their learning and support in a smaller culturally and linguistically supported community workshop setting that is less formal than the Annual Event. Designed to create peer leaders and to build their leadership capacity, expanding opportunities for increased and enhanced parent and family learning about disabilities in general, advocacy, agency, and cultural competence toward the themes of increasing social justice and racial equity for families in comfortable forums mostly led by other parents and families. This virtual event may increase tech skills and family-based cross generational teaching and learning.	
	Quarterly Meeting with TCRC Partners				
	April 31, 2022 Quarterly Report				
	Timeline Yr 2 May 1, 2022 – April 30, 2023	Activity	Measure	Steps/Details	
	July 15, 2022	Bi-annual Proyecto ACCESO III + Parent Partners	See above.	See above.	

APPLICANT QUESTION			APPLICANT RESPONSE		ATTACHMENTS
		Parent Partners Leader Led Virtual Workshops II			
		Quarterly Meeting with TCRC Partners			
		**July 31, 2022 Quarterly Report**			
	May 1, 2021- April 30, 2023	Multilingual Social Media Education and Outreach (2)/ 2,500 views	Number of views	Each year the team will produce two (2) educational videos for streaming on social media platforms (e.g., YouTube, FaceBook Live). Parent Peer Partners, CBO partners, and TCRC personnel will be invited to participate in these videos. Content will be derived from post-event evaluation feedback gathered at the Annual and Bi-annual events. These videos will make social justice and equity content accessible and streaming to community in their languages by MICOP as trusted partners featuring community members and other experts and will extend the MICOP ACCESO III and DDS footprint deep into the community further serving needs we may not have accessed in the past. Number of views counted indicate impact.	
		Quarterly Meeting with TCRC Partners (Plan for Sustainability of Program)			
		**October 31, 2022 Quarterly Report**			
	May 1, 2021- April 30, 2023	Multilingual Rádio Indígena Public Service Announcements (PSAs) (4)	Number	Each year four (4) multilingual outreach-oriented PSAs will be produced and broadcasted to the community. The content will be a blend of educational information as well as promotional information for the events planned throughout the course of the year. PSAs will keep ACCESO III content and information at the forefront of listeners ears in the broadest sense using AM, FM, and internet radio platforms. Those who may not be able to access the internet for information can hear about ACCESO III on the radio and come to MICOP to learn more. Focus Group Interviews will be held 2 times per year to assess the content and quality of the PSA program.	
	November 15, 2022	Annual Virtual Family Training Event: Building Leadership Capacity and Cultural Competence for Equity and Inclusion/ 400 participants or views	Number of Attendees/ Pre-Post Event Evaluation	These annual signature 6 hour events combine Team MICOP ACCESO III's cultural and linguistic competence, skills, and training with the knowledge, skills, and training of partner CBO's (e.g., Amigo Baby, Help Me Grow, Alpha) and TCRC Multicultural Multilingual experts; as well as our Promotora trained Parent Peer leaders in a virtual format designed for deep connection, conversation, exchange of ideas, and learning. All participants will experience opportunities to assess and grow their cultural competence, regardless of background or experience. This virtual event may increase tech skills and family-based cross generational teaching and	

APPLICANT QUESTION			APPLICANT RESPONSE		ATTACHMENTS
				based cross-generational teaching and learning.	
	December 20, 2022	Bi-annual Proyecto ACCESO III + Parent Partners Leader Led Virtual Workshops III /100 participants	Number of Attendees/ Culturally Responsive Parent Leadership Indicators Pre-test/ Post-test (multiply by 4 family members for number of individuals impacted)	One of two (2) ACCESO Parent Peer Leader Led virtual workshops per year to support families and parents who wish to continue their learning and support in a smaller culturally and linguistically supported community workshop setting that is less formal than the Annual Event. Designed to create peer leaders and to build their leadership capacity, expanding opportunities for increased and enhanced parent and family learning about disabilities in general, advocacy, agency, and cultural competence toward the themes of increasing social justice and racial equity for families in comfortable forums mostly led by other parents and families. This virtual event may increase tech skills and family-based cross generational teaching and learning.	
	Quarterly Meeting with TCRC Partners				
	January 31, 2023 Quarterly Report				
	May 1, 2022-April 30, 2023	Promotora/ Case Management	Promotora/ Case Management /480 families	-Number of families served (multiply by 4 for number of individuals served) -Pre-test/ Post-test impact and quality of service provided	
	May 1, 2022-April 30, 2023	Promotora Parent Mentoring/ 12 individuals	Number of Parent Partner Mentees	Promotora at both locations each work with 2 parents in a professional mentoring relationship toward peer assistance with other parents in the community needing/ seeking culturally and linguistically appropriate services. Parents are also mentored in advocacy, agency, and social justice and equity and prepared to present relevant content to other parents.	
	April 15, 2023	Bi-annual Proyecto ACCESO III + Parent Partners Leader Led Virtual Workshops IV	See Bi-annual details above.	See Bi-annual details above.	
	May 1, 2021-April 30, 2023	Multilingual Social Media Education and Outreach (2)/ 2,500 views	Number of views	Each year the team will produce two (2) educational videos for streaming on social media platforms (e.g., YouTube, FaceBook Live). Parent Peer Partners, CBO partners, and TCRC personnel will be invited to participate in these videos. Content will be derived from post-event evaluation feedback gathered at the Annual and Bi-annual events. These videos will make social justice and equity content accessible and streaming to community in their languages by MICOP as trusted partners featuring community members and other experts and will extend the MICOP ACCESO III and DDS footprint deep into the community further serving needs we may not have accessed in the past. Number of views counted indicate impact.	

APPLICANT QUESTION		May 1, 2021- April 30, 2023	Multilingual Rádio Indígena Public Service Announcements (PSAs) (4)	Number	~~counted indicate impact.~~ Each year four (4) multilingual outreach-oriented PSAs will be produced and broadcasted to the community. The content will be a blend of educational information as well as promotional information for the events planned throughout the course of the year. PSAs will keep ACCESO III content and information at the forefront of listeners ears in the broadest sense using AM, FM, and internet radio platforms. Those who may not be able to access the internet for information can hear about ACCESO III on the radio and come to MICOP to learn more. Focus Group Interviews will be held 2 times per year to assess the content and quality of the PSA program.	ATTACHMENTS
		Final Quarterly Meeting with TCRC Partners				
		April 31, 2023 Quarterly Report				
		May 31, 2023 Final Project Report				

9. Measures	**Applicant Response**	
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?	Yes. Measures for the project are both quantitative and qualitative and are collected formatively (e.g., Promotora/ Case Managers' pre/posttest client survey), based on event (e.g., evaluation), and quarterly (e.g., meetings with TCRC partners). Data collection helps us to fine tune socially just and equitable, culturally and linguistically appropriate content and material for our target population. Quantitative measures help us to determine how many people participate or the frequency with which our resources are being accessed. These measures range from number of community members served, to the number of views captured by social media, to the number of PSAs are produced. Qualitative measures help us to determine the impact our services have and the quality of those services. For example, pre/post event evaluations, a culturally responsive leadership indicators checklist, or written viewer feedback comments.	

10. Budget Narrative	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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	1
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		