

**FY 2019/20 DISPARITY FUNDS PROGRAM  
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**Note:** Complete this form for **each** proposed project. Please refer to the Proposal Submission Instructions for clarification for any of the following questions.

**Section I. Grantee Information (New and Reapplications)**

<b>Please check the box that describes your organization</b>		
<input type="checkbox"/> Regional Center (RC)	<input checked="" type="checkbox"/> Community Based Organization (CBO), 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3) <input type="checkbox"/> EIN or <input type="checkbox"/> No EIN
<b>a. Name of organization/Group</b>		<b>b. Date</b>
Special Kids Connect		September 29, 2019
<b>c. Primary contact (Name)</b>		
Lori Luzader		
<b>d. Mailing address</b>		
1900 Garden Road, Suite 230, Monterey, CA 93940		
<b>e. Primary e-mail address</b>		<b>f. Primary phone number</b>
lori@specialkidsconnect.org		(831) 372-2730 x105
<b>g. Secondary contact email address</b>		<b>h. Secondary contact phone number</b>
info@specialkidsconnect.org		(831) 372-2730
<b>i. Brief description of the organization/group (organization type, group mission, etc.). Include experience your organization has had managing a program similar to the proposal, and the outcomes of that program.</b>		
<p>Parent-founded in 2007, Special Kids Connect is a 501(c)(3) nonprofit organization whose mission is to develop resources, raise awareness and provide support for individuals with special needs and their families in Monterey County. Over the past 27 months, SKC has devoted significant time and energy toward serving Monterey County's Hispanic and native Spanish-speaking families. During that time, SKC's bilingual staff has helped families understand, access, and utilize services through its outreach efforts, educational workshops, and collaborations with a wide range of partners, including the San Andreas Regional Center, Monterey County SELPA, Monterey County school districts, parent-led organizations, and social service agencies.</p>		
<b>j. If you check the CBO box, describe how your organization meets the definition of a CBO.</b>		
<p>Special Kids Connect is a 501(c)(3) public nonprofit that is representative of, and advocates for, families who have individuals with developmental disabilities in Monterey County. Of its seven-member board of directors, six have at least one child with a developmental disability/delay and one is a native Spanish-speaking immigrant. The majority of Special Kids Connect's staff is bilingual (English/Spanish). Two of its employees are native-Spanish speakers and another is a first generation immigrant. All are in key leadership roles.</p>		

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**Section II. Grant Reapplication – Project Information (Reapplications Only)**

If the organization is applying to continue a previously awarded project, complete this section in addition to all other required sections and attachments. Complete this section if your proposal will continue a previously awarded project without changes to the target population, geographic area, activities, or objectives; **OR**, if you proposal will expand a previously awarded project into other target populations, geographic areas, activities, or objectives. **After completion, continue to Section III.**

**Summary Information**

<b>a. Grant Number:</b> 18-C20	
<b>b. Project Title:</b> Increasing Service Equity for Monterey County's Hispanic Population through Education, Empowerment, and Self-Advocacy	
<b>c1. Start Date:</b> 3/01/2019	<b>c2. End Date:</b> 08/30/2020
<b>d. Total Project Duration (in months):</b> 18	

**Fiscal Information**

<b>Fiscal Year (FY)</b>	<b>e. Awarded*</b>	<b>f. Expended</b>
<b>FY 2016/17</b>	<b>e1. \$</b>	<b>f1. \$</b>
<b>FY 2017/18</b>	<b>e2. \$ 99913</b>	<b>f2. \$ 99913</b>
<b>FY 2018/19</b>	<b>e3. \$ 189494</b>	<b>f3. \$ 10959</b>
<b>Total</b>	<b>e4. \$ 289407 (e1 + e2 + e3)</b>	<b>f4. \$ 110872 (f1 + f2 + f3)</b>
<b>g. Amount Remaining (e4 – f4): \$ 178535</b>		

*\*If your project was a multiyear project that was fully funded during one FY, enter the total amount of funding in that corresponding FY. For example, if a 2-year project was fully funded in FY 2016/17, then the amount awarded should be included in e1. Projects that received funding in more than one FY, should enter the awarded amounts for each corresponding FY.*

**Project Information**

<b>h. Number of individuals originally proposed to be impacted</b>	500
<b>i. Actual number of individuals impacted by the project and why it is higher or lower than the proposed number.</b>	390 - Since 3/1/19, SKC has reached, by phone, 99 consumers who have underutilized POSs. Unduplicated count served through SKC-hosted events is 291. SKC is on target to exceed its 500 by 8/30/20.
<b>j. RC(s) in the project catchment area(s)</b>	San Andreas Regional Center
<b>k. List the city(ies) your project has served:</b>	ALL Monterey County cities are served through data supplied by the San Andreas Regional Center. SKC's presence has been most prevalent in Chualar,

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	Gonzales, Greenfield, Salinas, King City, Marina, Monterey, San Ardo, Seaside, and Soledad.
<b>I. List the county(ies) your project has served:</b>	Monterey County
<b>m. If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) served*:</b>	
<b>n. Provide a detailed explanation of project activities to date. What has the project accomplished to date?</b>	<p>Since March 1, 2019, SKC has accomplished the following:</p> <ul style="list-style-type: none"> <li>• SKC's staff has provided regional center eligibility and service information through education and outreach at 49 events, 23 of which were developed and hosted by SKC. The SKC-hosted events included: 3 workshops on Limited Conservatorship, 2 workshops on "Understanding &amp; Utilizing Respite," 1 workshop on Challenging Behaviors, 2 Back-to-School Resource Fairs for families with special needs, a Spring Carnival Resource Fair for families with special needs, a "Who, What, Where, How Do I Get Support for My Child with Special Needs?" workshop, 6 workshops on "Early Start to Preschool Transition," and 7 Mom's Night Out events. Non-SKC hosted events that were attended by staff for the purpose of outreach included 15 parent-led Spanish-speaking family support groups and 9 community resource health fairs/events targeting the Hispanic population.</li> <li>• SKC conducted one-to-one outreach to Hispanic &amp; Spanish-speaking consumers, identified as having POSs that are underutilized. In addition, with permission from these families, SKC communicates, via text messages, with personal invitations to upcoming SKC workshops and events.</li> <li>• SKC continues to staff a satellite resource center office each Saturday in the city of Greenfield, CA. Located in South Monterey County, Greenfield's population of 17,600 is 92% Hispanic with 82% living in a home where Spanish or an indigenous Mexican language is spoken. Greenfield is centrally located in South Monterey County's heavily Hispanic and Spanish-speaking region. SKC supports families with special needs individuals by: helping navigate the landscape of social service options, providing information on regional center resources, translating documents, assisting illiterate individuals with completion of various forms, assisting families in taking the next steps to addressing concerns about their child's development, and last, but not least, helping parents interpret and organize the piles of paperwork that have accumulated, over the lifetime of their family member with special needs.</li> <li>• SKC broadened the scope of its South Monterey County English/Spanish print resource directory, developed in 2018 (as part of a previous DDS Disparity funded project) by including resources that cover all of Monterey County. SKC's "Monterey County Resource Directory for Families who have a Loved One with Special Needs" provides information on over 150 Monterey County special-needs resources in the following categories: Community Resources, Monterey County Schools, Preschools and Educational Resources, Medical, Dental &amp; Therapy Resources, and Advocacy &amp; Legal Services. Each listing in this 231-page directory is accompanied by complete contact information, a description of what the resource offers and why a family may need to contact a particular resource, and a full color agency logo / image to support families with limited literacy skills. (Listings are now available in a searchable database on <a href="http://www.SpecialKidsConnect.org">www.SpecialKidsConnect.org</a>, as well.) The print directory also includes a list of 160 commonly used acronyms, with a Spanish translation of their meaning.</li> </ul>

