

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
UC Davis / Center for Excellence in Developmental Disabilities at the MIND Institute	11/3/17
3. Primary Contact (Name)	
Robin Hansen, MD	
4. Mailing Address	
2825 50 th Street, Sacramento, CA 95817	
5. E-mail Address	6. Phone Number
rlhansen@ucdavis.edu	916-703-0248
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>The Center for Excellence in Developmental Disabilities (CEDD), established in 2006, is one of 67 federally designated university centers (UCEDDs) across the country. These centers are authorized by the Developmental Disabilities Assistance and Bill of Rights Act and funded by the Administration on Intellectual and Developmental Disabilities (AIDD), part of the Administration on Community Living within the U.S. Department of Health and Human Services. The mission of the CEDD is to collaborate with individuals with developmental disabilities and their families to improve quality of life and community inclusion.</p> <p>The CEDD, located at the UC Davis MIND Institute. is uniquely positioned to provide informational materials to support the current efforts of the CA Department of Developmental Services (DDS) to “promote equity and reduce purchase of service disparities for persons with developmental disabilities in California.” Since its inception 12 years ago, CEDD has served as a link between the University and the community, bringing research findings and evidence-based practices to the community; working to include people with DD and their families, including those from culturally and linguistically diverse groups, as participants in the University’s research and training programs; and working to improve services to underserved communities and to reduce health disparities, through support groups, training, technical assistance, research and</p>	

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information dissemination activities. CEDDD and DDS are already working together on the California Transformation Leadership Team of the National Center of Cultural Competence Community of Practice, so have a baseline of compatible aims, strategies, and targeted outcomes.

CEDDD works to strengthen advocacy skills for people with DD and their families, promoting the inclusion, integration, productivity, and human rights of people with DD and working towards creating a community that is enriched by their full and active participation and contributions. We have built self- and family-advocacy programs in underserved communities, particularly in the Latino and African-American communities. Our staff reflects our commitment to racial/ethnic and language diversity and has many connections to these communities. Projects involve strategic outreach into underserved communities through partnering with community leaders and organizations to engender disability awareness and the importance of early intervention.

CEDDD promotes self- and family-advocacy in underserved communities via outreach, workshops, networking, training, technical assistance and website resources, with many resources in Spanish as well as English. Some of our current efforts include:

- Apoyo de Padres para Padres (Parents helping Parents) is a support group of Spanish-speaking parents in northern California with a 25-year history, and with close ties to CEDDD since CEDDD's inception ten years ago
- Vamos a platicar (Let's Talk) is conducted entirely in Spanish and is for parents of children with disabilities to share their experiences and to learn about their child's diagnosis and needs and how to help them achieve their full potential. Parents are encouraged to contact their Regional Center to find out if their child is qualified for services, and are provided information about the Regional Center's services, including assistance in helping to find and fund medical, educational, and behavioral services. Vamos a platicar is a six-week series of weekly meetings, offered three times a year at the MIND Institute.
- African American Developmental Disabilities Parent Advisory Group (AADDPA). AADDPA is a social network for parents and caregivers of African American children with disabilities. The goal is to empower parents and caregivers to become strong advocates for their children and to provide advocacy and resources to increase awareness of developmental disabilities at the community level. The group meets once a month, and dinner and childcare are provided. This group is co-sponsored by the UC Davis Center for Excellence in Developmental Disabilities (CEDDD) and the Warmline Family Resource and Parent Training & Information Center.
- Resource Center. CEDDD staff the MIND Institute Resource Center and work to make it welcoming and user-friendly for people with disabilities and their family members,

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community advocates, trainees and professionals by providing parent-to-parent support and by creating and supporting connections to resources within the MIND Institute, at the UC Davis Medical Center, and in the community. In addition to in-person and phone support, we offer small-group training and networking opportunities. We have staff who are bilingual in English and Spanish and have resources available in both languages.

CEDD also has a strong track record in developing and producing educational videos and on-line training programs for the community. All of our videos are publicly available, free of charge, on our website; see http://www.ucdmc.ucdavis.edu/mindinstitute/centers/cedd/cedd_products.html.

