

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
TASK (Team of Advocates for Special Kids)	11/6/2017
3. Primary Contact (Name)	
Elena Arrojo, Manager, Communications and Development	
4. Mailing Address	
100 W. Cerritos Avenue, Anaheim, CA 92805	
5. E-mail Address	6. Phone Number
elena@taskca.org	714-533-8275
7. Brief Description of the Organization/Group (organization type, group mission, etc.). Please include details about the organization/group's mission and goals.	
<p>TASK is an established nonprofit organization that has served Southern California for 40 years. We are California's largest Parent Training and Information Center (PTI) and the nation's second largest PTI. Our mission is to educate and empower people with disabilities and their families. We do this by helping families navigate the complex bureaucracies of special education, disability services and assistive technology.</p> <p>Our family-centered approach includes parent-to-parent emotional support; parent education and training; one-on-one consultations; referrals to partner agencies; and support with assistive technology. Most of our staff either has a disability, is the parent of a child with a disability, or has a family member with a disability. In many cases, our staffs' life experience inform their understanding of disability services and result in a caring, empathetic approach.</p> <p>TASK's primary client population is young people from birth to age 26 with any disability (physical, developmental, social/emotional, mental health, or medically-related) and their families. Increasingly, we're serving adults, as the children with disabilities we serve grow up and continue to need support into adulthood. We always served adults through our assistive technology program. Developmental disabilities comprise the majority (55%) of the disabilities we support. Within that cluster, autism is the greatest percentage (37% of all families served). In fact, autism is the single largest category of disabilities we serve. With respect to language, culture and socio-economic status, more than a third of our clients are non-English-speaking (many are also low-literacy, even in their primary language); more than 70% come from ethnic minorities; 40% are Spanish-speaking; and approximately two thirds are considered low-income. All of our materials are available in English and Spanish.</p>	

B. Project Information

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1. Project title
Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism
2. Describe how the target population is an underserved population.
The target populations are families in geographically underserved areas of Riverside County who fall into any of the following categories: Hispanic, Spanish-speaking, and/or have family members with autism. These families have completed the Regional Center intake process but are not taking full advantage of services due to any of the following reasons: they do not understand how the system works; do not know their rights; do not know how to advocate for qualifying family members; are non-English-Speaking; and/or are distrustful of government agencies.
3. Describe the project and its goals/objectives. *Complete the Schedule of Development/Activities Worksheet (Attachment C) and include with your application.
<p>This 18-month program will serve 254 families. The overarching goal is to assist the Inland Regional Center in closing the disparity gap for qualifying IRC consumers who are not taking advantage of available services as they could. IRC's disparities are as follows:</p> <p>Hispanic ethnicity: 13,729 consumers 26.46% = 3,632 consumers with no POS</p> <p>Primary diagnosis of Autism 7,720 consumers 28.3% = 2,184 consumers with no POS</p> <p>Spanish as their primary language 6,468 consumers 25.45% = 1,646 consumers with no POS</p> <p>Project Goal #1: To provide one-on-one support for families who are Hispanic, Spanish-speaking, and/or have a loved one with autism who need extra help in navigating Regional Center services and/or special education, so that they receive needed interventions and services.</p> <p>Objective #1: [in-home visits] TASK's bilingual staff will make in-home visits to a total of 224 unduplicated families over 16 months to deliver information about Regional Center services, answer questions and gather information about next steps. Each family will receive two in-home visits. VISIT #1: The first will be an initial in-home consultation to develop trust, assess service needs, determine obstacles for obtaining IRC services, and develop an action plan with goals for obtaining IRC services. VISIT #2: During the second visit we will assess the family's progress towards meeting the action plan goals and will determine next steps.</p> <p>Objective #2: [in-home visits] TASK's Spanish-speaking staff will make follow-up phone calls to families to check on their progress and answer questions. Each family will be called three times (which equates to at least 672 phone calls). We will answer questions, offer guidance, and help families get the support they need.</p> <p>Objective #3: [Support tailored for autism] Through one-on-one, in-home visits and phone</p>

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consultations, TASK's bilingual staff will help families who are dealing specifically with autism challenges better understand the support POS IRC offers and how to secure them.

Project Goal #2: To educate families who are Hispanic, Spanish-speaking, and/or have a family member with autism about the IPP and IEP processes and empower them to advocate for their children.

Objective #1: [create a new training workshop] TASK will create a new, two-hour workshop that teaches parents how the IPP and IEP processes work; how to prepare for them; what their qualifying family members' rights are

Objective #2: [create materials] TASK's staff will create materials for this workshop in English and Spanish; train our bilingual staff on its content; and present it six times over the 18 month grant period in Riverside County communities where the Inland Regional Center identifies the greatest need.