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- SKC collaborated with South County's King City Unified School District to provide workshops for King City parents.
- SKC developed and distributes, at its workshops, a Spanish translation of the “pink copy” of the Purchase of Service (POS) authorization form that families receive in the mail. (This form is only available in English and Spanish-speaking families are not able to understand it.)
- SKC has maintained a consistent and effective social media presence with content in Spanish and English.
- Special Kids Connect promotes its disparity work through active participation in county collaboratives, including Monterey County Children's Council, Monterey County Caring Partners Collaborative.
- Special Kids Connect is an agency member of four parent-led Spanish-speaking family support groups and works with group leaders to help them obtain speakers for meetings. SKC provides translation support, when needed, for non-Spanish-speaking presenters/speakers.
- Special Kids Connect frequently meets with the San Andreas Regional Center's District Managers, Cultural Diversity Specialist and service coordinators.

**o. Provide a detailed explanation of project impacts and outcomes to date. Attach data as well as success stories to demonstrate project outcomes and impact.**

Project impacts and outcomes include:

- Since March 1, under Grant 18-C20, SKC has reached out by mail and/or phone calls to 146 Hispanic and Spanish-speaking consumers, identified by SARC as having underutilized POSs. Personal contact has been made with 99 of these consumer families. (Attached data covers SKC's work with 353 regional-center served families and 91 non-regional center families since 10/1/18.)
- SKC was invited to address the city councils of two South Monterey County cities (Gonzales and Soledad) and at a town hall meeting in San Ardo (82 miles south of Monterey) to speak about its work for their families.
- Aggregate number of attendees exposed to SKC's disparity work at SKC workshops and other community events is 2474. Aggregate number of known regional center families directly served through these events was 393. (Data attached.)
- Collectively, Special Kids Connect's three special needs resource fairs, held between April 3 and August 3 welcomed 489 people. The San Andreas Regional Center had a table at each of these fairs and SKC ensured SARC was well-positioned to greet every family that entered the event. SARC also had a child-friendly activity at their table to keep children engaged while parents talked to service coordinators. Special Kids Connect's Spring Carnival Resource Fair in Greenfield (April) welcomed 198 attendees. SKC's Back-to-School Resource Fair in Greenfield (July) attracted 83 attendees and SKC's Back-to-School Special Needs Resource Fair in Salinas (August) welcomed 208 attendees. (Data attached.)
- Production of the print version of SKC's “Monterey County Resource Directory for Families who have a Loved One with Special Needs” has barely kept up with demand. To ensure that directory information is kept current, the directory has required monthly updates. 323 copies have been distributed to families, caregivers and agencies who serve the special needs community, to date. (Data attached.)
- SKC's conversations with, and surveys of, families have identified the most prevalent barriers to services as being:
  - o No knowledge of the fact that their consumer has ever been authorized for services.
  - o No knowledge of who their service coordinator is.

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- o Inability to read and/or understand the information on the pink copy of the POS authorization form that they received in the mail. (Note: The form is only in English, so those who cannot read English do not understand the form at all.)
  - Many believe it is an invoice so they refuse to use services.
  - Some believe that they are supposed to be receiving a pink POS sheet for every month that their service is authorized. When no pink sheet arrives in subsequent months after the first is received, they believe the service has been cancelled.
- o Challenges with Respite:
  - Do not understand what Respite / Respiro is for.
  - Belief that no one else can handle their child's behaviors.
  - Agency respite organizations do not have providers available that (a) speak Spanish or (b) are willing to provide respite to remote areas of South County.
  - Families are unaware of the FMS respite option.
  - Single parents have no time to find someone to provide FMS respite.
  - Families cannot identify a provider for FMS respite who is eligible to work in the U.S.
  - FMS respite paperwork is too complicated.
  - Belief that, for FMS respite, their provider must travel to San Jose for training. (Note: Premier Healthcare Services, the largest FMS provider in the area, is headquartered in San Jose, which contributes to this belief.)
  - One FMS respite provider (Maxim Healthcare) requires provider application and time-card submission to be handled electronically and computer access is a challenge.
  - Belief that respite and day care are the same services.
  - Belief that IHSS disqualifies them from obtaining respite.
  - Not realizing that, if they have 2 or more children who are SARC consumers, each can qualify for respite.
  - Belief that, after their intake/IPP meeting, someone will call them to assist with respite and no one has called.
  - The parent who most understands, and is responsible for, regional center service coordination in the family is no longer at home – either due to death, divorce/separation, deportation, or the parent is a farmworker who travels to Arizona with the crops each fall/winter.
- o Paperwork was submitted to a vendored agency and there has been no response from the agency.
- o Dislike of the day programs available for their consumer. (Only one adult day program exists in South Monterey County and many families find it an undesirable place for their consumer. Other options require lengthy travel times for which they do not want their consumer sitting on a bus several hours a day.)
- o Inability to reach their service coordinator.
- o Dislike/distrust of their service coordinator.
- o Deportation fears. (Note: Announcement of the new public charge rule, expected to take place on Oct. 15, 2019, has families refusing new services and/or saying they are suspending existing ones.)
  - Collaborations with community partners have led to the development of new, innovative workshops. Ex: Special Kids Connect worked with an estate planning attorney to hold a first-ever “Do-It-Yourself Limited Conservatorship” workshop. SKC recruited bilingual volunteers to provide one-to-one support for families, during this 4 hour workshop. Families received assistance filling out court documents (which are only available in English). Two follow-up sessions were conducted for families and SKC provided support at the Monterey County courthouse for Spanish-speaking and illiterate families who needed additional support.

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Among the Hispanic and Spanish-speaking populations of Monterey County, SKC has developed a reputation for meaningful support through its caring, knowledgeable bilingual staff. It's reputation for high quality events has resulted in requests from agencies for SKC to hold future events at their location. (e.g., Soledad School District requested that SKC hold its Sensory Santa Resource Fair at its high school, this December.) SKC is called upon to provide translation for speakers at Spanish-speaking educational conferences. Last, but not least, SKC's outreach efforts have also resulted in the addition of a native-Spanish speaking parent (who has a child who is a regional center consumer) to SKC's Board of Directors.

**p. What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period.**

SKC's current project addresses disparities in both access and utilization of services to Monterey County's Hispanic population by educating families on the service landscape and the role filled by the regional center, increasing access to regional center service information, and empowering consumers and their families to become more effective self-advocates.

