

## FY 2019/20 DISPARITY FUNDS PROGRAM COVER PAGE

**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)

Please check the box that describes your organization		
<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

  

a. Name of organization/Group	b. Date
Community Gatepath	09/26/2019
c. Primary contact (Name)	
Carol Elliott	
d. Mailing address	
350 Twin Dolphin Drive, Suite 123 Redwood City, CA 94065	
e. Primary e-mail address	f. Primary phone number
celliott@gatepath.org	650-704-4380
g. Secondary contact email address	h. Secondary contact phone number
kmalhotra@gatepath.org	650-259-0157
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.	
<p>Gatepath is a nonprofit organization that has been a cornerstone of our community for more than 99 years, providing a lifespan of support services to individuals with special needs and developmental disabilities. Our mission is to empower people with special needs to achieve their full potential through innovative, inclusive programs and community partnerships. With educational, therapeutic, vocational and family support services, we are distinctive in providing support to an individual throughout his or her lifetime. Gatepath has had a DDS Disparity Grant since FY2017-18 with successful outcomes, including increased number of Hispanic families receiving information, referrals to services and support for their child with special needs.</p>	
j. If you check the CBO box, describe how your organization meets the definition of a CBO.	
<p>Gatepath is a 501(c)(3) nonprofit organization that is representative of and advocates for children and adults with developmental disabilities in San Mateo County and Santa Clara County. With 13 locations across two counties, we have a strong local presence and understand the needs of individuals in our community. The Gatepath board of directors and committees include parents of children and adults with special needs, and adults who have developmental disabilities. From the direct services we provide to our advocacy efforts that help individuals get the services they need, everything we do drives us towards our vision of a world where people of all abilities are accepted, respected and included.</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 your 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> 17-C12	
<b>b. Project Title:</b> Outreach and support services reaching underserved East Palo Alto and Spanish-speaking families	
<b>c1. Start Date:</b> 1/1/2018	<b>c2. End Date:</b> 12/31/2019
<b>d. Total Project Duration (in months):</b> 24	

### Fiscal Information

Fiscal Year (FY)	e. Awarded*	f. Expended
FY 2016/17	e1. \$	f1. \$
FY 2017/18	e2. \$ 289,649	f2. \$ 62,755
FY 2018/19	e3. \$	f3. \$ 226,894
<b>Total</b>	<b>e4. \$ 289,649 (e1 + e2 + e3)</b>	<b>f4. \$ 289,649 (f1 + f2 + f3)</b>
<b>g. Amount Remaining (e4 – f4): \$ 0</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>	780(2yrs)
<b>i. Actual number of individuals impacted by the project and why it is higher or lower than the proposed number.</b>	618 to date. We still have 6 months left in our grant period. We are slightly ahead of schedule of our proposed target numbers due to relationships we have built with the provider community that has resulted in increased referrals to our services
<b>j. RC(s) in the project catchment area(s)</b>	GGRC
<b>k. List the city(ies) your project has served:</b>	All of San Mateo County with a special focus on South County & Coastside Cities (East Palo Alto, Redwood City, Menlo Park, Half Moon Bay, Pacifica, Montara, Pescadero)