Objective #3: [infographics] TASK staff will produce two colorful infographics that visually illustrate the process of navigating the IPP and the IEP. We will create versions in English and Spanish. These will be reviewed in-person with families during in-home visits and with clients attending workshops.

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

TASK will begin by reviewing any data already collected by the Inland Regional Center that helps us better understand our target audiences' concerns and obstacles in accessing services. In addition, TASK will prepare its own surveys and evaluation forms, which will be given to and collected from families following every point of contact. We will use this data to guide how we support subsequent families and how we tailor our workshop content and presentations to better meet families' most pressing needs.

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

TASK will begin by reviewing any data already collected by the Inland Regional Center that helps us better understand our target audiences' concerns and obstacles in accessing services. In addition, TASK will prepare its own surveys and evaluation forms, which will be given to and collected from families following every point of contact. We will use this data to guide how we support subsequent families and how we tailor our workshop content and presentations to better meet families' most pressing needs.

How will progress be measured?	How will progress be collected?
<p>(qualitative or quantitative)?* Complete the Project Measures Worksheet (Attachment D) and include with your application.</p>	

<p>At the project start, TASK will survey families to determine the project's qualitative and quantitative outcomes:</p>	
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- TASK will measure progress toward all project goals on a monthly basis.

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<p>2. Families receiving individual support – both via home or in-office visits and by telephone – will be tracked using TASK’s Salesforce databases. We will include information about demographics and the types of information and support provided during each contact.</p> <p>3. A survey will be provided to families in Spanish or English after each extended contact (i.e. home visit, office visit or telephone consultation) to measure their perception of how much the information they received improved their understanding of the Regional Center services available to them and their ability to obtain them. Additionally, follow-up surveys will be conducted three times per year to measure long-term impact by asking whether families were able to obtain more appropriate services.</p> <p>4. Workshop participants and attendance will similarly be tracked using TASK’s database using information provided by attendees on the sign-in sheets. Similarly, surveys provided to attendees after each workshop will measure short-term increase in families’ understanding of services, how to obtain them, etc. while follow-up surveys conducted every four months will track longer term impact.</p>	
6. Where will your project be implemented (counties, cities, neighborhoods, etc.)?	
<p>TASK will target families in geographically underserved areas of Riverside County. These will most likely include: the Coachella Valley, East Riverside County, Corona, Perris, Temecula, and other Riverside County towns close to the San Diego border. We will make these determinations in consultation with the Inland Regional Center staff.</p>	
7. Project Type	
<p><input type="checkbox"/> Outreach (community events, child find, seminars, etc.)</p> <p><input checked="" type="checkbox"/> Education (workshops, trainings, support groups, etc.)</p> <p><input type="checkbox"/> Promotores (parent liaisons, mentors, cultural brokers, etc.),</p> <p><input checked="" type="checkbox"/> Other: in-home visits and phone consultations</p>	
8. Estimated number of people the project will reach/impact	
254	
9. Timeline of project (start and end dates)	
Project time frame: January 1, 2018 through June 30, 2019	
10. Amount requested <i>*Please complete the Budget Worksheet (Attachment D) and include with your submission.</i>	10a. Funding frequency (check one):
\$ \$211,425	<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: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism									
Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis									
Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.									
		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
Hire three temporary employees	Executive Director and Project Coordinator/Trainer	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase computers, printers, Salesforce licenses, setup emails, and establish functional work spaces for new employees	TASK Data & IT Support Manager	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop new workshop on the Lanterman Act and IPP process, create a PowerPoint presentation, training guide and handouts	Project Coordinator/Trainer	x	<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	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
Have all workshop materials translated	Communications Manager	x	<input type="checkbox"/>						
Train TASK staff and temporary employees on Lanternman Act and Regional Center IPP Process	Project Coordinator/Trainer	x	<input type="checkbox"/>						
Develop surveys for in-home visits, phone consults and workshops	TASK Data & IT Support Manager	x	<input type="checkbox"/>						
Secure list of qualifying underserved families from IRC	Project Coordinator/Trainer	x	<input type="checkbox"/>						
Conduct initial home visits for 14 families and collect baseline data	TASK Riverside Staff & Temporary Employees	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 – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