The project's objectives, with our status on them, is as follows:

- Conduct at least 3 educational workshops and/or outreach events per quarter. ~ We are exceeding our goal for this.
- Maintain a satellite office location in Greenfield, CA with bilingual staff support for weekend access. ~ SKC is reliably at the Greenfield Community Center on Saturdays between 1 pm and 5 pm.
- Conduct one-to-one outreach to underserved families ~ SKC's goal is to provide outreach to at least 50 target families, per quarter, who have been identified by the regional center as underutilizing open POSs. This is being met.
- Develop and distribute a Spanish/English county-wide print directory of services for special needs families ~ Our directory is complete and is in full distribution. (This information is also online at [www.SpecialKidsConnect.org](http://www.SpecialKidsConnect.org).)
- Collaborate with the San Andreas Regional Center by conducting semi-annual presentations for service coordinators and district managers ~ Our first meeting was in June. Our second is being scheduled for later this fall.

The activities under the current proposal will continue through 8/30/20.

**q. If awarded, how will your current project transition into the 2019/20 proposed project?**

The current project's activities will continue through 8/30/20. During this time, SKC's Outreach Advocates will be dedicated to aggressively continuing to meet the current project's goals. The project proposed in this application will commence on 6/1/19. While the two will overlap for a period of 3 months, the Outreach Advocates will not be allocated to this project until month 4. The initial stage of this proposed project will be dedicated to forming a respite advisory committee in support of the development of this project, developing an RFP for promotional tools, and establishing a calendar of workshops and outreach for the last nine months of this proposal. The initial three-month stage will be managed by the project coordinator.

On 9/1/20, if SKC is awarded funding for this proposal, the Outreach Advocates will transition to this new project, focusing on the following activities: conducting monthly orientation

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workshops for new families coming out of the regional center's intake process or transitioning from Early Start, working one-on-one with families who need assistance in completing respite applications/paperwork, following up with families who attended the orientation to offer continued support, encouraging the use of respite at parent support groups and community resource fairs, supporting the development and execution of a bilingual social media campaign and working with respite agencies to address understaffing by promoting employment opportunities - especially in remote geographic areas.

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**Section III. Proposal Summary (New and Reapplications)**

<b>a. Project title</b>	Respite Education & Orientation Program to Increase Respite (In-Home) Service Utilization Among Monterey County's Hispanic Regional Center Consumers
<b>b. Total amount requested</b>	\$ 64914
<b>c. Projected number of individuals impacted</b>	100
<b>d. Duration of project (months)</b>	12 months    Start date: 06/01/2020    End date: 05/31/2021
<b>e. RC(s) in the project catchment area(s)</b>	San Andreas
<b>f. List the city(ies) your project proposes to serve:</b>	The project will seek to serve all cities in Monterey County. Specific activities will take place in Salinas (serving East and Northeast county residents), Monterey/Seaside (serving west county residents), Greenfield/Soledad/King City (serving South Monterey County residents).
<b>g. List the county(ies) your project proposes to serve:</b>	Monterey County
<b>h. If your project proposes to serve the City of Los Angeles, list the zip code(s) and/or community your project will serve*</b>	
<b>i. Will you be working with one or more CBO(s)?</b>	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No
<b>j. Will the project require aggregate data from the RC(s)?</b>	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No

\*Zip code information for Los Angeles County can be found at:

<https://www.dds.ca.gov/RC/regionMap.cfm?view=laCounty>

\*\*\*If yes, please provide letter(s) indicating that the CBO(s) and/or RC(s) have reviewed the proposal and are in support of collaboration and data sharing.



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<b>k. Project Type Selection(s)</b>		
<b>Select your <u>one primary</u> project type.</b>	<b>Select your <u>one secondary</u> project type (if applicable).</b>	<b>Select your <u>one tertiary</u> project type (if applicable).</b>
<input type="checkbox"/> <b>Translation</b> (equipment, translator services, translating brochures or materials, etc.) <input type="checkbox"/> <b>Outreach</b> (community events, website or social media design, materials, etc.) <input type="checkbox"/> <b>Workforce capacity</b> (staff training, incentives for bilingual employees, etc.) <input checked="" type="checkbox"/> <b>Parent education</b> (online or in person trainings, workshops, etc.) <input type="checkbox"/> <b>Promotora</b> (Peers educating community members about access RC services) <input type="checkbox"/> <b>Family/ consumer support services</b> (1:1 coaching, enhanced case management, service navigation, etc.)	<input type="checkbox"/> <b>Translation</b> <input checked="" type="checkbox"/> <b>Outreach</b> <input type="checkbox"/> <b>Workforce capacity</b> <input type="checkbox"/> <b>Parent education</b> <input type="checkbox"/> <b>Promotora</b> <input type="checkbox"/> <b>Family/ consumer support services</b>	<input type="checkbox"/> <b>Translation</b> <input type="checkbox"/> <b>Outreach</b> <input type="checkbox"/> <b>Workforce capacity</b> <input type="checkbox"/> <b>Parent education</b> <input type="checkbox"/> <b>Promotora</b> <input checked="" type="checkbox"/> <b>Family/ consumer support services</b>
<b>l. Target Population (Race/Ethnicity)</b>		
<b>Select all groups the project will serve</b>	<b>Proposed Number of Individuals Impacted by the Primary Project Type</b>	
<input type="checkbox"/> African American		
<input type="checkbox"/> Cambodian		
<input type="checkbox"/> Chinese		
<input type="checkbox"/> Filipino		
<input checked="" type="checkbox"/> Hispanic	100	
<input type="checkbox"/> Hmong		
<input type="checkbox"/> Indian		
<input type="checkbox"/> Japanese		
<input type="checkbox"/> Korean		
<input type="checkbox"/> Mien		
<input type="checkbox"/> Native American		
<input type="checkbox"/> Pacific Islander (list):		
<input type="checkbox"/> Vietnamese		
<input type="checkbox"/> Other (list):		
<b>m. Target Population: Language (select all groups the project will serve)</b>		
<input type="checkbox"/> Cantonese <input type="checkbox"/> Hmong <input type="checkbox"/> Indian	<input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin	<input type="checkbox"/> Mien <input type="checkbox"/> Russian <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Tagalog <input type="checkbox"/> Vietnamese <input checked="" type="checkbox"/> Other (list): Trique & Mixteco (Indigenous languages of Mexico.)
<b>n. Target Population: Age Group (select all groups the project will serve)</b>		
<input type="checkbox"/> Birth up to Three (Early Start) <input checked="" type="checkbox"/> Three to Five <input checked="" type="checkbox"/> Three to 21	<input checked="" type="checkbox"/> 16 to 21 <input checked="" type="checkbox"/> 22 and older <input type="checkbox"/> Other (list):	

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**Section IV. Proposal Certification**

**Proposer's (applicant) Certification:** I certify that the information attached is true and correct.

**Authorized by (print name):** \_\_\_\_\_

**Organization:** Special Kids Connect

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Collaborative Proposals Only\*\***

**Sub-grantee (subcontractor) Certification:** I certify that the information attached is true and correct.

**Subcontractor 1:**

**Authorized by (print name):** \_\_\_\_\_

**Organization:**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subcontractor 2:**

**Authorized by (print name):** \_\_\_\_\_

**Organization:**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subcontractor 3:**

**Authorized by (print name):** \_\_\_\_\_

**Organization:**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subcontractor 4:**

**Authorized by (print name):** \_\_\_\_\_

**Organization:**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*\*As applicable. If more subcontractors are needed, complete additional copies of this section.

