

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
Heluna Health/ Eastern LA FRC	11/06/2017
3. Primary Contact (Name)	
Lily Paramaunt/Yvette Baptiste	
4. Mailing Address	
13300 Crossroads Parkway North Suite 450 City of Industry, CA 91746	
5. E-mail Address	6. Phone Number
lparamaunt@helunahealth.org	562-222-7866
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>Heluna Health is the fiscal sponsor for the Eastern LA Family Resource Center (Eastern LA FRC). Heluna has provided contract administration and financial oversight for the Eastern LA FRC for over 20 years. Our mission is to assist parents and professionals to ensure the best care to children and adults at risk of or with a disability in their lives. We do this by providing resources, referrals, information and training to family members and professionals. Our service model is a peer model, specifically we are a center staffed primarily by parents and individuals with disabilities. While we primarily serve parents of children birth to three in Early Start, we have been able to serve parents with children above 3 and adults through other grants, contracts, and fundraising. Our recent contracts include family centered care for parents utilizing CCS and teens/young adults 16-22 and their families who are using person centered planning to seek competitive employment after high school.</p> <p>Eastern LA FRC serves a very diverse area that includes families with very high incomes to those with extremely low income. We support the same population that is served by the Eastern Los Angeles Regional Center (ELARC). The ethnic makeup of the health districts, include over 70% Hispanic and 12% Asian. In an effort to be culturally responsive, the Eastern LA FRC employs 2 Spanish and 1 Mandarin speaking parent mentor. We collaborate with many social service organizations at the local level that help with outreach and child find. We also network with other peer-parent organizations that</p>	

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are language or culturally specific to fulfill mandates and build capacity of organizations. Staff members and volunteers at the family centers reflect the cultures and ethnicities of their communities and thus provide services that are culturally and linguistically appropriate for the families they serve.

B. Project Information

1. Project title

Early Childhood Person Centered Practice (PCP) Training

2. Describe how the target population is an underserved population.

The target population for this project are parents and caregivers of children 2-4 years of age, inclusive, who are leaving Early Start and continuing (or may continue) with Lanterman services. This is about 17% of ELARC consumers by age group. Specifically, the project will target Spanish, Vietnamese and Chinese language parents but will be open to all families in the age group. Outreach will be conducted by the Eastern LA FRC and other local area parent - run organizations to ensure the majority of the families will represent the underserved ethnic, income, linguistic, and/or low English literacy groups in the ELARC catchment area. The Regional Center has been targeting as part of their center's POS data, ethnic and linguistically isolated individuals and families who are Asian and Spanish language families. In addition, public input from parent group representatives and regional center updates on disparity projects indicate that challenges still exist for families in system navigation, understanding a diagnosis, linguistic issues and lastly accessing public programs. This project will help to increase that outreach and identification of families who want to learn more about and access the Regional Center services during Early Start transition to Lanterman services.

3. Describe the project and its goals/objectives. **Complete the Schedule of Development/Activities Worksheet (Attachment C) and include with your application.*

The project will impact disparities (increased POS authorizations) between families of children 4-22 in the long-term as families understand how to plan the services needed. While Early Start is a very individualized program, the model works best with an informed parent. Currently, both statewide parent surveys and anecdotal feedback from advocates and family support personnel indicate that parents do not understand their role in service decisions, their child's social emotional life, and in interventions. Training and information will support parents and professionals working together for positive and meaningful outcomes as children's start in the Lanterman system. Training on a person centered approach will require parents to understand the needs of their child, ask questions of providers to improve their understanding of the service and begin the lifelong process of promoting independence, self-determination, and inclusion in their child's life. This project's theory of change is a strength-based model. A key element of this project is its'

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emphasis on coordinating efforts to increase the capacities of local parent-centers to very early on in their interactions with families, support the families' ability to use person-centered practices to identify and inform the system of their child's needs.

