

## 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)
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### A. Grantee Information

<b>1. Name of Organization/Group</b>	<b>2. Date</b>
Parents Helping Parents, Inc.	11/6/2017
<b>3. Primary Contact (Name)</b>	
Mark Fishler, Development Director	
<b>4. Mailing Address</b>	
1400 Parkmoor Ave, Suite 100, San Jose, CA 95126	
<b>5. E-mail Address</b>	<b>6. Phone Number</b>
mark@php.com	408-727-5775 x 138
<b>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.</b>	
<p>For more than 41 years, PHP has helped children with special needs receive the resources, love, hope, respect, health care, education, and other services they need to reach their full potential by providing them with strong families, dedicated professionals, and responsive systems to serve them. PHP helps children of all ages and backgrounds who are diagnosed with intellectual disabilities, autism, cerebral palsy, epilepsy, and related conditions.</p> <p>PHP's knowledgeable staff provides parent/professional educational opportunities including specialized training for parents in understanding and working within the special education system, as well as support and direction through our highly sought after mentor parent program. PHP also offers condition and culturally-specific support and information groups and peer counseling; an assistive technology center; on-line services via <a href="http://www.php.com">www.php.com</a>; and a comprehensive Resource Library to address the individual needs of children with special needs and their families.</p> <p>PHP strives to provide culturally-competent services to groups traditionally underserved such as cultural and racial minority groups, low-income families, and those who have limited English-proficiency or disabilities themselves. These services are delivered by PHP's multi-cultural, multi-lingual staff which reflects the rich diversity of Silicon Valley. PHP was recognized for its efforts with a Cultural Competence Works Award from the</p>	

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U.S. Department of Health and Human Services.

PHP is recognized as a 501c3 organization by the IRS, is a federally designated Parent Training and Information Center, is a state appointed Family Empowerment Center, is Santa Clara County's family resource center for early intervention, and is a vendor of San Andreas Regional Center (SARC). PHP currently partners with SARC to conduct outreach to Hispanic communities with the goal of increasing those communities' access to and utilization of services provided by SARC.

### B. Project Information

#### 1. Project title

POS Equalization Effort (POSEE)

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

PHP will target Hispanic and Asian families that are under-represented among regional center consumers compared to their share of POS expenditures. The San Andreas Regional Center Performance Report for Spring 2017 shows that in 2015-2016 31% of families identified as White but their share of POS expenditures was 50%. While Hispanic families were 37% of consumers, they had only 26% of POS expenditures. Asian families represent 16% of consumers served, yet their POS expenditures were only 14% of the total. By educating and informing families, we propose to increase the number of children (of all ages) with developmental disabilities who are utilizing regional center 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 help families with cultural and economic barriers to access and utilize regional center services for their children of all ages who have developmental disabilities. Many of these families speak a language other than English, are ill-informed about or struggle to access services to support their child with a developmental disability, and therefore will benefit from this project. Hispanic and Asian families will learn about services and other supports for people with developmental disabilities. Parents will increase their overall knowledge of services, determine what would best support their children, and then have direct assistance to request a purchase of services (POS) from the regional center.

In addition, PHP staff members who work directly with families have identified the need to help aging parents whose adult children live with them. Some of these parents never

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accessed regional center services for their children because they were still living at home. As the parents are aging, they are recognizing that it is time to plan for the inevitable: their adult children will need lifetime support, including a safe place to live after the parents are no longer able to provide for them. PHP will help the parents, some who are in their 80's, request regional center supports such as ILS, SLS, group home, respite, or day programs. The systems of care can be daunting, but most especially for an older person whose first language is not English, is beginning to experience the effects of aging, or whose own health is fragile.

PHP will offer 5 specific programs in support of this project:

1)Staff will offer at least twelve (12) workshops or trainings each year on topics such as understanding disability diagnosis, overview of specific disabilities, transition from IFSP to IPP, respite overview, behavior, and transition to adulthood. They will be presented in English, Spanish, Vietnamese, or via simultaneous interpretation to provide access for all families. Handouts will be translated from English to Spanish and provided at the respective workshops, for parents to reference after the events.

2)PHP family resource specialists will offer training and individual consultations to families to identify regional center services that will best support their children. Because of the barriers these families experience, culturally and linguistically competent staff will work 1:1 with each family to gather necessary documentation and successfully complete requests for regional center services. Our experience working with families has shown that even in small groups, these families struggle to complete the paperwork correctly and completely. In order to be successful on their first attempt, individual attention is required.

3)PHP will aim to improve the quality of of life for individuals through a 2 day workshop called Person Center Thinking (PCT) offered to all care providers, direct support professionals, promotores and family members who support people with disabilities, chronic, long term and end of life illnesses. The workshop will be conducted once per year in Spanish and all materials will be available in Spanish. PHP is uniquely qualified to offer PCT training as we have the only Greater Bay Area certified PCT trainer.

