

FY 2017/18 DISPARITY FUNDING APPLICATION

Note: Please complete this form for **each** proposed project. Please refer to the application instructions for clarification for any of the following questions.

Please check the box that describes your organization		
<input type="checkbox"/> Regional Center	<input checked="" type="checkbox"/> CBO, 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3)

A. Grantee Information

1. Name of Organization/Group	2. Date
Helping Hands East Bay	November 2, 2017
3. Primary Contact (Name)	
Esther Chow	
4. Mailing Address	
2447 Santa Clara Avenue, Suite 201, Alameda, CA 94501	
5. E-mail Address	6. Phone Number
echow@hheb.org	510-846-8326
7. Brief Description of the Organization/Group (organization type, group mission, etc.). Please include details about the organization/group's vision and how it ties to the targeted population.	
<p>Helping Hands East Bay (HHEB) is a 501 (c) 3 public benefit nonprofit corporation which was created in 2015 to address the long-standing disparity experienced by Asian immigrant families living with intellectual/developmental disabilities in Alameda and Contra Costa Counties. Led by bilingual professionals and individual/family members with lived experience negotiating the challenges of developmental disabilities, our mission is to empower monolingual Asian immigrant families impacted by developmental disabilities to live dignified and satisfied lives by providing them with information, education, support and services. Our vision is for these Asian immigrant families with limited English proficiency to have equal and easy access to available resources in health/behavioral care, education, employment, housing, social, recreational and developmental services, as well as community and faith-based resources to enable them to live hopeful and joyful lives. HHEB received its first grant from State Council on Developmental Disabilities Bay Area Region in October 2016 to organize three educational conferences for Chinese, Korean and Vietnamese families with special needs. In July 2017 two proposals (Adult Day Service and Consumer/Family Mentorship) from HHEB targeting underserved adult consumers from Cantonese and Vietnamese background were selected to receive Reducing Disparity start-up funds by the Regional Center of the East Bay. This current proposal is a continuation and expansion of our efforts to reduce disparities in regional center purchase of services and increase access to services among four underserved ethnic/language groups: Cantonese/Chinese, Vietnamese, Tagalog/Filipino,</p>	

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Polynesian/Pacific Islander. These four groups have experienced decades of disparity in the purchase of regional center services in our geographic area.

B. Project Information

1. Project title
Strategic Engagement of Cantonese, Vietnamese, Filipino and Polynesian Families of Adult Consumers who have low or no Purchase of Services
2. Describe how the target population is an underserved population.
<p>According to FY2015/16 Purchase of Services data of the Regional Center of the East Bay, the greatest disparities exist among adult consumers age 22 and older for our targeted populations of Asian (Cantonese and Vietnamese), Filipino and Polynesian compared to White consumers. Polynesian adult consumer's expenditures per capita is the lowest among all ethnic groups at \$9,509; Asian, the second lowest at \$19,247; and Filipino at \$21,934, which is still significantly lower than White adult consumers, which has the highest expenditures per capita among all ethnic groups at \$33,330. The same pattern is observed with respect to language groups among adult consumers 22 and above. English-speaking consumer's expenditures per capita was \$29,333 while Cantonese-speaking spent only \$15,257; Vietnamese-speaking spent even less at \$7,140; Tagalog-speaking spent \$17,284; Samoan-speaking spent \$13,911; and other Pacific Islander spent \$2,576, which is less than 10% of an English-speaking adult consumer's expenditures. When it comes to percentage of consumers with "No Purchased Services," once again the greatest disparities occur among adult consumers age 22 and up. Only 10% of White consumers had no purchase of services but Polynesian had the highest percentage with no purchase of service at 29.2%, followed by Asian at 27.5% and Filipino at 23.6%. The same pattern repeats for adult consumers sorted by primary languages. Only 11.9% of English-speaking consumer had no purchase of services while 26.3% of Cantonese, 56.4% of Vietnamese, 32.1% of Tagalog-speaking and 80% of other Pacific Islander had no purchase of services. From this analysis, we can clearly identify adult consumers age 22 and older from Cantonese, Vietnamese, Filipino and Polynesian backgrounds experience very significant disparities compared to White, English-speaking consumers of the same age group. Our proposal aims to engage these four groups of underserved populations in the Regional Center of the East Bay catchment area in an attempt to increase their purchase of services.</p>
3. Describe the project and its goals/objectives. <i>*Complete the Schedule of Development/Activities Worksheet (Attachment C) and include with your application.</i>
<p>The goal of this project is to increase the purchase of services for adult consumers from Cantonese, Vietnamese, Filipino and Polynesian background by intentionally and strategically engaging these consumers with low or no purchase of services and their family members to improve their understanding and access to services. Our first step of</p>