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<b>l. List the county(ies) your project has served:</b>	San Mateo County
<b>m. If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) served*:</b>	NA
<b>n. Provide a detailed explanation of project activities to date. What has the project accomplished to date?</b>	
<p>From Q1 to present, we have accomplished the following:</p> <ul style="list-style-type: none"> <li>- We have hired and on-boarded 3 different bi-lingual coordinators and 1 English-speaking coordinator (hiring and retention in the Bay Area are very challenging right now).</li> <li>- Our organization has been consistently performing outreach in East Palo Alto to the Spanish-speaking community to raise visibility, as well as build trust in our programs, to build personal connections with families, and to inform families of children with special needs of supportive programming available, support groups, workshops, etc.</li> <li>- Gatepath has been performing outreach to providers in East Palo Alto to build relationships and map resources.</li> <li>- We have been maintaining all family case information in a centralized database.</li> <li>- We are continuing to hold support groups, workshops, and 1:1 individual parent support and navigation assistance for Spanish-speaking families of children with special needs.</li> <li>- Our organization has been performing in-depth evaluations of our family workshops and annual surveys of families.</li> <li>- We have conducted developmental screenings using ASQ to identify Hispanic children at risk for developmental delays and assisted families with referrals to Golden Gate Regional Center for further assessment.</li> <li>- Gatepath has been performing general support through our warm line, as well as more intensive care coordination for Hispanic families who have a child identified with a concern. This includes referrals to Early Start and Lanterman services, referrals to School District Special Education, assessments, and other services as appropriate based on child and family needs. We've also been supporting families with other needs that impact their ability to access services, such as eligibility for SSI, meeting basic needs, referrals to mental health services, and general systems navigation support.</li> </ul> <p>Below are additional activities by quarter:</p> <p>Q1: Signed a lease for space for two staff to work out of the Renaissance Center in East Palo Alto. This location was chosen because it is centrally located and across the street from the Ravenswood Health Center, making it highly accessible for families.</p> <p>Q2: Established MOU with Ravenswood Health Center (a Federally Qualified Health Center in East Palo Alto) to co-locate a bi-lingual coordinator on-site one day per week so that providers can do warm handoffs with families to receive support services.</p> <p>Q2: Established relationship with YMCA of East Palo Alto for space to hold support groups and provide childcare.</p> <p>Q3: Expanded Tu y Yo developmental child/parent support group to East Palo Alto.</p> <p>Q6: Completed an MOU with The Primary School (a CBO in East Palo Alto) to co-locate existing staff one day per week at their service hub for children ages 0-3.</p>	

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Q6: Invited by Institute for Human and Social Development (a CBO in East Palo Alto) to co-locate our staff one day per week at their preschool site. Negotiations are currently in process to finalize this agreement.

While we are implementing all of the activities we set out in our previous grant, the communities we serve experience significant cultural and socio-economic barriers so it takes time to build trust and establish changes that will have a long-term impact.

**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.**

Our staff has made significant and meaningful progress in developing trusting relationships with the Hispanic community in East Palo Alto as well as the Coastsides areas. These relationships have resulted in increased referrals to our services, which allows us to reach more and more families as time goes on and families become familiar with our services then start to refer other families they know to us.

The average number of documented interactions per family is roughly 10, and it is very typical for these relationships between a family and staff member to last 2-6 months, demonstrating the long-term trust our staff develops with families and also reflecting the complex needs these families face. Families frequently face many barriers navigating the system of care, and sometimes have a difficult time trusting the system and being willing to engage with it. Our staff's approach is to engage families in a parent-led process that (1) allows them to express their concerns and needs for their family, (2) helps them understand services available to their child and the importance of early intervention, and (3) ensures the parent feels supported and capable in making decisions about their child. Through these trusted relationships we were able to share information with families about Regional Center services, the assessment process, systems navigation, and more.

Our organization has formed formal and informal community partnerships with the following: MOU with Ravenswood Health Center for co-location of space; MOU with The Primary School for co-location of staff; MOU with East Palo Alto YMCA for the use of space for support groups and childcare. We are also a member of the 0-3 provider hub at The Little Blue House in East Palo Alto, which convenes providers in East Palo Alto monthly at a centralized space with the goal of increasing connection between and awareness of services for children 0-3 in East Palo Alto so that families can more easily access services.

Compared to our baseline data before we started the DDS Disparity grant activities, we have gone from serving 0 families annually in East Palo Alto to serving 89 families last year (79 of which are Hispanic), our number of Hispanic families served countywide annually has increased 66%, and our number of mono-lingual Spanish-speaking families served countywide annually has increased 55%. Based on survey data, nearly 100% of Spanish-speaking families felt supported and increased their knowledge of services and resources for their child. Having dedicated positions that target outreach to the Hispanic population has had a tremendous impact on reaching these families.

According to GGRC POS data, the number of Hispanic consumers ages birth to age two increased from 522 in FY2015-16 to 646 in FY2017-18.

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Much of the impact of our work is qualitative, and we have attached two success stories to demonstrate our impact in addition to more detailed quantitative outcome data (keeping in mind that this data is only through the end of last quarter and we still have two more quarters in our current grant period).