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		2018				2019			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Project Title:	Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism								
Objective:	Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis								
Issue(s) being addressed:	Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.								
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Make follow-up calls to 14 families	TASK Riverside Staff & Temporary Employees	x	<input type="checkbox"/>						
Survey families after every point of contact	TASK Riverside Staff & Temporary Employees	x	<input type="checkbox"/>						
Make follow-up in-home visits to 47 families	TASK Riverside Staff & Temporary Employees	<input type="checkbox"/>	x	<input type="checkbox"/>					
Contact IRC for another list of names	Project Coordinator/Trainer	<input type="checkbox"/>	x	<input type="checkbox"/>					
Produce promotional materials for workshops in English and Spanish	Communications Manager	<input type="checkbox"/>	x	<input type="checkbox"/>					
Create infographics for IPP and IEP processes	Communications Manager	<input type="checkbox"/>	x	<input type="checkbox"/>					

Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism
Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis
Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.

Activity	2018								2019			
	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				
Staff												
Get infographics designed and translated	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Make an initial visit to 42 new families	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

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		2018				2019			
		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
Project Title:	Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism								
Objective:	Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis								
Issue(s) being addressed:	Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.								
Activity	Staff								
Make follow-up calls to 131 families	TASK Riverside Staff & Temporary Employees		x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present workshop #1 of 6	TASK Riverside Staff & Temporary Employees		x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey families after every point of contact	TASK Riverside Staff & Temporary Employees		x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow up visits (in-home) to 45 families	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial in-home visits to 45 families	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow up calls - 131 families	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.

Activity	Staff	2018				2019			
		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
Present workshop #2 of 6	TASK Riverside Staff & Temporary Employees	<input type="checkbox"/>		x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey families after every point of contact	TASK Riverside Staff & Temporary Employees	<input type="checkbox"/>		x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		2018				2019			
		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
Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism	Staff								
Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make follow-up visits to 44 families	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make initial in-home visit to 42 families	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make follow up calls to 131 families	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present workshop #3 of 6	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey families after every point of contact	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check in with Inland Regional Center for another list of names	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Activity	Staff	2018				2019					
		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		
		<input 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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		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
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Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.				<input type="checkbox"/>		x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make follow-up visits to 44 families	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make initial in-home visit to 42 families	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make follow up calls to 134 families	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present workshop #4 and 5 of 6	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey families after every point of contact	TASK Riverside Staff & Temporary Employees		<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"/>

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		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		
		<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"/>

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		2018				2019			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism									
Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis									
Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.									
Activity	Staff	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
Make follow-up visits to 44 families	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>			x	<input type="checkbox"/>	<input type="checkbox"/>
Make initial in-home visit to 42 families and collect baseline data	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>			x	<input type="checkbox"/>	<input type="checkbox"/>
Make follow up calls to 134 families	TASK Riverside Staff & Temporary Employees			<input type="checkbox"/>			x	<input type="checkbox"/>	<input type="checkbox"/>
Present workshop #6 of 6	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>			x	<input type="checkbox"/>	<input type="checkbox"/>
Survey families after every point of contact	TASK Riverside Staff & Temporary Employees		<input type="checkbox"/>	<input type="checkbox"/>			x	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate data	IT and Data Manager		<input type="checkbox"/>	<input type="checkbox"/>			x	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism											
Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis											
Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.											
Activity	Staff	2018				2019					
		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		
		<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: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism	
Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis	
(In-Home Visits)	
Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.	
Families don't trust and/or have good understanding of Regional Center and the services available to the families don't know how to obtain services.	
Activities	<ol style="list-style-type: none"> 1. Initial in-home visit to develop trust, assess service needs, determine obstacles preventing families from accessing services, and develop an action plan. 2. Second home visit to assess family's progress toward accessing services
Measures of Outcomes	<ol style="list-style-type: none"> 1. Number of families receiving initial in-home visit per quarter 2. Number of families receiving second home visit per quarter 3. 80% of families receiving in-home visits will state that the visit improved their understanding of the services available and how to access them, as measured by post-visit surveys.

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.*

<p>Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism</p>	<p>Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis</p>
<p>[Phone Consults]</p> <p>Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.</p> <p>After the initial home visit, families will need additional support and assistance applying for and receiving Regional Center services.</p>	<p>Activities</p> <p>Three follow-up phone calls per family to check on their progress, answer questions, and assist them with the process.</p>
<p>Measures of Outcomes</p>	<ol style="list-style-type: none"> 1. Number of families receiving follow-up phone calls per quarter 2. Total number of follow-up phone calls per quarter 3. 65% of families will state that the services they received helped them to secure more appropriate services, as measured by follow-up surveys conducted three times per year.