Our ADEPT (Autism Distance Education Parent Training) educational video series, for example, focuses on behavioral skills training for parents of children with autism. It is geared toward enhancing independence and positive behavior of children with autism and increasing their opportunities for community integration. The first two modules in the ADEPT series are available in both English and Spanish on our website. The Regional Centers of California use our ADEPT parent training modules on their statewide training platform; they are used for Regional Center staff training as well as to meet Regional Center requirements for behavior training for parents.

B. Project Information

1. Project title

Accessing Intervention Services: Culturally Inclusive Parent Video Modules (English and Spanish)

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

Our target population is the Latino community and the African-American community in the Alta CA Regional Center (ACRC) catchment area. DDS Purchase of Services (POS) data indicate that the largest consumer population in the ACRC catchment area is in the age bracket of 3-21 years, with 10,213 consumers in that age bracket for FY 2015-16. Within this group, the two largest sub-groups with the highest proportion of “no purchase of services” are African-American (29.2%) and Hispanic (22.7%) which are the two sub-groups to which our product will strive to be culturally responsive.

Programs are needed to raise awareness and foster knowledge of living with developmental disabilities, in general, and Regional Center services, in particular, among the families of underserved Latino and Black children.

Families with children with DD often feel severely stressed and isolated while trying to

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take care of their child's needs and navigate complex service delivery systems. This is true for families who are well-educated and have the financial resources to be able to devote considerable time and energy to advocacy efforts on behalf of their child. It is many times worse for families with fewer financial resources and less educational background, and worse again for families who do not speak English and/or are not literate.

We propose to develop two series of informational videos for parents of children with DD, one series intended to provide culturally-relevant and culturally-competent information for the Latino community (in Spanish) and the other for the African-American community (in English). Video is a particularly useful training delivery method for these (and other) populations as you can use it at home, whenever you are available, no transportation or childcare expenses required, and you can review it as many times as you need to. It will be available in both English and Spanish, and literacy is not required. It will be available via the Internet (on computer or cell phone) and via CD (for computer or TV). It is also a tool which can be utilized by home visitors and coaches.

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

Goal: Increase awareness of and access to intervention services for children with DD in underserved Latino and African-American communities.

Objective 1: Develop two series of informational videos on living with DD and accessing Regional Center services, one series intended to provide culturally-relevant and culturally-competent information for the Latino community (in Spanish) and the other for the African-American community (in English).

The videos will be designed to raise awareness and foster knowledge of living with developmental disabilities, in general, and Regional Center services, in particular. Video content will be based on a curriculum called "Let's Talk" / "Vamos a platicar," which has been developed and field-tested by parent professionals at MIND/CEDD. Each series will be narrated by multiple voices from the stakeholder community and will also include discussions with parents from the CEDD-sponsored support groups, Apoyo de Padres para Padres (Parents helping Parents) and the African-American DD Parent Alliance. Covered topics will include: (a) understanding and accepting a diagnosis, (b) understanding and accessing services, (c) the role of the regional center, (d) teaming with professionals (IPP/IEP), (e) evidence-based practices, (f) disability in communities of color, and (g) communicating to family and community about disability.

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We will utilize the latest instructional technology to produce high-quality video modules, filled with content that is relevant to address the questions and needs of the Latino and African American communities, and to provide a free resource for all intervention providers and professionals to use in supporting families from these underserved communities. We have a professional videographer/e-media coordinator, Patrick Hugunin, on staff. Patrick has six years of video production experience at the MIND Institute, as well as 25 years of experience as a videographer/editor with KOFY TV20 in San Francisco and KCRA 3 in Sacramento.

Video is a particularly useful training delivery method for underserved populations as you can use it at home, whenever you are available, no transportation or childcare expenses required, and you can review it as many times as you need to. It will be available in both English and Spanish, and literacy is not required.

Objective 2: Distribute the video modules, free of charge, to families, via MIND/CEDD channels and through partnerships with state agencies, community organizations, and other interested parties.