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<b>Project title</b>
Respite Education & Orientation Program to Increase Respite (In-Home) Service Utilization Among Monterey County's Hispanic Regional Center Consumers
<b>1. What experience does the organization/group have working with the target population?</b>
<p>Special Kids Connect (SKC) supports, advocates for, and collaborates with the Hispanic population in Monterey County through its workshops, outreach events, recreational programming, collaboration with Spanish-speaking support groups, provision of bilingual informational materials (including an English/Spanish resource directory), social media posts, translation assistance, and culturally sensitive one-to-one family support. As Monterey County's Early Start Family Resource Center, SKC has had a satellite office, staffed with bilingual support, in Monterey County's regional center office building since 2012. In F16-17, SKC contracted with the San Andreas Regional Center to provide outreach to the Spanish-speaking communities that make up most of what is known as South Monterey County. It received grant awards from DDS for F17-18 and F18-19 to reduce service disparities for the Spanish-speaking and Hispanic populations in Monterey County through outreach, education and empowerment. SKC is an agency-member of 4 Spanish-speaking special needs family support groups in Monterey County. In addition, for the past two years, SKC has organized monthly Spanish-speaking Mom's Night Out (no-host) dinners, for moms who have children with special needs, at locations that rotate between three South Monterey County cities and Salinas. Special Kids Connect staffs a satellite resource office in Greenfield, CA with a bilingual outreach advocate on Saturdays to support families with transportation challenges and whose work schedules and lives make it difficult for them to seek support during the work week. SKC also offers inclusive recreational programs, targeting youth with special needs from Spanish-speaking families, in South Monterey County, two times a year. While Special Kids Connect is available for any family who has an individual with special needs, it has succeeded in becoming the go-to agency for support among the Spanish-speaking and Hispanic special needs communities in Monterey County.</p>
<b>2 Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</b>
<p>San Andreas Regional Center POS data for F17-18 indicate that Hispanic and Spanish-speaking populations are being underserved in both per capita expenditures and per capita authorizations of services when compared to the White and English-speaking populations, respectively. For the purpose of this grant request, SKC analyzed data for residence type "Home" and ages "3 years and older." Surprisingly, the disparity for ethnicity/race is greater than the disparity for language. Ethnicity/race comparisons indicate per capita expenditures for the Hispanic population are 72% of the White population and per capita authorizations for the Hispanic population are 70.5% of the White population. Language comparisons fare a bit better, but still show a significant gap. Per capital expenditures for the Spanish-speaking population are 83% of the English-speaking population; per capita authorizations for the Spanish-language population are 80% of the English-speaking population.</p>
<b>3. How will your project improve the lives of individuals who have developmental disabilities and/or their families?</b>
<p>This project seeks to increase the utilization of respite support by creating well-developed tools and a formal process for educating Hispanic families on this service. The ultimate goal is to</p>

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encourage its use over the lifetime of care for an individual with a developmental disability. Respite (In-Home) is an important service for caregivers and has been shown to improve the lives of individuals with developmental disabilities and their families in multiple ways. Studies have shown that respite care reduces caregiver levels of stress, “role overload” and depression – especially if “caregivers use it consistently, and for long periods of time.” Studies also show that, to be most effective, respite care needs to match the caregiver’s profile and culture.

Short-term, respite care gives caregivers an emotional and physical break from the 24/7 care of their loved ones who have a developmental disability. It also gives a caregiver opportunities to accomplish tasks that would otherwise be impossible if their dependant was with them. Those who utilize respite report that this service gives them time to exercise self-care, to visit their own doctors and dentists, to shop for groceries, to run errands, and to accomplish household chores, such as wash clothes, prepare dinner and more. Caregivers with more than one child report using respite time to tend to their other children's needs. Lastly, respite offers parents/caregivers opportunities for social engagement outside of the home, countering the physical and emotional isolation that is common for families who have loved ones with disabilities.

Long-term, respite provision has been seen as an important factor in a consumer’s ability to remain under their family’s care, and out of an institutional setting, well into his/her adult years. Institutional care of an individual with a developmental disability should always be a last resort; it reduces a person’s ability to make their own choices and to interact with others. Institutional care facilities structure their operations around staff rotations, rather than the patients’ schedules and preferences. In addition, studies have shown that, when cared for at home, individuals with developmental disabilities see continued development of their daily living skills and a positive growth in their abilities.

(Sources: <https://www.integrityinc.org/3-major-benefits-of-community-based-services-vs-institutional-care/>, [http://www.aucd.org/docs/councils/core/Evidence-Based%20Policy%20Brief\\_1.pdf](http://www.aucd.org/docs/councils/core/Evidence-Based%20Policy%20Brief_1.pdf))

#### **4. How will this project assist to implement the RC recommendations and plan to promote equity and reduce disparities?**

This project aligns directly with the San Andreas Regional Center’s recommendations and plans to promote equity and reduce disparities through increasing the “number/percent of adults living in family homes” by continuing to “identify and disseminate information regarding generic, community and regional center resources.” SARC also seeks to “increase outreach to minority/under-served populations to increase awareness and use of services.” As mentioned above, early and consistent use of respite services has been shown to result in the likelihood that a consumer can remain in a family’s home well into adulthood. By formalizing the respite orientation process, providing culturally-relevant informational tools, meeting with families as they come out of intake, following up with those same families 30 to 60 days after intake, and reaching out to underserved families who have been long-time regional center consumers with this same information, Special Kids Connect will assist the regional center in reaching its goals and recommendations.

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**5. How is the proposed project unique or different from a current disparity grant funded effort (e.g., strategies, activities, goals) in the proposed catchment area? If the project is similar to a current disparity grant funded effort, how will the proposed project expand on the current effort?**

This proposed project is different from the current disparity-funded efforts in the San Andreas Regional Center / Monterey County catchment area in that it is a curriculum development project that is focused on the utilization of one service: in-home respite care. Special Kids Connect's current efforts in Monterey County toward Education, Empowerment, and Self-advocacy among the county's Hispanic community will continue through 8/30/20. A component of that project has been to provide educational workshops on a wide range of topics, one of which has been "Understanding & Utilizing Respite." This new project supports the same under-served population with a laser-focus on respite utilization. By the end of the F19-20 grant period, SKC plans to have developed a culturally-relevant, family-centered education model that addresses Hispanic families' hurdles in understanding and using this service.

**6. How did your organization collect input from the community and/or target population to design the project?**

Over 90% of SARC's Monterey County families, 65% of which are Hispanic, are eligible for respite care. In aggregate data previously provided by the San Andreas Regional Center for underutilized services, respite care was the service most underutilized by Hispanic families with open POSs. Results from SKC's conversations with these families and workshops surveys revealed the following factors contribute to its underuse: (a) lack of understanding of what the term respite ("respiro," in Spanish) means, what the service is about, and why they would ever wish to use it ("My service coordinator might have brought it up, but I didn't understand what it was for."), (b) supposition that respite is a "one-size fits all" service (i.e., they were not aware they had FMS and agency options), (c) mistaken belief that, under FMS respite, an eligible friend/family member would have to travel to San Jose for respite care training and certification, (d) lack of agency providers in remote geographic areas and a lack of agency providers who speak Spanish, (e) no timely follow-up from an under-staffed respite agency, (f) complicated and overwhelming amount of paperwork for FMS respite authorization and use (Note: Some agencies require that all paperwork be submitted online, making this nearly impossible for families without computer access.), (g) no follow-up from an FMS provider to a submitted application that has been stalled in-process, (h) resisting the notion that anyone else could, or should, care for their family member other than themselves, and (i) no appreciation for the lifetime value of the consistent use of respite over time.