**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.**

Our primary objective is parent support and education to increase their ability to successfully navigate the Regional Center and access services for their child, with specific emphasis on addressing the disparity among Hispanic and Spanish-speaking families. Our activities specifically dedicated to time spent on Regional Center POS occur within the much larger context of the family's journey to identification and the family's needs that go beyond the needs of their child. Therefore, our engagement with the family covers a much longer and broader spectrum: identifying children with delays through developmental screening; referrals to Early Start and Lanterman services; supporting parents as they transition to School District services; support to help parents understand the assessment process; building understanding of the Regional Center system and services, connecting families to services both for their children as well as services that may impact the family's basic needs, mental health, etc and cause barriers to purchasing services for their children; provide emotional support to reduce feelings of isolation; and provide practical training about the system of care. None of this can happen without developing trusting relationships with families and providers in communities that are traditionally underserved, as evidenced by the POS disparity.

The more we work in the Hispanic community, the more defined the range and complexity of needs of this community becomes to us. It is clear that there is an ongoing need to support Spanish-speaking and Hispanic parents - most of which are entirely unfamiliar with the Regional Center system and many of whom have a general mistrust of public systems due to immigration concerns - in a culturally sensitive and relevant way with resources to navigate the system of care and access services for their children with special needs and delays. In this upcoming grant cycle, we are proposing a multi-pronged approach to meet this goal that continues and builds on the work we accomplished in the current grant period:

(1) Focus our parent training on increasing knowledge of the Regional Center system and services. Targeting Hispanic families whose children are referred to GGRC, we will support parents to understand the breadth of services that are available through the Regional Center, how to request services, and how services may change depending on the evolving needs of their child. Collaborating with the Cultural Diversity specialist at GGRC, we have identified specific topics to target through a series of quarterly trainings, and we will also incorporate other topics related to accessing RC services as identified by parents in real time. We have learned from parents that their lack of understanding about services such as OT and ABA prevents them from requesting it and/or pursuing it when authorized by their POS. We believe that by increasing parents' knowledge and understanding of the RC system/services and how to advocate for their child that this will result in a net increase in overall POS.

(2) Continue to provide ongoing 1:1 parent support in order to help families meet their varied needs, many of which cause barriers to accessing POS for their children.

(3) Develop a "My Child's Binder" system in English and Spanish for all families referred to GGRC so that they can centralize and organize the varied documents relating to their child's needs, and also filled with information about Regional Center services. Reducing

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confusion and time lost due to missing paperwork can contribute to parents' mental well-being and also avoid lapses in POS opportunities.

While we are successfully meeting our current DDS Disparity grant deliverables, the reason we do not consider this program completed during the current grant cycle is that this is an ongoing need due to the opacity of the system of care and the ongoing complexity of need that Hispanic and Spanish-speaking families face which continues to lead to barriers in accessing services for their children. The challenges of funding and hiring in the Bay Area has led to understaffing at our Regional Center, which further reduces the capacity of the RC to support families' systems navigation issues and complex needs. We have a very strong partnership with our RC and their outstanding staff, and see ourselves as complementary supports to the services they provide. We make many referrals to them for Early Start and Lanterman services, and they refer many families to us for help and support navigating the system of care and finding services to address their ongoing needs.

For many of our Spanish-speaking families, the needs they face beyond those of their child with a special need directly impact their capacity and ability to access services for their child. Some of the most common barriers we see are mental health, housing, immigration, government services, and other basic needs. Our family-centered approach understands that the child's needs occur in the context of the whole family, and we see repeatedly in our work that if the family's larger needs are not met it can continue to cause barriers that impact a family's ability to access services for their child. Some of these examples are illustrated in our attached success stories.

One of the lessons we have learned is around our support groups, which we have found challenging to gain traction with. Low participation may be due in part to stigma around seeking support as well as the time constraints that parents face. This has led us to reframe our support groups as parent wellness activities with the goal of appealing to parents' desires to maintain their own health so that they can successfully support the needs of their child. This supports parent success and builds their capacity to meet the needs of their child.

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

We anticipate a seamless transition into the 2019/20 program year since this is largely a continuation and refinement of our current successful DDS Disparity program grant. Our staffing and community relationships are already in place. For communities that are traditionally underserved, there is a very high investment of time required to develop trusting relationships with both providers and families so that we can be successful in our community-based work. During the past two years we have successfully built these relationships and established our credibility and reliability in these communities.

