

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
The Center for Autism & Neurodevelopmental Disorders, University of California, Irvine	11/06/2017
3. Primary Contact (Name)	
Anna Laakman	
4. Mailing Address	
2500 Red Hill Ave, Ste 100, Santa Ana, CA 92705	
5. E-mail Address	6. Phone Number
alaakman@uci.edu	949-267-0444
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>UC Irvine is home to UC Irvine Health. It is dedicated to the discovery of new frontiers in health, to the teaching of future healers and to the delivery of the finest evidence-based care. It encompasses the Medical Center, the School of Medicine and numerous institutes and centers. The Medical Center is ranked among the nation's best hospitals by U.S. News & World Report – for 17 years and counting, and is ranked number one in Orange County.</p> <p>As part of UC Irvine Health, the Center for Autism & Neurodevelopmental Disorders (CAND) seeks to provide help and hope to children, adolescents, young adults, and their families living with Autism Spectrum Disorders (ASD) and other neurodevelopmental disorders through excellent clinical care, innovative research, quality education and training, and community engagement. The Center, formerly known as For OC Kids and located in Orange County, has been a leader for more than a decade in assessment, diagnosis, care coordination, family support, and education. Our vision is to be the local and national leader in creating opportunities and removing all barriers toward a fulfilled life for people with autism spectrum and other neurodevelopmental disorders.</p> <p>In the last fiscal year CAND saw over 1100 unique patients with Medi-Cal insurance, accounting for 50% of the total number of patients seen. Of our Medi-Cal population, 40% are either Spanish or Vietnamese speaking.</p>	

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B. Project Information

1. Project title
Improving Community Access through Education and Training
2. Describe how the target population is an underserved population.
<p>Our project will focus on the underserved Asian and Hispanic minority groups. As reported by the RCOC Purchase of Service for the Fiscal Year 2015-2016 there is a significant disparity between the authorized services for Hispanic (HP) and Asian populations (AP) compared to the White population (WP). These populations are being authorized less services/resources and at the same time are utilizing less services authorized than WP. The HP's authorized services are barely half of the WP's services (\$12,073 vs. \$23, 899). The AP's authorized services are only two thirds of the services authorized for WP (\$15, 258 vs. \$23, 899). Although the disparity reported is not as significant in the Birth to 2 years group the disparity is again disproportionately unequal in the 3-21 years old and 22 years and older groups.</p> <p>Within the AP, the Vietnamese-speaking population is particularly more affected when using the services by the RCOC. The Spanish-speaking population continues to show a marked discrepancy in authorized services as well. It is also concerning that there is an overall decreased access between authorized services and expenditures of close to 30% (roughly \$4,000 per capita) over all ethnicities which could potentially be more detrimental to the care in the Hispanic and Asian minority groups who are already underutilizing required services.</p> <p>When we look at the "No Purchase of Services" section the HP seems to be at increased risk for not accessing services to which they have qualified. Close to 25% of the population is not utilizing the services they require. The disparity is more significant in the older groups (3-21 and 22 years and older) indicating potential added barriers in these groups. We believe this is particularly concerning due to the fact that children in these age groups and their families should start planning for transitioning into the individuals maximum independent living capability as possible. It is also usually the case when behavioral problems if not improved at an early age become more disruptive and difficult to manage. Families are highly likely to be requiring aid from the RCOC at this time to prevent deterioration in the quality of life of families or a potential crisis situation.</p> <p>The Total Annual Expenditures and Authorized Services By Ethnicity Or Race for Residence Type in particular Residential Facilities data report a more "efficient" utilization of services between the ethnicities and a somewhat more equitable authorization of these services. It is concerning though how the percentage of consumers by ethnicity shows a disparity between the HP and AP compared to the WP that does not reflect the overall ethnicity of persons served by the RCOC. The WP in this section of the report represents</p>

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67% vs 14% and 8% for HP and AP respectively. This again states the fact that although the participants using the services appear to be using them more effectively there is a significant disparity between ethnicities that are not accessing services in residential facilities. Through our project we would like to address this disparities to help families access services to which they are entitled to and consequently help the RCOC to provide a more equitable provision of services.

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

Our project aims to reduce barriers to care for our HP and AP patients and clients through 2 education modalities, 1.) providing in-person trainings at community-based locations, and 2.) creating videos with relevant information in Spanish and Vietnamese that will be available on our website and through our social media highlighting services and resources available through the Regional Center.