Many families report that they do not remember respite being discussed at their intake meeting. While respite is offered to almost every consumer's family at intake, families of school-age children (which make up the majority of intake cases) report only hearing that all of their services are to come from their child's school district, until he or she graduates. When parents/family members of consumers are asked directly, in a post-workshop survey, if having a video or print materials would have helped them better understand this service, the universal answer is "YES."

## FY 2019/20 DISPARITY FUNDS PROGRAM PROJECT INFORMATION

One final important note: SKC has witnessed that the majority of underserved families do not take notes during meetings or consultations. For many, it is a literacy issue. However, even when a family is fully literate in the language spoken in a meeting, the idea of writing down critical information that may be important for future reference does not seem to occur to them. Many are passive receivers of the information being discussed. When asked if they understand what is being offered, families are quick to nod “yes.” They are handed important paperwork which goes into one large pile and is never sifted through again. A significant number of our underserved families, especially those who are native Spanish-speakers, cannot even identify a copy of their child’s IPP in their stack of paperwork. It is not an overstatement to observe that all of the documents looks the same to them. Without distinctive, physical tools that can be easily identified and accessed for reference, they arrive home with more questions than answers. And, whether due to embarrassment of their lack of knowledge, cultural norms preventing them from exercising opportunities to question an established authority, or simply being so overwhelmed that they don’t know where to begin, these families will not reach back out for help.

Special Kids Connect has found that the most effective way to support and encourage action on the part of these families is to provide them with (a) colorful, image-filled culturally-relevant print materials that can be read and/or easily understood by all, even those with limited to no reading skills, (b) informational videos that can be easily accessed when families are ready to learn (or re-learn) about important topics, and (c) follow-up with families in a caring, supportive way that builds their confidence, empathetically acknowledges the overwhelming nature of their journey, and recognizes the individuality of their circumstances so that they do not feel that their child is just a UCI number in a government-run system of social service support.

### **7. Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project.**

The goal of this project is to have well-developed tools and a system that will have been tested and approved by the regional center for educating families on the topic of in-home respite. SKC will begin this project by forming a Respite Advisory Committee, which will include stakeholders who have a vested interest in seeing this project succeed. Stakeholders will include the San Andreas Regional Center, parents of Hispanic consumers who are loyal to supporting others within their culture, and respite agency personnel. As tools are developed, care will be taken to ensure that all stakeholders see value in those tools and will be interested in ensuring their longevity.

SKC will play an integral part of the implementation of these tools by providing monthly respite orientation workshops for SARC families coming out of intake. Discussions with the San Andreas Regional Center’s executive team regarding this project have indicated that, pending a successful implementation through this grant period, they will continue to partner with Special Kids Connect as the facilitating agency for monthly workshops. Special Kids Connect will continue its collaborations with Spanish-speaking parent-led family support groups and other agencies who support Hispanic families to highlight the benefits of respite and to address respite questions/concerns, insuring needs are addressed quickly and efficiently.

**FY 2019/20 DISPARITY FUNDS PROGRAM  
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In addition, Special Kids Connect has developed close ties with SARC-vendored FMS and agency respite providers who serve Monterey County. As agencies' respective policies, paperwork, or capabilities change, SKC will adjust its communication to Monterey County families, accordingly.

Finally, SKC will continue to use social media outlets, community resource fairs, and its own outreach events to promote and encourage the use of respite, to address cultural hurdles or misconceptions about its use, and, whenever possible, to promote employment opportunities in the field of respite with home care agencies that serve Monterey County families.

**Attachment C – For easier reading**

**YEAR 1 GOAL: To create a respite education / orientation program that explains in-home respite service options and encourages participation by the Hispanic community.**

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What will be Measured?	What is the Target for this Measure	Quarter Data will be reported (check all that apply)
Establish a Respite Advisory Committee and develop a calendar for regular meeting dates/times/locations through 5/31/21.	<input checked="" type="checkbox"/> 3/1/20-6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21	Project Coordinator will form a voluntary Respite Advisory Committee, comprised of key regional center personnel (including at least one service coordinator who currently serves both Hispanic and Spanish-speaking consumers over the age of 3 years), parents of consumers who are representative of the Hispanic & native-Spanish speaking communities, and respite vendor agency staff to support the development of this initiative. The committee will meet monthly, initially, and be brought in to provide input and feedback throughout the project. A meeting calendar will be developed and will indicate dates/times/locations and options for committee members to participate remotely, if needed. This is an activity that will not have a measure.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/1/20 – 6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21
RFP developed and distributed for the photography and videography components of this project.	<input checked="" type="checkbox"/> 3/1/20-6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21	Project Coordinator will develop and distribute an RFP to professional videographers/photographers for the work needed on this project. This is an activity that will not have a measure.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/1/20 – 6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21



<p>Develop Key Communication Objectives for all Marketing Collateral</p>	<p><input type="checkbox"/> 3/1/20-6/30/20  <input checked="" type="checkbox"/> 7/1/20 – 9/30/20  <input type="checkbox"/> 10/1/20 – 12/31/20  <input type="checkbox"/> 1/1/21 – 3/31/21</p>	<p>Project Coordinator will work with the Respite Advisory Committee to identify key communication points for orientation packet, printed brochures &amp; video presentations. This is an activity that will not have a measure.</p>	<p><input type="checkbox"/> Count  <input type="checkbox"/> POS  <input type="checkbox"/> Pre/post survey/assessment  <input type="checkbox"/> Stakeholder feedback  <input type="checkbox"/> Materials Developed  <input type="checkbox"/> Other: Please describe:  <input type="checkbox"/> Not applicable</p>			<p><input type="checkbox"/> 3/1/20 – 6/30/20  <input type="checkbox"/> 7/1/20 – 9/30/20  <input type="checkbox"/> 10/1/20 – 12/31/20  <input type="checkbox"/> 1/1/21 – 3/31/21</p>
<p>Respite Orientation Packet development</p>	<p><input type="checkbox"/> 3/1/20-6/30/20  <input checked="" type="checkbox"/> 7/1/20 – 9/30/20  <input type="checkbox"/> 10/1/20 – 12/31/20  <input type="checkbox"/> 1/1/21 – 3/31/21</p>	<p>With the Respite Advisory Committee, the Project Coordinator will oversee the development of a Respite Orientation Packet, intended for families at respite orientation workshops. It is expected that the packet will include, at minimum, the following (in both English and Spanish): (a) Formal slide presentation explaining respite, its options (FMS/Agency) and how respite can (and should not) be used, (b) FAQ sheet with answers to questions such as, "How can I get additional respite hours authorized for my child?", (c) Forms required for various respite options, (d) Phone numbers / contact information of respite agencies serving Monterey County, (e) Ideas for finding a provider of FMS respite, (f) Checklist of how to screen and interview a respite care candidate, (g) Checklist of information to provide a care provider who accepts the responsibility of looking after their consumer, (h) Sample of a Purchase of Service Authorization</p>	<p><input type="checkbox"/> Count  <input type="checkbox"/> POS  <input type="checkbox"/> Pre/post survey/assessment  <input type="checkbox"/> Stakeholder feedback  <input type="checkbox"/> Materials Developed  <input type="checkbox"/> Other: Please describe:  <input type="checkbox"/> Not applicable</p>			<p><input type="checkbox"/> 3/1/20 – 6/30/20  <input type="checkbox"/> 7/1/20 – 9/30/20  <input type="checkbox"/> 10/1/20 – 12/31/20  <input type="checkbox"/> 1/1/21 – 3/31/21</p>