This is evidenced by the demand for our services from both individuals and other providers. In the past few months, we have had two different early learning providers who serve predominately Hispanic and Spanish-speaking families request that we co-locate our staff at their facilities (similar to the co-location pilot we began in the early stages of the current DDS Disparity Grant at the Ravenswood clinic that successfully continued to today) so that we can connect with and serve families at their site. This is exactly the kind of person-centered approach we seek - meeting families where they are. We feel that now we are at the stage at

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which we can really leverage those relationships to go deeper in our work and reach even more families.

With our staff already in place and our existing relationship with the GGRC Cultural Diversity Specialist, we plan to start work on developing a training series in the first quarter of the grant, and begin training our first cohort at the end of the first quarter or beginning of the second quarter. The training series will expand on our current work by focusing specifically on RC services. Evaluations after each training will help us track whether this is helping us meet our goal of 80% of participating families indicating that the training increased their knowledge of Regional Center services and their ability to advocate for their child.

We are also shifting our focus in this new grant request to fund exclusively Spanish-English bi-lingual staff so that we can increase our capacity to meet the need in these predominantly Spanish-speaking communities. We have identified pockets of the Coastsides region, such as the Moonridge area, as having high concentrations of Hispanic children who are underserved. By shifting our funding to exclusively bi-lingual positions, we will be able to add these areas to our target and increase the reach there

Ultimately, we hope that building a cadre of informed parents will begin to have an organic impact where families can get a basic level of this kind of information through their informal networks of support. We are also hopeful that the recent launch of Help Me Grow San Mateo County, which offers developmental information for families as well as screening and care coordination, will ultimately be a trusted portal that can grow to support the ongoing needs of Spanish-speaking families in this area.

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

<b>a. Project title</b>	Outreach and support services reaching underserved East Palo Alto, Coastside and Spanish-speaking families
<b>b. Total amount requested</b>	\$278,520.47
<b>c. Projected number of individuals impacted</b>	1220/2yrs
<b>d. Duration of project (months)</b>	24 months    Start date: 3/1/2020    End date: 3/30/2022
<b>e. RC(s) in the project catchment area(s)</b>	GGRC
<b>f. List the city(ies) your project proposes to serve:</b>	Entire county with emphasis on: East Palo Alto, Half Moon Bay, Redwood City, Menlo Park, Pacifica
<b>g. List the county(ies) your project proposes to serve:</b>	San Mateo 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>	N/A
<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>		
Select your <u>one primary</u> project type.	Select your <u>one secondary</u> project type (if applicable).	Select your <u>one tertiary</u> project type (if applicable).
<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 type="checkbox"/> <b>Parent education</b> (online or in person trainings, workshops, etc.) <input checked="" 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"/> Translation <input type="checkbox"/> Outreach <input type="checkbox"/> Workforce capacity <input checked="" type="checkbox"/> Parent education <input type="checkbox"/> Promotora <input type="checkbox"/> Family/ consumer support services	<input type="checkbox"/> Translation <input checked="" type="checkbox"/> Outreach <input type="checkbox"/> Workforce capacity <input type="checkbox"/> Parent education <input type="checkbox"/> Promotora <input type="checkbox"/> Family/ consumer support services
<b>l. Target Population (Race/Ethnicity)</b>		
Select all groups the project will serve	Proposed Number of Individuals Impacted by the Primary Project Type	
<input checked="" type="checkbox"/> African American	5	
<input type="checkbox"/> Cambodian		
<input type="checkbox"/> Chinese		
<input type="checkbox"/> Filipino		
<input checked="" type="checkbox"/> Hispanic	700	
<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 checked="" type="checkbox"/> Other (list): Multiracial / Asian	40 / 85	
<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): English
<b>n. Target Population: Age Group (select all groups the project will serve)</b>		
<input checked="" type="checkbox"/> Birth up to Three (Early Start) <input checked="" type="checkbox"/> Three to Five <input checked="" type="checkbox"/> Three to 21	<input type="checkbox"/> 16 to 21 <input 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):** Kim Malhotra