We know through our own training data that less than half of our Spanish-speaking families attend training and education opportunities their medical providers recommend they attend. There are a number of reasons including, child care issues, transportation problems, and scheduling conflicts. Additionally, our Vietnamese-speaking training offerings have also been poorly attended when hosted at the Center. However, in the last year we provided a series of trainings in the Westminster/Garden Grove community at a newspaper building and saw a dramatic increase in attendance.

We plan on focusing on four training topics that we will offer in-person at established locations selected within neighborhoods and areas that are more easily accessible for our targeted populations. We will select locations based on feedback from community partners such as, pediatricians, educators, community support programs, and parents/caregivers. Our hope is to offer the trainings at different times during the day to maximize the number of families that can attend. We also plan on providing childcare, as we know this is a barrier for some families. Our four focused topics will be Autism 101, Navigating Behavioral Health Services, Understanding Special Education, and Transition to Adulthood. Our Autism 101 course will include general information about the diagnosis and disorder, transition from Regional Center services at age 3, promoting communication, basic behavior management strategies, and family resilience and support provided by the Regional Center. Our Navigating Behavioral Health Services will focus on relevant information and resources families need to know as they establish care for their children with autism spectrum disorders. Understanding Special Education will focus on what Special Education is and is not, understanding services and rights, improving communication with school personnel, and the differences between different

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types of recommendations and services (medical, school, community). Transition to Adulthood will focus on important topics like healthcare, school, finances, housing, and employment, and how the Regional Center supports an individual transition to adulthood. All four of the focused trainings will review services available at the Regional Center. We will offer each of these classes in-person, in both Vietnamese and Spanish, twice during the year for a total of 16 trainings.

In addition to in-person trainings, we will also be creating videos on each of the training topics in Vietnamese and Spanish. Videos will be easily accessible through our website and social media. Videos will be divided into sections, and each section will include information specific to Regional Center resources.

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

We have previously asked questions about community based needs through our own Latino Family Advisory group, as well as through evaluations distributed at Spanish and Vietnamese-language trainings. We will continue to ask the targeted populations about their needs related to access, care, and resources available to them. We will also have opportunities for families to give us feedback through evaluations attached to the trainings provided, but also through our training email and social media accounts. We will address needs through the proposed trainings and by utilizing our Center staff who are Spanish and Vietnamese speaking to deliver the content clearly and without the added need of translation services.

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.

Dissemination of content will be captured in the number of social media posts, community events where the content is shared and number of families that receive the information at training events. Social media "likes" and "shares" for content will be counted. Participants will be asked to complete brief pre/post surveys of knowledge for each topic presented, as well as knowledge pertaining to Regional Center support and resources available. Participants will also complete evaluations for each topic of presentation evaluating quality of information, knowledge acquisition, and self-efficacy

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

Outreach efforts will be implemented throughout Orange County, focusing on the northern part of the county where the populations of Latino and Vietnamese residents is greatest. We will work with community service providers to identify areas for in-person trainings that families feel comfortable visiting and that are located in areas to maximize access. Videos will be posted to our website and social media accounts. Information about their availability will be marketed through fliers, emails, social media posts. We will reach out to community partners to assist in the distribution of this information.

7. Project Type

Outreach (community events, child find, seminars, etc.)