		form, annotated with descriptions (in Spanish and English) of the fields a consumer's family needs to understand for using respite, (i) Tri-fold, colorful, image-filled "What is Respite" brochure that can stand alone (i.e., outside of the orientation packet) and be given to a consumer's family at their intake meeting or can be distributed to the families of regional center consumers throughout the year. This is an activity that will not have a measure.				
Identify Videographer / Photographer & develop "Is Respite for Me?" (working title) video for use in workshops and online placement at SpecialKidsConnect.org .	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21	Using input from the Respite Advisory Committee, the Project Coordinator will work with the videographer to develop two informational videos for families (one in Spanish; one in English) that explains respite and will include testimonials from parents/caregivers, as well as respite care providers and other professionals as determined by the committee. Objectives will be: (1) Defining respite, (2) Explaining the different types of respite, (3) Communicating the importance of self-care, (4) Explaining a family's next steps. Concept to completion is expected to be a 12 week process. Once completed, survey questions will be developed to the orientation to measure the	<input type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe: <input type="checkbox"/> Not applicable	Video effectiveness in explaining and encouraging the use of respite.	80% of video viewers will state the video was effective in explaining and encouraging their use of respite.	<input type="checkbox"/> 3/1/20 – 6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21

		video's effectiveness at workshops.				
Develop workshop schedule	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21	Project Coordinator will develop a workshop schedule with locations, dates, and times. Note: This schedule will be developed for 3-month periods to allow for modifications, as needed, throughout the year. This is an activity that will not have a measure.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/1/20 – 6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21
Service Coordinator Presentation	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21	Project Coordinator will present orientation opportunities and process to SCs. Explain consumer family options and provide printed copies of respite orientation workshop schedules, "What is respite?" brochure. This is an activity that will not have a measure.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/1/20 – 6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21
Consumer Family Orientation Workshops	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21	Project Coordinator will submit pre- and post-tests to DDS for approval. Respite Outreach Advocates will begin bilingual respite orientation workshops in September 2020, for new regional center families coming out of intake and Early Start and current regional center families.	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe: <input type="checkbox"/> Not applicable	(1) Number of workshops conducted, (2) Number of attendees at each, (3) Effectiveness of the training provided	<p>Avg. of 2 bilingual workshops per month, at different days/times/locations in Monterey County.</p> <p>5 families will attend a respite training each month.</p> <p>100% of training attendees will have an increased understanding of respite and their options.</p> <p>50% will express an intention to utilize respite within the next 12 months.</p>	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21
FMS Respite Paperwork Assistance	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21	Respite Outreach Advocates will meet with families interested in completing and submitting	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback	Number of families assisted.	4 families per quarter will receive assistance on FMS paperwork.	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21

		the paperwork necessary for FMS respite.	<input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe <input type="checkbox"/> Not applicable			
National Caregivers Month Promotion	<input type="checkbox"/> 3/1/20-6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input type="checkbox"/> 1/1/21 – 3/31/21	<p>Project coordinator will develop and implement a marketing campaign for “National Caregivers Month (November) as an opportunity for a social media tie-in to promote the effective use of respite care by (a) recognizing the heroic, tireless work of family caregivers, (b) promoting the contribution of self-care to being a more effective parent/primary caregiver, and (c) sharing positive stories of respite providers who love their job.</p> <p>Respite Outreach Advocates will support this campaign through promotion at parent support groups, resource fairs and educational conferences throughout the month. SKC will also partner with local agency respite providers to help promote employment opportunities. This is an activity that will not have a measure.</p>	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/1/20-6/30/20
Outreach to Hispanic Families	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21	<p>Respite Outreach Advocates will promote respite services for SARC consumers at community fairs, family support groups and SARC-sponsored educational conferences.</p>	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe <input type="checkbox"/> Not applicable	Number of events attended per quarter.	6 events per quarter	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21
Orientation follow-up with families.	<input type="checkbox"/> 3/1/20-6/30/20 <input checked="" type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21	<p>Respite Outreach Advocates will follow up with families after 30 and before 60 days of their attending an orientation. Record their progress with respite services. Identify</p>	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input checked="" type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials Developed <input type="checkbox"/> Other: Please describe	Feedback on successes and hurdles will be recorded.	80% of families who attended an orientation workshop will be reachable / respond to follow-up within	<input type="checkbox"/> 3/1/20-6/30/20 <input type="checkbox"/> 7/1/20 – 9/30/20 <input checked="" type="checkbox"/> 10/1/20 – 12/31/20 <input checked="" type="checkbox"/> 1/1/21 – 3/31/21 <input checked="" type="checkbox"/> 4/1/21 – 6/30/21

		successes and record challenges/hurdles.	<input type="checkbox"/> Not applicable		60 days of their orientation meeting.	
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**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

**Year 1 Goal:** To create a respite education / orientation program that explains in-home respite service options and encourages participation by the Hispanic community.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
Establish a Respite Advisory Committee and develop a calendar for regular meeting dates/times /locations through 5/31/21.	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	Project Coordinator will form a voluntary Respite Advisory Committee, comprised of key regional center personnel (including at least one service coordinator who currently serves both Hispanic and Spanish-speaking consumers	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		over the age of 3 years), parents of consumers who are representative of the Hispanic & native-Spanish speaking communities, and respite vendor agency staff to support the development of this initiative. The committee will meet monthly, initially, and be brought in to provide				

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		input and feedback throughout the project. A meeting calendar will be developed and will indicate dates/times/ locations and options for committee members to participate remotely, if needed. This is an activity that will not have a measure.				
RFP developed and distributed for the	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020	Project Coordinator will develop and distribute an	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020



**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
photography and videography components of this project.	<input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	RFP to professional videographers/photographers for the work needed on this project. This is an activity that will not have a measure.	<input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21
Develop Key Communication Objectives for all Marketing Collateral	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	Project Coordinator will work with the Respite Advisory Committee to identify key communication points for orientation packet, printed brochures &	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		video presentations. This is an activity that will not have a measure.				
Respite Orientation Packet development	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	With the Respite Advisory Committee, the Project Coordinator will oversee the development of a Respite Orientation Packet, intended for families at respite orientation workshops. It is expected that the packet will	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		include, at minimum, the following (in both English and Spanish): (a) Formal slide presentation explaining respite, its options (FMS/Agency) and how respite can (and should not) be used, (b) FAQ sheet with answers to questions such as, "How can I get additional respite hours				