Our distribution strategy will be three-pronged:

- Make the video modules available on multiple platforms, including the Internet (on computer or cell phone) and DVD (for computer or TV).
- Distribute the video modules via MIND/CEDD channels, including our websites; our English and Spanish Facebook pages; our Resource Center; our support groups, Apoyo de Padres para Padres (Parents helping Parents) and the African American Developmental Disabilities Parent Advisory Group; and other CEDD programs, including Vamos a platicar (Let's Talk), our Family Navigator Program, and our Transition Workgroup.
- Distribute the video modules via our external partners, including WarmLine Family Resource Center, the Regional Centers, the State Council on DD, and other interested groups. WarmLine, a long-time CEDD partner, has already committed to using these materials in their outreach and training efforts, and they estimate that they receive more than 1,000 referrals per year for early intervention families.

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

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We will rely on the following already established parent support groups for community input:

- Apoyo de Padres para Padres: This group of Spanish speaking parents, supporting parents who have children with disabilities, was formed in 1991 with the purpose of sharing common interests. Emotional help and a sense of self understanding is provided. Communication, resolving conflicts and receiving mutual support from each other is a significant function of the group. With over 100 families on their roster, Padres serves many immigrant Spanish speaking families in Northern California. Padres has been a lifesaver for many Hispanic families with children with disabilities, one explaining: “Frecuentemente la llave para encontrar esperanza, son los ejemplos cotidianos y las vivencias de otros padres con hijos con condiciones similares.” OR “Frequently, the solution to finding hope is following the path of other parents who have already lived through and resolved similar problems with their child.”

- African American Developmental Disabilities Parent Alliance: (AADDPA) holds monthly meetings at the UC Davis MIND Institute. The meetings offered an opportunity for a unique group of parents and caregivers to share their stories, organize, and learn to advocate for their children. Topics of discussion range from self-care to intervention, with a special emphasis on supporting parents to navigate systems to meet their child’s needs at home, school, and in the community in a culturally sensitive manner. This group started in October 2016 but already has over 50 active participants on the roster and has worked with Roberts Family Development Center and several Sacramento predominately Black megachurches to put on a Parent Empowerment Conference in August 2017. One of the AADDPA mother testifies about her experience with the group: “As an AADDPA member, my confidence level for creating opportunity for my family is continually increasing. By taking the initiative to access services and supports for positive lifestyle changes, I have become a strong advocate for my child.”

We will solicit input from these support groups to develop the content for the video modules, and we will recruit parents from these groups to participate in the filming of the modules. We will also welcome ACRC involvement and input in the development of module content.

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 effectiveness of this project will be measured as follows:

- Number of video modules produced, by language

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- Number of platforms on which the video modules are available (computer, cell phone, TV, CD)
- Number of organizations that agree to adopt use of the videos
- Results of a satisfaction survey with open-ended questions for parents, who participated in the field test, on the effectiveness and cultural relevance of the final video modules

The outcome of this project is the video modules and the span of their distribution. As the grant project ends with the production and release of the videos, the impact, in terms of numbers of families reached, will all be after the end of the grant period.

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

All counties that Alta CA Regional center reaches (Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba counties) will be our target population for dissemination outreach efforts. We will collaborate with DD partners such as Regional Centers, the State Council on DD, and community support groups for outreach and dissemination. Regional Centers outside of Alta are welcomed to utilize modules once they are released.

7. Project Type

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

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

We estimate that the number of families impacted by this project will be 4,000-5,000 in the 5-year period after the roll-out of the videos. This estimate is based on our previous experience with production and distribution of training video materials, as described below.

CEDD has a track record in the production of on-line training programs, as illustrated by our ADEPT parent training series and as described in Section A7 above. The ADEPT modules currently receive about 6,800 hits per year, 4,800 on the MIND/CEDD websites and 2,000 on the website of the Regional Centers of California. Let's estimate that this represents about 1,800 families per year (some families will have just accessed it once, for the first time, while other families will have accessed the program multiple times). If the video modules we are proposing to develop for this grant reach even half this number (a conservative estimate), they will reach 900 families a year, or about 4,500 families in five years.