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engagement is to learn about their needs and build a trusting relationship with them, followed by providing education on available Regional Center services as well as individualized support in navigating the service system. We plan to recruit bilingual Cantonese, Vietnamese and Tagalog-speaking Family Support Specialists as well as a Family Support Specialist from Polynesian background to conduct one-on-one outreach visits to adult consumers/families identified and referred by Regional Center of the East Bay case managers as those having low or no purchase of services. After completing a family survey to learn about their needs, our Family Support Specialists will organize monthly support groups and invite them to meet other similar families to increase support and reduce isolation. Educational workshops on understanding available regional center services will follow. Topics may include understanding of independent living skills training, tailored-day services, supported employment, adult day services and living options. After the support groups and workshops have been launched, training will be conducted for consumers and family members who may be interested in becoming a mentor to others. Trained mentors will receive ongoing support to engage other underserved consumers/families from similar ethnic and cultural background.

4. How will the project address and incorporate the input of the community it aims to serve?

Our first step of gathering input for this project is through completing a family survey during one-on-one visits with targeted consumers/families. Ongoing feedback will also be gathered during support group meetings, educational workshops and mentor training. We understand attempting to increase purchase of services is a complex task that involves partnerships and many steps consisting of building trust, educating and supporting targeted consumers/families as well as outreaching and informing regional center case managers of barriers to access of services, such as language barrier and cultural stigma. We hope to serve as a bridge to facilitate effective communication between underserved consumers and their case managers. Therefore, since our beginning in 2015, Helping Hands East Bay has been actively networking with bilingual Asian case managers of the Regional Center of the East Bay as well as organizing social recreation and educational events for our targeted Asian communities.

For example, during the past year, we organized three educational conferences for underserved Chinese, Vietnamese and Korean families with different age groups of consumers. The conference planning committee consisted of stakeholders such as Asian parents, bilingual Asian case managers, regional center Equity and Diversity Specialist, a trilingual Chinese interpreter of a local school district with a large population of Chinese students, representatives from State Council on Developmental Disabilities Bay Area Region and Disability Rights California Office of Clients' Rights and Advocacy. This collaborative team of community members provided valuable input to guide the conference planning and debriefing. After each conference, evaluation forms from participants were collected, analyzed and the feedback incorporated for future activities.

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In addition, our staff joined Alameda County Transition Faire's planning committee in 2016 and 2017 to develop new workshops conducted in Cantonese and Vietnamese languages and coordinated Cantonese, Mandarin and Vietnamese interpreters to volunteer at the Faire. Our board member and executive director are members of the Equity & Diversity Committee and Self-Determination Community Advisory Committee of the Regional Center of the East Bay. In March 2017, HHEB organized and hosted a Purchase of Services public meeting for Cantonese-speaking parents to provide information and solicit suggestions. Most recently, Bay Area Fil-Am Parents Support Group for Special Children contacted HHEB to initiate partnership to reach more Filipino families who are consumers of Regional Center of the East Bay.

5. Describe how the project's effectiveness will be measured. What type of data will be collected (qualitative or quantitative)?* *Complete the Project Measures Worksheet (Attachment D) and include with your application.*

The project's effectiveness will be measured by collecting qualitative and quantitative data. Qualitative data will include consumer/family survey with some open-ended questions conducted via in-person interview by our bilingual family support specialists, pre/post-test questionnaire administered at educational workshops, and ongoing verbal feedback from participants during support group meetings.