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<input checked="" type="checkbox"/> Education (workshops, trainings, support groups, etc.) <input type="checkbox"/> Promotores (parent liaisons, mentors, cultural brokers, etc.), <input type="checkbox"/> Other:	
8. Estimated number of people the project will reach/impact	
We expect to reach at least 20 families in each of our 16 different trainings for a total of 320 through our in- person trainings. We aim to reach 200 views for each of the 8 video modules, 4 modules in Spanish and 4 modules in Vietnames for a total of 1600 viewers of video training materials. Or combined total for in-person and video training would be 1920 viewers and attendees.	
9. Timeline of project (start and end dates)	
January 1, 2018- 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):
\$ 136,044	<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: Improving Community Access through Education and Training									
Objective: Provide education and training to parents of children with Autism and other Neurodevelopmental Disorders through in-person, community based training, and through videos in Spanish and Vietnamese									
Issue(s) being addressed: Understanding Autism Spectrum Disorders, Understanding Special Education, Navigating Behavioral Health Services, and Transitioning to Adulthood- all classes to be offered in Spanish and Vietnamese									
		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
Autism 101- Spanish Topics: Understanding the ASD diagnosis, Regional Center transition to Schools, promoting communication, managing behavior, family resiliency, Regional Center Services	Education and Training Director, CBP Child Specialist (Spanish Speaking), Education and Training Coordinator Child Care provider	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism 101- Vietnamese Topics: Understanding the ASD diagnosis,	Education and Training Director, Education and Training Coordinator, FAST coordinator	<input type="checkbox"/>	<input checked="" 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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		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
Regional Center transition to Schools, promoting communication, managing behavior, family resiliency, Regional Center Services	(Vietnamese Speaking), Child Care provider								
Understanding Special Education-Spanish What Special Education is and is not, understanding the difference between Special Education and Medical Diagnosis, services provided by the Regional Center,	FAST director, Education and Training Coordinator, CBP Child Specialist (Spanish Speaking), Child Care Provider, Education and Training Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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
Understanding IEPs, knowing your rights.									
Understanding Special Education- Vietnamese What Special Education is and is not, understanding the difference between Special Education and Medical Diagnosis, services provided by the Regional Center, Understanding IEPs, knowing your rights.	FAST coordinator (Vietnamese Speaking), Education and Training Coordinator, Child Care Provider, Education and Training Director	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigating Behavioral Health Services- Spanish Information and Resources families	Social Worker (Spanish Speaking), Child Care Provider, Education and Training Coordinator,	<input type="checkbox"/>	<input checked="" 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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		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
need when establishing care for their children with ASD	Education and Training Director								
Navigating Behavioral Health Services- Vietnamese Information and Resources families need when establishing care for children with ASD	FAST coordinator (Vietnamese Speaking), Child Care Provider, Education and Training Coordinator, Education and Training Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitioning to Adulthood- Spanish Topics include: healthcare, school, finances, housing, employment, Regional Center Services	CBP Child Specialist (Spanish Speaking), Education and Training Coordinator, Education and Training Director, FAST Director, Child Care Provider	<input type="checkbox"/>	<input checked="" 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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Transitioning to Adulthood-Vietnamese Topics include: healthcare, school, finances, housing, employment, Regional Center Services	FAST coordinator (Vietnamese Speaking, FAST Director, Education and Training Director, Education and Training Coordinator Child Care Provider	<input checked="" type="checkbox"/>	<input 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 – 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: Improving Community Access through Education and Training	
Objective: Improve access to information, education, and materials in four core domains through in-person community-based training and through videos to be recorded in Spanish and Vietnamese	
Issue(s) being addressed: Understanding Autism (Autism 101), Understanding Special Education, Navigating Behavioral Health Services, and Transitioning to Adulthood	
Activities	We will be focusing on four topics to be presented twice a year, in both Spanish and Vietnamese for a total of 16 in-person trainings. Additionally, we will also develop training videos for the 4 topics in both Spanish and Vietnamese for a total of 8 videos to be featured on CAND website and Social Media.
Measures of Outcomes	Participants will be asked to complete brief pre/post surveys of knowledge for each topic presented, as well as knowledge pertaining to Regional Center support and resources available. Participants will also complete evaluations for each topic of presentation evaluating quality of information, knowledge acquisition, and self-efficacy.

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
Improving Community Access through Education and Training
Project Duration (start and end date)
January 1, 2018-December 31, 2018

Description	Cost
Salary/Wages and Benefits	
Social Worker (5%)	\$6357
Education and Training Director (8%)	\$9980
Child Specialist (5%)	\$3657
Education and Training Coordinator (3%)	\$4345
	\$
Operating Expenses	
Mileage and Transportation 50 miles total x 16 events	\$260
Video/Advertising \$8750 per video x 8 videos (4 Spanish and 4 Vietnamese)	\$70000
Food and beverages for workshops \$500 x 16	\$8000
Project activity costs (Materials)	\$700
	\$
Administrative Expenses	
Indirect Costs- 15% of total Budget request	\$17745
	\$
	\$
	\$
	\$
Additional Expenses	
Contract Services (FAST Director and Coordinator)	\$10000
Contract Services (Child Care provider)	\$5000
	\$
	\$
	\$
Project Budget Total	\$136044