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.*

<p>Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism</p>	<p>Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis</p> <p>[Support Tailored for Autism]</p> <p>Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.</p> <p>Families with autism represent a disproportionate number of families not receiving Regional Center services</p>
<p>Activities</p>	<ol style="list-style-type: none"> 1. In-home visit 2. Phone consults
<p>Measures of Outcomes</p>	<ol style="list-style-type: none"> 1. Number of families with autism receiving in-home visits 2. Number of families with autism receiving follow-up phone calls per quarter 3. 75% of families receiving in-home visits will state that the visit improved their understanding of the services available and how to access them, as measured by post-visit surveys 4. 65% of families will state that the services they received helped them to secure more appropriate services, as measured by follow-up surveys conducted three times per year.

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.*

<p>Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism</p>	
<p>Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis</p>	
<p>[Create a new training workshop]</p>	
<p>Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.</p> <p>Families need education to better understand the IEP and IPP processes, how to prepare for IEP and IPP meetings, and how to advocate for themselves and/or their family members.</p>	
<p>Activities</p>	<p>Develop a new two-hour workshop addressing the IEP and IPP processes.</p>
<p>Measures of Outcomes</p>	<p>Staff to have developed a new two-hour workshop during the first quarter of the grant period.</p>

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.*

<p>Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism</p>	<p>Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis</p> <p>[Workshop presentations]</p> <p>Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.</p> <p>Families need education to better understand the IEP and IPP processes, how to prepare for IEP and IPP meetings, and how to advocate for themselves and/or their family members.</p>
<p>Activities</p>	<ol style="list-style-type: none"> 1. Train staff on new workshop. 2. Develop materials/hand-outs and PowerPoint presentation in English and Spanish for the new workshop. 3. Present the workshop to families six times during the 18-month grant period.
<p>Measures of Outcomes</p>	<ol style="list-style-type: none"> 1. Total number of workshops provided. 2. Total number of families attending workshops. 3. 80% of families attending workshops will state that the workshop information was useful to them, as measured by surveys distributed immediately after each workshop. 4. 65% of families will state that the services they received helped them to secure more appropriate services, as measured by follow-up workshop surveys conducted three times per year.

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.*

<p>Project Title: Increasing Access to Inland Regional Center Services for Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism</p>	<p>Objective: Increase the number of individuals who access Inland Regional Center (IRC) services who identify as Hispanic, Spanish-speaking, and/or who have an autism diagnosis</p> <p>[Infographics]</p> <p>Issue(s) being addressed: Families who are Hispanic, Spanish-speaking, and/or have loved one with autism are under-represented among Inland Regional Center consumers compared to their share of the overall population.</p> <p>Families need education to better understand the IEP and IPP processes, how to prepare for IEP and IPP meetings, and how to advocate for themselves and/or their family members.</p>
<p>Activities</p>	<ol style="list-style-type: none"> 1. Develop two colorful infographics to visually illustrate the IPP process in English and Spanish. 2. Distribute infographics during in-home visits. 3. Distribute infographics at workshops.
<p>Measures of Outcomes</p>	<ol style="list-style-type: none"> 1. 80% of families receiving infographics and other materials during in-home visits will state the the materials they received were useful, as measured by post-visit surveys. 2. 80% of families receiving infographics and other materials during in-home visits will state the the materials they received were useful, as measured by follow-up surveys conducted three times per year. 3. 80% of families receiving infographics and other materials during workshops will state the the materials they received were useful, as measured by post-workshop surveys.

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
Increasing Access to Inland Regional Center Services for Eligible Riverside County Families who are Hispanic and/or Spanish-Speaking and/or have a Family Member with Autism
Project Duration (start and end date)
January 1, 2018 through June 30, 2019

Description	Cost
Salary/Wages and Benefits	
Project Coordinator/Trainer	\$3500
TASK Riverside Staff (2)	\$32400
Temporary, part-time, bilingual employee	\$31025
Temporary, part-time, bilingual employee	\$31025
Temporary, part-time, bilingual employee	\$31025
Operating Expenses	
Home office space usage (temp employees)	\$16800
Riverside TASK office (lease, utilities)	\$5400
Facility rental (workshops)	\$600
Transportation (for both staff and consumers)	\$19750
Lodging, Meals & Incidentals (for travel to rural areas)	\$1,000
Administrative Expenses	
(cannot exceed 15% of total budget)	\$
Administrative expenses at 13%	\$27500
	\$
	\$
	\$
Additional Expenses	
Supplies	\$1000
Outside services (translator/designer)	\$4000
Printing/Postage	\$1400
Salesforce licenses x 3 for data collection	\$2000
Equipment - laptops and printers for three temporary employees	\$3000
Project Budget Total	\$211425