4)Three times per year, a major conference will offer families the opportunity to learn from nationally recognized experts. The all day conferences will have simultaneous interpretation and have the handouts translated from English. Families will learn more about specific topics such as challenging behavior, living options, or sexuality in persons with developmental disabilities. Parents will learn how to utilize a POS to fund their

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conference attendance.

5)The PHP website will be enhanced to expand content translated into Spanish and Vietnamese. Feedback from staff and families has shown that relying upon the Google translate feature is not effective. Families benefit only from information that is as easily understood in their language as it is currently available in English. With translated content, parents will be able to learn about the variety of options for services and supports. This will increase parents confidence when interacting with their child's regional center coordinator and to feel like their needs are as valid and important as those of English speaking clients.

The specific activities and their timing are described in Attachment C - Schedule of Development/Activities.

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

The community's input will be incorporated on a regular basis. Each activity will include an opportunity to provide feedback. PHP resource specialists talk with hundreds of parents each month, hearing their concerns, and helping them navigate the systems of care. In addition, PHP conducts a client satisfaction survey every six months and utilizes that information for continuous program improvement. PHP currently partners with San Andreas Regional Center to conduct outreach to underserved communities, for those whose first language is Spanish. Through that work, PHP staff have talked to a number of parents and heard their concerns about access to services. As a result, PHP staff are uniquely able to identify emerging needs and look for solutions. This valuable input helped design the proposed project.

### 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 activities are intended to increase the utilization of regional center services by two underserved communities, Hispanic and Asian families in Santa Clara County. The impact will be measured quantitatively and qualitatively, as outlined in Attachment D. The family resource specialists will track all contacts with families, using a database hosted in the cloud so it is available even when staff are not in the PHP office.

The secure database houses information about the family including their self-identified ethnicity, their child's recognized needs, and each contact whether in person, on the phone, or via email. Each person's attendance at a training event is also recorded from

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the paper sign-in sheets.

As each family is assisted to gather documentation and request regional center services, the progress of their request will be noted in the database. This will permit accurate reporting of the number of individuals who request regional center services and the number who are successful. Results of the pre-tests and post-tests will also be compiled and recorded, to show changes as families participate in the project.

Staff will analyze this data to determine if, as a result of the project, the previously underserved families were able to increase the number of regional center services they are using. A complete report will be sent to DDS each quarter and at the end of the project.

The specific activities and measures are described in Attachment D - Project Measures Worksheet.

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

PHP will implement the project in Santa Clara County. We have served this community for more than 41 years. As the community has changed, we have added culturally competent staff in order to reach out to and provide services to the increasingly diverse population of our county. For example, last year 43% of the families we served identified as Hispanic. Because we have effectively reached the underserved population in the past, we are currently conducting outreach activities under contract with and on behalf of the San Andreas Regional Center. With adequate funding, PHP is uniquely positioned to have a significant impact on reducing the disparity in our community.

### 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

904

### 9. Timeline of project (start and end dates)

1/1/2018-12/31/2019

**10. Amount requested** *\*Please complete the Budget Worksheet (Attachment D) and include with your submission.*

**\$221,418**

### 10a. Funding frequency (check one):

☐ \$104,558.50 Annual Cost\*\* or ☒ AND \$12,301 One-time

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	Cost
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*\* 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.*

<b>Project Title:</b> POS Equalization Effort (POSEE)									
<b>Objective:</b> Assist families of children of all ages with developmental disabilities who identify as Hispanic or Asian to utilize regional center services.									
<b>Issue(s) being addressed:</b> Hispanic and Asian communities are under-represented among regional center consumers compared to their overall share.									
		<b>2018</b>				<b>2019</b>			
<b>Activity</b>	<b>Staff</b>	<b>Q1</b> 1/1/18- 3/31/18	<b>Q2</b> 4/1/18- 6/30/18	<b>Q3</b> 7/1/18- 9/30/18	<b>Q4</b> 10/1/18- 12/31/18	<b>Q1</b> 1/1/19- 3/31/19	<b>Q2</b> 4/1/19- 6/30/19	<b>Q3</b> 7/1/19- 9/30/19	<b>Q4</b> 10/1/19- 12/31/19
Execute grant agreement with DDS.	Executive Director	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit, hire, and train bilingual and culturally competent Family Resource Specialists.	Program Director	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translate and print English language materials into Spanish and Vietnamese.	Project Coordinator and Contractor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase equipment for simultaneous translation of trainings for up to 45 listeners in two	Project Coordinator	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

languages.									
Create annual plan for workshops and large conferences.	Program Director and Project Coordinator	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secure locations in the community for 1:1 meetings, workshops, and conferences.	Project Coordinator	X		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and distribute flyers and use social media to advertise training workshops and conferences.	Project Coordinator	X	X	X	X	X	X	X	X
Develop sign-in sheet and family contact tracking form. Develop pretest/post-test to measure change in knowledge and use of regional center services.	Program Director and Project Coordinator	X							