The Person-Centered Practice (PCP) parent training project will create a replicable 2-hour training curriculum for parents/caregivers of children 2-4 years old, inclusive, transitioning from Early Start but who continue to qualify for Regional Center (Lanterman) services. The goal is to begin to help parents 1) understand person-centered practices, 2) have the skills to articulate both their vision for their child as well as their child's practical needs, and 3) have the skills to create and update a one-page profile to share with service coordinators, IEP teams and service providers as a part of the service team. This will give parents the capacity to articulate their child's needs, increase access to services irrespective of current POS categories, especially those who desire inclusive environments and appropriate community-based supports.

Heluna Health/Eastern LA FRC will serve as the pilot site for the development and implementation of the curriculum. The curriculum will be developed with the help of a Person-Centered Practice consultant and representatives from local parent-centers organizations, all will form the Advisory Council. In addition, the local parent-centers which have a long history of representing the underserved ethnic, income and linguistic groups in the catchment area, will be invited to participate in a train-the-trainer event for the curriculum to increase their capacity to deepen PCP practice among these linguistic/cultural groups and increase sustainability of the project. The training will be translated into Spanish, Chinese and Vietnamese. It will be important to validate the translation with parent-center staff. The parent-center staff will receive PCP coaching from a mentor coach to support fidelity of the practice.

Disparities in access to services is a bigger issue than solely access to Regional Center services. It is important for those working in the CA developmental disabilities system to take a more community-centered approach. This is evidenced in the success of the community-worker strategies (Promotora, Navigator) that address disparities in the DD system. It is important to understand that consumers and their families live in the social and cultural spaces that exist for typical families of their race and culture. For many cultural groups, access to services is related to the social and economic barriers faced by the family. Increasing the training on community and social justice for marginalized groups is important for everyone to understand how they can personally and systematically reduce disparities. Trainings on community and social justice issues, (i.e. Power & Privilege, Microaggressions in everyday life, and Restorative Justice) need to be held at the community level for parents, providers, regional center workers and parent-led

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organizations. The trainings will allow for awareness and discussion within the community and the PCP training will give families the power to vision a future and seek the knowledge needed to create a life not only like their non-disabled peers but also with full awareness of the barriers to be faced by culture or language. Three open community trainings in Spanish/English, Mandarin/Cantonese and Vietnamese will be held before the parent trainings on PCP at the community parent center level.

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

Project staff will actively seek the feedback and input from local disparity or POS equity meetings, collaborate with the USC UCEDD in matters related to building the capacity of local parent -run centers to sustain the work. Finally, the curriculum will be developed with the help of a Person-Centered Practice consultant and representatives from local parent-centers organizations, all will form the Advisory Council. The Advisory council will meet locally by teleconference or in person to discuss the progress and/or the need for any adjustment. We have worked in collaborative ways with the regional center, USC UCEDD, local Chinese and Spanish parent centers as well as hosting the quarterly meeting of the local interagency coordinating council for the ELARC area.

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.*

Project results will be measured by attendance records, aggregated descriptive data for families involved, particularly language and race/ethnicity. Both qualitative and quantitative measures will be used. Participant reactions surveys will be used to gauge satisfaction with PCP and social justice issue workshops separately. Specifically, we would like to develop a pre- post- learning survey for each topic related to social and equity justice issues to gauge knowledge gained from training. An evaluation plan will be discussed at the advisory council meeting for implementation. This may include

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

This project will be developed and piloted in the Eastern Los Angeles Regional Center catchment area, including the communities of Alhambra and Whittier. If successful, additional funding may be sought for wider implementation within Los Angeles County.