Quantitative data to be collected will include the following:

1. Number of consumers/families visited from each of the four targeted groups
2. Aggregate survey results from outreach visits of each of the four targeted groups
3. Number of consumers/family members who attended support group meetings
4. Number of consumers/family members who attended educational workshops
5. Number of consumers/family members who completed mentor training
6. Results of pre-test/post-test of workshop participants' familiarity with regional center services
7. The baseline purchase of service data for each referred consumer in the month prior to start of project
8. Purchase of service data for the same consumer in the month after the project ended

6. Where will your project be implemented (counties, cities, neighborhoods, etc.)?

Alameda and Contra Costa Counties

7. Project Type

- Outreach (community events, child find, seminars, etc.)
- Education (workshops, trainings, support groups, etc.)
- Promotores (parent liaisons, mentors, cultural brokers, etc.),
- Other: Increase compensation and benefits for bilingual staff

8. Estimated number of people the project will reach/impact

40 Cantonese; 35 Vietnamese; 30 Filipino; 5 Polynesian (Total = 110)

9. Timeline of project (start and end dates)

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January 1, 2018 to December 31, 2018	
10. Amount requested <i>*Please complete the Budget Worksheet (Attachment D) and include with your submission.</i>	10a. Funding frequency (check one):
\$ 255172	<input checked="" type="checkbox"/> Annual Cost** or <input type="checkbox"/> One-time Cost

** Please include any related documents that will provide evidence of strategies, measures, and data that will be used to evaluate effectiveness of the program.*

*** Future funding is not guaranteed for projects that require an ongoing, annual cost.*

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Strategic Engagement of Cantonese, Vietnamese, Filipino and Polynesian Families with adult consumers who have low or no purchase of services									
Objective: Increase the purchase of services for adult consumers from the above four ethnic/language groups									
Issue(s) being addressed: All four groups have lower purchase of services and higher percentage with no purchase of services compared to White/English-speaking adult consumers									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18- 3/31/18	4/1/18- 6/30/18	7/1/18- 9/30/18	10/1/18- 12/31/18	1/1/19- 3/31/19	4/1/19- 6/30/19	7/1/19- 9/30/19	10/1/19- 12/31/19
Execute grant agreement with DDS	Executive Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit and retain bilingual Family Support Specialists by offering competitive compensation and benefits compatible with the cost of living in the Bay Area	Program Manager, Executive Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase portable PA/microphone system and interpretation equipment for use in educational workshops	Program Manager	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		2018				2019			
Activity	Staff	Q1 1/1/18-3/31/18	Q2 4/1/18-6/30/18	Q3 7/1/18-9/30/18	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19
Identify adult consumers from the four targeted groups who have low or no purchase of services by obtaining referrals from regional center case managers	Program Manager	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop consumer/family survey, sign-in sheets, contact lists and collect baseline POS data for each consumer/family to be engaged	Program Manager, Bilingual Family Support Specialists	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct outreach visits to identified consumers/families to conduct interviews and complete a consumer/family survey to understand	Bilingual Family Support Specialists	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		2018				2019			
Activity	Staff	Q1 1/1/18-3/31/18	Q2 4/1/18-6/30/18	Q3 7/1/18-9/30/18	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19
their needs and gain their trust									
Organize language-specific support groups for participants from the four targeted communities - approximately 4 monthly support groups	Bilingual Family Support Specialists	☐	☒	☒	☒	☐	☐	☐	☐
Develop educational workshop material in targeted languages to inform the four groups about regional center services available for adult consumers	Program Manager, Bilingual Family Support Specialists	☐	☒	☒	☐	☐	☐	☐	☐

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

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		1/1/18- 3/31/18	4/1/18- 6/30/18	7/1/18- 9/30/18	10/1/18- 12/31/18	1/1/19- 3/31/19	4/1/19- 6/30/19	7/1/19- 9/30/19	10/1/19- 12/31/19
Develop language-specific pre-test and post-test for educational workshops	Program Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize and conduct 2 educational workshops with each of the four groups - approximately 8 workshops	Bilingual Family Support Specialists, Program Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize and conduct mentor training for all four groups - approximately 4 training cycles	Bilingual Family Support Specialists, Program Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		2018				2019			
Activity	Staff	Q1 1/1/18- 3/31/18	Q2 4/1/18- 6/30/18	Q3 7/1/18- 9/30/18	Q4 10/1/18- 12/31/18	Q1 1/1/19- 3/31/19	Q2 4/1/19- 6/30/19	Q3 7/1/19- 9/30/19	Q4 10/1/19- 12/31/19
Analyze consumer/family survey results	Program Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyze pre-test, post-test results and pre-project POS and post-project POS data	Program Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and submit quarterly report to DDS	Executive Director and Program Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