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9. Timeline of project (start and end dates)	
Project start date: February 1, 2018. Project end date: January 31, 2019.	
10. Amount requested <i>*Please complete the Budget Worksheet (Attachment D) and include with your submission.</i>	10a. Funding frequency (check one):
\$ 92436	<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: Accessing Intervention Services: Culturally Inclusive Parent Video Modules (English and Spanish)									
Objective: Develop two series of informational videos on living with DD and accessing Regional Center services, one series intended to provide culturally-relevant and culturally-competent information for the Latino community (in Spanish) and the other for the African-American community (in English).									
Issue(s) being addressed: Latino and African-American children with DD are significantly less likely to receive Regional Center services than the general 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
Execute grant agreement with DDS	Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create module content using “Let’s Talk” curriculum materials.	Project Staff, including Outreach specialist for Latino and African American communities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create dissemination plan and evaluation measures.	Project Staff, including Outreach specialist for Latino and African American communities.	<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"/>
Field test module content with Hispanic and African-American support groups for input and	Project Staff, including Outreach specialist for Latino and African American communities	<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"/>

Project Title: Accessing Intervention Services: Culturally Inclusive Parent Video Modules (English and Spanish)									
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Issue(s) being addressed: Latino and African-American children with DD are significantly less likely to receive Regional Center services than the general population.									
		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
modification.									
Videotape content for modules.	E-Media Coordinator and Project Staff, including Outreach specialist for Latino and African American communities	<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"/>
Edit modules.	E-Media Coordinator and Project Staff, including Outreach specialist for Latino and African American communities	<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"/>
Implement dissemination plan.	Project Staff, including Outreach specialist for Latino and African American communities	<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"/>
Collect and report on evaluation measures.	Project Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: Accessing Intervention Services: Culturally Inclusive Parent Video Modules (English and Spanish)	
Objective: Obj 1. Develop two series of informational videos on living with DD and accessing Regional Center services, one series intended to provide culturally-relevant and culturally-competent information for the Latino community (in Spanish) and the other for the African-American community (in English).	
Issue(s) being addressed: Latino and African-American children with DD are significantly less likely to receive Regional Center services than the general population.	
Activities	<ol style="list-style-type: none"> 1. Number of English language video modules produced 2. Number of Spanish language video modules produced
Measures of Outcomes	1. Results of a satisfaction survey with open-ended questionnaire for parents, who participated in the field test, on the effectiveness and cultural relevance of the final video modules

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: Accessing Intervention Services: Culturally Inclusive Parent Video Modules (English and Spanish)	
Objective: Obj 2. Distribute the video modules, free of charge, to families, via MIND/CEDD channels and through partnerships with state agencies, community organizations, and other interested parties.	
Issue(s) being addressed: Latino and African-American children with DD are significantly less likely to receive Regional Center services than the general population.	
Activities	<ol style="list-style-type: none"> 1. Number and list of platforms on which the video modules are available (computer, cell phone, TV, CD) 2. Number and list of organizations that agree to adopt use of the videos
Measures of Outcomes	The outcome of this project is the video modules and the span of their distribution. As the grant project ends with the production and release of the videos, the impact, in terms of numbers of families reached, will all be after the end of the grant period.

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
Accessing Early Intervention Services: Culturally Inclusive Parent Video Modules (English and Spanish)
Project Duration (start and end date)
02/01/2018-01/31/2019

Description	Cost
Salary/Wages and Benefits	
Project Director	\$4549
Project Staff (including outreach specialists for the Latino and African-American communities)	\$48899
Videographer / E-media Coordinator	\$14323
	\$
	\$
Operating Expenses	
Parent stipends (10 parents - 5 English / 5 Spanish; 12 mtgs; \$50/mtg)	\$6000
Childcare for 24 recording sessions (12 per language), \$100 per session	\$2400
Refreshments for recording sessions (for parents and kids), \$100 per session, 24 sessions	\$2400
	\$
	\$
Administrative Expenses	
Indirect costs at 15% total cost	\$13865
	\$
	\$
	\$
	\$
Additional Expenses	
	\$
	\$
	\$
	\$
	\$
Project Budget Total	\$92436