*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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<b>Issue(s) being addressed:</b> Hispanic and Asian communities are under-represented among regional center consumers compared to their overall share.									
		<b>2018</b>				<b>2019</b>			
<b>Activity</b>	<b>Staff</b>	<b>Q1</b> 1/1/18- 3/31/18	<b>Q2</b> 4/1/18- 6/30/18	<b>Q3</b> 7/1/18- 9/30/18	<b>Q4</b> 10/1/18- 12/31/18	<b>Q1</b> 1/1/19- 3/31/19	<b>Q2</b> 4/1/19- 6/30/19	<b>Q3</b> 7/1/19- 9/30/19	<b>Q4</b> 10/1/19- 12/31/19
Coordinate logistics for each workshop (location, time, date, handouts, dinner).	Project Coordinator	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X
Conduct approximately one workshop each month and three conferences per year.	Project Coordinator and Family Resource Specialists	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X
Gather pre-test/posttest data, number of participants invited, number of participants who attended each	Project Coordinator	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X

workshop.									
Provide training and 1:1 consultation to families.	Family Resource Specialists	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X
Assist families in gathering documentation and requesting regional center services.	Family Resource Specialists	<input type="checkbox"/> X	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>
Website upgrades to expand Spanish language content and disability access.	Project Coordinator and Contractor	<input type="checkbox"/>	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and submit quarterly report to DDS.	Project Coordinator	<input type="checkbox"/>	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X
Prepare and submit final report to DDS.	Project Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <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.*

<b>Project Title:</b> POS Equalization Effort (POSEE)	
<b>Objective:</b> Hispanic and Asian communities are under-represented among regional center consumers compared to their overall share.	
<b>Issue(s) being addressed:</b> Hispanic and Asian communities are under-represented among regional center consumers compared to their overall share.	
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. List of print materials produced for the project</li> <li>2. Date, place, topic, and number of participants at each small group training workshop</li> <li>3. Date, place, topic, and number of participants at each large conference</li> </ol>
<b>Measures of Outcomes</b>	<ol style="list-style-type: none"> <li>1. Number of community members who receive information about regional center services through the project</li> <li>2. Results of pre-test/post-test of participants' familiarity with regional center services</li> <li>3. The number of individuals from the Hispanic community who request regional center services and the number who are approved</li> <li>4. The number of individuals from the Asian community who request regional center services and the number who are approved</li> </ol>



**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.

<b>Project Title</b>
POS Equalization Effort (POSEE)
<b>Project Duration (start and end date)</b>
1/1/2018-12/31/2019

Description	Cost
<b>Salary/Wages and Benefits</b>	
1.3 FTE Spanish speaking/culturally competent Family Resource Specialist, training and meeting with families. Includes payroll taxes and benefits. \$66,543/year	\$128,418
0.125 FTE (5 hours/week) Vietnamese speaking/culturally competent Family Resource Specialist, includes payroll taxes and benefits. \$5,545/year	\$11,091
0.10 FTE Spanish speaking/culturally competent Family Resource Specialist/Project Coordinator. Training and meeting with families. Training staff. Coordinating the workshops and other activities. Includes payroll taxes and benefits. \$5,265/year	\$10,530
	\$
sub total for salary/wages and benefits	\$150,039
<b>Operating Expenses</b>	
Spanish language interpreter for three 8-hour parent education events per year. \$2,888/year	\$5,760
Travel to 1:1 meetings and training events; facility costs for off-site meetings; food and beverages for training/workshop attendees. \$4,736/year	\$9,472
Printed materials includes translation to Spanish of handouts and printing for training events; postage/printing of flyers for those not using email. \$3,524/year plus one time translation of PCT materials of \$3,000	\$11,248
Occupancy, utilities, communications, and insurance for project activities. \$9,326/year	\$18,652
sub total for operating expenses	\$45,132
<b>Administrative Expenses</b>	
0.05 FTE staff to complete quarterly reports to DDS and coordinate activities, no direct service time. Includes payroll taxes and benefits. \$2,633/year	\$5,266

0.05 FTE for Director providing overall supervision and training to all staff. Includes payroll taxes and benefits. \$4,340/year	\$8,680
	\$
	\$
sub total for administrative expenses	\$13,946
<b>Additional Expenses</b>	
Electronic Interpretation System (one time expense)	\$3,701
Laptop for meetings with families and for use in parent workshops (one time)	\$600
Website upgrades to improve Spanish translation of content and disability access (one time)	\$8,000
	\$
sub total for additional expenses	\$12,301
<b>Project Budget Total</b>	<b>\$221,418</b>