Project Title: Strategic Engagement of Cantonese, Vietnamese, Filipino and Polynesian Families with Adult Consumers who have low or no purchase of services	
Objective: Increase purchase of services for adult consumers from all four ethnic/language groups listed above	
Issue(s) being addressed: All four groups have lower purchase of services and higher percentage with no purchase of services compared to White/English speaking adult consumers	
Activities	<ol style="list-style-type: none"> 1. Consumer/Family Survey developed 2. One-on-One Outreach Visits: Date, place and names of consumers/families visited, their ethnicity and primary language 3. Support Group Meetings: Date, place and number of participants in each support group meeting 4. Workshop topics and materials developed and translated 5. Educational Workshops: Date, place, and number of participants at each workshop and the language in which it was conducted or interpreted 6. Mentor training curriculum developed and translated 7. Mentor Training: Date, place and number of participants at each mentor training
Measures of Outcomes	<ol style="list-style-type: none"> 1. Number of consumers/families visited from each of the four targeted groups 2. Aggregate survey results from outreach visits of each of the four targeted groups 3. Number of consumers/family members who attended support group meetings 4. Number of consumers/family members who attended educational workshops 5. Number of consumers/family members who completed mentor training 6. Results of pre-test/post-test of workshop participants' familiarity with regional center services 7. The baseline purchase of service data for each referred consumer in the month prior to start of project 8. Purchase of service data for the same consumer in the month after the project ended

PROJECT BUDGET WORKSHEET

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed.

Project Title
Strategic Engagement of Cantonese, Vietnamese, Filipino and Polynesian Families of Adult Consumers who have low or no Purchase of Services
Project Duration (start and end date)
January 1, 2018 to December 31, 2018 (Budget Page 1)

Description	Cost
Salary/Wages and Benefits	
1.0 FTE Bilingual Vietnamese Family Support Specialist with benefits	\$56250
1.0 FTE Bilingual Cantonese Family Support Specialist (10 months only; first 2 months' salary & annual benefits covered by RCEB Disparity funds)	\$32500
0.8 FTE Bilingual Tagalog-speaking Family Support Specialist with benefits	\$45000
0.2 FTE Polynesian Family Support Specialist	\$11250
0.6 FTE Bilingual Program Manager (10 months only; first 2 months' salary covered by RCEB Disparity funds)	\$24000
Operating Expenses	
PA system & Interpretation Equipment	\$6955
Food & Beverages for training/workshop attendees	\$7450
Advertising/Printing/Mailing	\$6150
Transportation/Staff Local Travel Mileage	\$7845
Facility Rental for project activities	\$9600
Administrative Expenses	
Payroll Taxes (federal 7.65%; state 3.4%)	\$17395
Insurances (General Liability & Worker's Comp)	\$4500
Office Rent & Utilities	\$7890
0.2 FTE Accounting Assistant	\$8220
	\$
Additional Expenses	
	\$
	\$
	\$
	\$
	\$

Project Budget Total	\$
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PROJECT BUDGET WORKSHEET

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed.

Project Title
Strategic Engagement of Cantonese, Vietnamese, Filipino and Polynesian Families of Adult Consumers who have low or no Purchase of Services
Project Duration (start and end date)
January 1, 2018 to December 31, 2018 (Budget Page 2)

Description	Cost
Salary/Wages and Benefits	
0.2 FTE Trilingual Executive Director (10 months only; first 2 months' salary covered by RCEB Disparity funds)	\$8667
	\$
	\$
	\$
	\$
Operating Expenses	
Staff Training Cost	\$1500
	\$
	\$
	\$
	\$
Administrative Expenses	
	\$
	\$
	\$
	\$
	\$
Additional Expenses	
	\$
	\$
	\$
	\$
	\$
Project Budget Total	\$255172