7. Project Type

- Outreach (community events, child find, seminars, etc.)
 Education (workshops, trainings, support groups, etc.)
 Promotores (parent liaisons, mentors, cultural brokers, etc.),
 Other:

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

250 parents and professionals

9. Timeline of project (start and end dates)

1/1/2018 - 12/31/2018

10. Amount requested **Please complete the*

10a. Funding frequency (check one):

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<i>Budget Worksheet (Attachment D) and include with your submission.</i>	
\$ 99722	<input type="checkbox"/> Annual Cost** or <input checked="" 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: Early Childhood Person Centered Practice (PCP) Training - Page 1									
Objective: Increase the skills and knowledge of Spanish, Chinese & Vietnamese families to participate in a Person Centered Planning meeting early in their interactions with the Regional Center and other service systems									
Issue(s) being addressed: Increase access to services for ELARC catchment area underserved communities									
		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
Contract with Consultants	Project Director, FMS	<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 MOU with parent orgs	Project 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 Mtg/Training Calendar	All Staff, parent orgs, consultants	<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"/>
Hold Kickoff Mtg	All Staff & Partners	<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"/>
Hold Supplemental Training #1	Consultant, 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"/>
Hold Supplemental Training #2	Consultant, 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"/>
Hold Supplemental Training #3	Consultant, 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"/>
Draft Curriculum	Project Director	<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"/>

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.*

Project Title: Early Childhood Person Centered Practice (PCP) Training- Page 2									
Objective: Increase the skills and knowledge of Spanish, Chinese & Vietnamese families to participate in a Person Centered Planning meeting early in their interactions with the Regional Center and other service systems									
Issue(s) being addressed: Increase access to services for ELARC catchment area underserved communities									
		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
Final curriculum	Director	<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"/>
Curriculum translated	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"/>
Train the Trainer Event	All Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Trainings	Local parent orgs, Mgr	<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"/>
Evaluation Mtg	All Staff, Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quarterly Reports	Director	<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"/>
Final report	Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory Meetings	Manager	<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"/>

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: Early Childhood Person Centered Practice (PCP) Training	
Objective: Increase the skills and knowledge of Spanish, Chinese & Vietnamese speaking families to participate in a Person Centered Planning meeting early in their interactions with the Regional Centers and other service systems	
Issue(s) being addressed: Increase access to services for ELARC catchment area underserved communities	
Activities	<ol style="list-style-type: none"> 1. Recruitment of parent organizations service Spanish, Chinese and Vietnamese speaking families 2. Kickoff meeting to inform the community and receive input for project 3. 3 community trainings (parent orgs, RC, & vendors) on topics related to understanding life experiences of marginalized groups 4. PCP Curriculum Final & translated 5. Train-the-trainer event 6. Parent Trainings 7. Evaluation Mtg 8. Final Advisory Meeting
Measures of Outcomes	<ol style="list-style-type: none"> 1. MOUs with at least 3 parent organizations to engage in outreach, recruitment and training 2. Sign-in sheet number of participants; Feedback summary from meeting; Advisory Committee to consider changes to project based on community input 3. Basic statistics gathered from Pre- and Post-learning survey on each topic; participant reaction survey; and sign in sheets regarding breadth and depth of participation and learning 4. 100% validation of translation by parent mentors and publishing of final product complete. 5. Sign-in sheet, participant reaction survey, pre-and post-learning survey by trainees 6. Sign-in sheets, observation by mentor trainers, participant reaction survey, pre- and post-learning survey 7. Evaluation Summary 8. Final report draft

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
Early Childhood Person Centered Practice (PCP) Training
Project Duration (start and end date)
1/1/2018-12/31/2018

Description	Cost
Salary/Wages and Benefits	
Executive Director	\$16512
Program Manager	\$10732
Family Support Specialist	\$6192
	\$
Fringe Benefits @11.9%	\$3979
Operating Expenses	
Office Supplies	\$4000
Printing Supplies	\$4000
Food and Beverages for 3 community trainings and 4 parent trainings	\$2100
Person-Centered Practice & Other Training Consultants	\$18000
Desktop Publishing for Training Materials	\$4000
Administrative Expenses	
	\$
	\$
	\$
	\$
FMS Indirect Cost @ 15%	\$13007
Additional Expenses	
Stipend for community agencies outreach	\$4000
Translation of Materials in 4 languages	\$10000
Interpretation for trainings	\$3200
	\$
	\$
Project Budget Total	\$99722