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		authorized for my child?”, (c) Forms required for various respite options, (d) Phone numbers / contact information of respite agencies serving Monterey County, (e) Ideas for finding a provider of FMS respite, (f) Checklist of how to screen and interview a respite care candidate,				

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		(g) Checklist of information to provide a care provider who accepts the responsibility of looking after their consumer, (h) Sample of a Purchase of Service Authorization form, annotated with descriptions (in Spanish and English)				

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

**Year 2 Goal (if different from Year 1 Goal):**

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

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**Year 1 Goal:** To create a respite education / orientation program that explains in-home respite service options and encourages participation by the Hispanic community in Monterey County.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
Identify Videographer / Photographer & develop “Is Respite for Me?” (working title) video for use in workshops and online placement at SpecialKidsConnect.org	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	Using input from the Respite Advisory Committee, the Project Coordinator will work with the videographer to develop two informational videos for families (one in Spanish; one in English) that explains respite and will include testimonials from	<input type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21



**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		parents/care givers, as well as respite care providers and other professionals as determined by the committee. Objectives will be: (1) Defining respite, (2) Explaining the different types of respite, (3) Communicating the importance of self-care, (4) Explaining a family's next steps. Concept to				

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		completion is expected to be a 12 week process. Once completed, survey questions will be developed to the orientation to measure the video's effectiveness at workshops.				
Develop workshop schedule	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Project Coordinator will develop a workshop schedule with locations, dates, and times. Note: This	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		schedule will be developed for 3-month periods to allow for modifications, as needed, throughout the year. This is an activity that will not have a measure.	<input type="checkbox"/> Not applicable			
Service Coordinator Presentation	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	Project Coordinator will present orientation opportunities and process to SCs. Explain consumer family options and provide	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		printed copies of respite orientation workshop schedules, "What is respite?" brochure. This is an activity that will not have a measure.				
Consumer Family Orientation Workshops	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Project Coordinator will submit pre- and post- tests to DDS for approval. Respite Outreach Advocates will begin bilingual respite orientation workshops	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	(1) Number of workshops conducted, (2) Number of attendees at each, (3) Effectiveness of the training provided	Avg. of 2 bilingual workshops per month, at different days/times/locations in Monterey County.  5 families will attend a respite training each month.  100% of training attendees will have an increased understanding of	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		in September 2020, tailored to meet the needs of new regional center families coming out of intake and Early Start. (Note: Workshops will be promoted and offered to ANY family interested in attending.)			respite and their options.  50% will express an intention to utilize respite within the next 12 months.	

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

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**Year 2 Goal (if different from Year 1 Goal):**

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22

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**Year 1 Goal:** To create a respite education program that explains in-home respite service options and encourages participation by the Hispanic Community in Monterey County.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
FMS Respite Paperwork Assistance	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Respite Outreach Advocates will meet with families interested in completing and submitting the paperwork necessary for FMS respite.	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Number of families assisted.	4 families per quarter will receive assistance on FMS paperwork.	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21
National Caregivers Month Promotion	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	Project coordinator will develop and implement a marketing campaign for “National	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21



**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		Caregivers Month (November) as an opportunity for a social media tie-in to promote the effective use of respite care by (a) recognizing the heroic, tireless work of family caregivers, (b) promoting the contribution of self-care to being a more effective parent/primary caregiver,	<input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		and (c) sharing positive stories of respite providers who love their job. Respite Outreach Advocates will support this campaign through promotion at parent support groups, resource fairs and educational conferences throughout the month. SKC will also partner with local				

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		agency respite providers to help promote employment opportunities. This is an activity that will not have a measure.				
Outreach to Hispanic Families	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Respite Outreach Advocates will promote respite services for SARC consumers at community fairs, family support groups and SARC-sponsored	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Number of events attended per quarter.	6 events per quarter	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		educational conferences				
Orientation follow-up with families.	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Respite Outreach Advocates will follow up with families after 30 and before 60 days of their attending an orientation. Record their progress with respite services. Identify successes and record challenges/hurdles.	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input checked="" type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Feedback on successes and hurdles will be recorded.	80% of families who attended an orientation workshop will be reachable / respond to follow-up within 60 days of their orientation meeting.	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

**Year 2 Goal (if different from Year 1 Goal):** This is a 1-year project that begins June 1, 2020 and ends 5/31/21. All activities taking place or being reported on from 1/21/21 - 3/31/21 will also be taking place in the next quarter up through 5/31/21. They are repeated here, for clarity.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
Respite Orientation Workshops	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22	Respite Outreach Advocates will conduct bilingual respite workshops for families new to the regional center and for current regional center families.	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Number of workshops conducted, Number of attendees, Effectiveness of training	Avg. of 2 bilingual workshops per month, at different days/times/locations in Monterey County.  5 families will attend a respite training each month.  100% of training attendees will have an increased understanding of respite and their options.  50% will express an intention to utilize respite within the next 12 months.	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
FMS Respite Paperwork Assistance	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22	Respite Outreach Advocates will meet with families interested in completing and submitting the paperwork necessary for FMS respite.	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Number of families assisted.	4 families per quarter will receive assistance on FMS paperwork.	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
Outreach to Hispanic Families	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22	Respite Outreach Advocates will promote respite services for SARC consumers at community fairs, family support groups and SARC-	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Number of events attended per quarter.	6 events per quarter	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES**

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		sponsored educational conferences				
Orientation follow-up with families.	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22	Respite Outreach Advocates will follow up with families after 30 and before 60 days of their attending an orientation. Record their progress with respite services. Identify successes and record challenges/hurdles.	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input checked="" type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Feedback on successes and hurdles will be recorded.	80% of families who attended an orientation workshop will be reachable / respond to follow-up within 60 days of their orientation meeting.	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22

**Disparity Funds Program  
SERVICE BUDGET (ATTACHMENT D-1)**

**Applicant Name and Address**  
 Open Road Learning - Low Budget Rd., Suite 200, Monterey,  
 CA 93940 ~ Respite Education & Orientation Program to  
 Increase Respite (In-Home) Service Utilization Among  
 Monterey County's Hispanic Regional Center Consumers)

Line No.	PERSONNEL-Salary and Benefits		Year 1 Annual Budget			Year 2 Annual Budget		
			Annual Salary	Annual FTE to Disparity Grant (Percentage)	Annual Cost to Disparity Grant	Annual Salary	Annual FTE to Disparity Grant (Percentage)	Annual Cost to Disparity Grant
1	Name: Lori Luzader Title/Position: Project Coordinator	<input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$75,000.00	15%	\$11,250.00			
2	Benefits: 35%		\$26,250.00	15%	\$3,937.50			
3	Name: Laura Camberos Title/Position: Project Assistant / Respite Outreach Advocate	<input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$41,600.00	26%	\$10,816.00			
4	Benefits: 34%		\$14,144.00	26%	\$3,677.44			
5	Name: Jose Hernandez Title/Position: Respite Outreach Advocate	<input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$37,440.00	23%	\$8,611.20			
6	Benefits: 26%		\$9,734.40	23%	\$2,190.24			
7	Name: Title/Position:	<input type="checkbox"/> Existing Position <input type="checkbox"/> New Position						
8	Benefits:							
9	Name: Title/Position:	<input type="checkbox"/> Existing Position <input type="checkbox"/> New Position						
10	Benefits:							
11	Name: Title/Position:	<input type="checkbox"/> Existing Position <input type="checkbox"/> New Position						
12	Benefits:							
13	Name: Title/Position:	<input type="checkbox"/> Existing Position <input type="checkbox"/> New Position						
14	Benefits:							
15	Name: Title/Position:	<input type="checkbox"/> Existing Position <input type="checkbox"/> New Position						
	Benefits:							
<b>Personnel Subtotal</b>					\$40,482.38			
<b>OPERATING EXPENSES</b>								
16	Orientation packets				\$6,200.00			
17	Video Development & Photography				\$7,500.00			
18	Workshop supplies				\$360.00			
19	Mileage				\$730.00			
20	Website Development for video addition				\$500.00			
21	Marketing & Advertising				\$675.00			
22								
23								
24								
<b>Operating Subtotal</b>					\$15,965.00			
<b>ADMINISTRATIVE/INDIRECT COSTS</b>								
25	Rent & Utilities				\$2,600.00			
26	General liability insurance				\$960.00			
27	Accounting & Payroll services				\$3,200.00			
28	Telephone & Internet				\$1,440.00			
29	Office supplies & Software fees				\$266.62			
30								
<b>Administrative/Indirect Cost Subtotal</b>					\$8,466.62			
<b>TOTAL (rounded to nearest dollar)</b>					\$64,914.00			

Project Total

\$64,914.00



**PROJECT BUDGET NARRATIVE WORKSHEET**

The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment D-1).

<b>Organization Name</b>
Special Kids Connect
<b>Project Title</b>
Respite Education & Orientation Program to Increase Respite (In-Home) Service Utilization Among Monterey County's Hispanic Regional Center Consumers
<b>Project Duration (start and end date)</b>
<b>Start Date:</b> 6/01/2020 <b>End Date:</b> 5/31/2020 <b>Number of Months:</b> 12

**Salary/Wages and Benefits**

<b>Line Number</b>	<b>Line Item</b>	<b>Description of Position Duties and FTE Allocation for Title/Position AND Description of Benefits</b>
1	Title/Position: Project Coordinator	Recruits advisory committee members, sets meeting agendas, leads committee, develops RFP and awards contract for videography/photography, develops layout for print materials, develops orientation packet, develops pre/post-tests. establishes workshop dates/locations/times, manages public access to materials via website and social media posts, develops and distributes flyers for workshops, analyzes pre- and post-workshop data to make revisions in orientation content, as needed.
2	Benefits: Project Coordinator	35% covers payroll taxes, health benefits
3	Title/Position: Project Asst / Respite Outreach Advocate	Collects workshop RSVPs, manages workshop data collection and entry, orders materials, assembles orientation packets, prints pre- and post-surveys, supports translation of materials, promotes respite utilization at community events / parent support groups, conducts workshops in English/Spanish, provides follow-up with attendees, coordinates consumer care with service coordinators/respite agencies as needed and documents all touch points with families in their pursuit of respite care. Provides one-to-one support to assist families in FMS respite vendorization and for provider applications. This position is needed for the final 9 months of the grant at 35%. This is equivalent to 26% of this position's annual FTE.
4	Benefits: Project Asst / Respite Outreach Advocate	34% covers payroll taxes, health benefits
5	Title/Position: Respite Outreach Advocate	Supports translation of materials, promotes respite utilization at community events / parent support groups, conducts workshops in English/Spanish, provides follow-up with each attendee, coordinates consumer care with service coordinators/respite agencies as needed and documents all touch points with families in their pursuit of respite care. Provides one-to-one support to assist families in FMS respite vendorization and for provider applications. This position is needed for the final 9 months of the grant at 30%. This is equivalent to 23% of this position's FTE.

**PROJECT BUDGET NARRATIVE WORKSHEET**

The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment D-1).

Line Number	Line Item	Description of Position Duties and FTE Allocation for Title/Position AND Description of Benefits
6	Benefits: Respite Outreach Advocate	26% covers payroll taxes, health benefits
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	

**Operating Expenses**

Line Number	Line Item	Description
16	Tri-fold Brochures & Orientation packets for workshop attendees and for Service Coordinator & Agency reference	Cost includes: (a) 2500 Brochures for distribution by service coordinators, at workshops and at community events (\$1000 to print 1250 tri-fold brochures in English & 1250 in Spanish), (b) 200 labeled presentation folders for respite orientation packets (200 at \$1 each), and (c) contents of each orientation packet to include approximately 100 printed pages as follows: Vendor Code 465 packets in English & Spanish (18 pages each), FMS provider applications (31 pages each), copy of bilingual presentation slides (20 pages each), provider checklists and other information as desired by the Respite Advisory Committee (100 pages/packet x \$0.25/page avg for combination of color & black and white), pre- and post-surveys. Total cost for contents = \$25/packet x 200 packets = \$5000. Total cost for the above is (a) \$1000 + (b) \$200 + (c) \$5000 = \$6200.
17	Video Development & Photography	Videography of 10 to 15 minute video (English & Spanish) and high quality images for brochure development.
18	Workshop supplies	Nametags, sign-in sheets, water/snacks, pens for 18 workshops at approximate cost of \$20/workshop
19	Mileage	2 workshop presenters needed (for simultaneous bilingual translation) at each workshop. Two workshops per month. Average reimbursable (non-commute) mileage is 35 miles/presenter/workshop x 2 workshops/month x 2 presenters x 9 months x \$0.58/mile.
20	Website development for video addition	Creation of new website section to allow for access to video content (Estimated 5 hours development work x \$100/hour.)
21	Marketing & Advertising	Flyer production for upcoming workshops, social media ads for upcoming workshops. Flyers: 2 sided (one side English, the other Spanish), full-color \$0.75 per 2-sided sheet, 100 sheets/month x 9 months = \$675.

**PROJECT BUDGET NARRATIVE WORKSHEET**

The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment D-1).

Line Number	Line Item	Description

**Administrative/Indirect Costs**

Line Number	Line Item	Description
25	Rent & Utilities	Rent, utilities allocation (0.64 avg FTE staff with project and 4 FTE staff in total) - Billing for 16% of cost
26	General Liability Insurance	Insurance for organization's operations which provides certificates of liability for workshop location hosts. Does NOT include professional liability coverage. (0.64 avg FTE staff with project and 4 FTE staff in total) - Billing for 16% of cost
27	Accounting & Payroll services	Outside contract fees for billing, tax and payroll services. (0.64 avg FTE staff with project and 4 FTE staff in total) - Billing for 16% of cost
28	Telephone & Internet	Monthly telephone and internet fees (0.64 avg FTE staff with project and 4 FTE staff in total) - Billing for 16% of cost
29	Office supplies & Software fees	Annual cost for office supplies not allocated to a specific project, but for general operations. Fees cover quarterly service contract for printer, web hosting, Microsoft Office software and Adobe Suite subscriptions. (0.64 avg FTE staff with project and 4 FTE staff in total) - Billing for 16% of cost