**Organization:** Community Gatepath

**Signature:** Kim Malhotra **Date:** 3/6/20

**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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Project title
Outreach and support services reaching underserved East Palo Alto, Coastsides areas, and Spanish speaking families.
1. What experience does the organization/group have working with the target population?
<p>Gatepath's sole mission is to support children and adults with special needs and developmental disabilities to achieve their potential. We have a strong relationship with GGRC, which refers families and consumers to our organization. We also work with GGRC to identify and address community needs. In addition to direct services for individuals with developmental disabilities, Gatepath has a Family Resource Center (FRC) that is dedicated to improving the quality of life for hundreds of children with special needs throughout San Mateo County by providing information about the system of care and support for their families, caregivers and service providers. For 40 years, the FRC has provided training, parent-to-parent support, outreach, information and referral services to families of children with special needs and disabilities, and the professionals who serve them. FRC services also include support groups, early identification screening, parent mentors, warm line support, parent and professional training/education workshops, and assistive technology support. Our FRC staff are all parents of children with special needs, which gives them a unique understanding of families' needs.</p> <p>In addition, we continually shift our services in response to community needs. Three years ago, we enhanced our program design to include a community-based programming model in order to reach underserved communities based on what we identified as gaps in our service data. We first expanded to East Palo Alto and then to Half Moon Bay, ultimately opening two satellite offices at central locations in these cities. These communities each have large Hispanic populations, so we made it a priority to hire staff who live in or have existing connections with these communities. Bilingual FRC staff are available at each location, and all staff has access to the 24-hour Language Line for real-time translation for any language need. For the past two years, our staff has been building trusting relationships with families of children with special needs, particularly Hispanic families, by providing 1:1 parent-to-parent support, parent training, and support groups. Parents learn of our services through our own outreach, through referrals to us from other providers, and through warm handoffs of families whose child has been identified through one of our developmental screening programs.</p> <p>One of our goals is to build culture and knowledge among providers and families that universal developmental screening is essential. This will increase early identification of special needs and timely utilization of regional center services. When families suspect or first learn about their child's disability, the FRC staff is there to provide critical support, resources, and personalized care for each family, ensuring they can access the most appropriate resources.</p> <p>The FRC's programs use evidence-based practices, such as the Ages and Stages Questionnaire for universal developmental screening to increase early identification of special needs. Other evidence-based strategies include a single point-of-entry into the service system; coordination of care and delivery of services; recognizing the holistic needs of the family (especially low-income families); parent-to-parent support; and using innovative, collaborative, and multidisciplinary approaches to improve outcomes. We base our program model on establishing strong</p>

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interpersonal relationships with families and providing tailored services. Staff must understand the unique needs of the families they serve and be able to deliver information in a culturally-relevant manner. These aspects form the core of the FRC program, which allows staff to provide transformative services for families and children with special needs.

### **2 Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.**

The target population is Spanish-speaking families with children who are at risk for a developmental delay, who have been referred to GGRC for assessment, and/or who have been identified with a special need. Through this project, we aim to reach 1,220 individuals (over 2 years), some of whom will utilize multiple aspects of our services. We are focusing on families and children because of the significant potential to improve long-term outcomes when disabilities are identified and addressed at an early age; GGRC also reports that the utilization rate for services is lowest among children from birth to age 2, inclusive. Within this population, Hispanic families are the largest group and have the second-lowest utilization rate at 59.5% among any population with more than 5 consumers ages birth to age 2; the only group with a lower utilization rate is African American consumers, of which there were only 46, compared to 646 Hispanic consumers. Furthermore, the utilization rate among Spanish-speaking families is only 59.8%, which is the lowest utilization rate among any population with 10 or more consumers ages birth to 2 years.

Our geographic focus is San Mateo County, with emphasis on the City of East Palo Alto and Coastsides areas. For Coastsides, services are limited due to these communities being geographically isolated from more densely populated areas on the Peninsula, and there is a large population of Hispanic families. For example, in the Coastsides town of Half Moon Bay, 28.3% of the population is Hispanic or Latino. Some of the key demographics of East Palo Alto that affect the community's unique needs and contribute to them being currently underserved include:

- 64% of the population is Hispanic or Latino
- 39% of the population is age 21 or under
- 40% of family households are led by single parents
- Almost 19% of families live in poverty; the median household income is only 55% of the median household income in San Mateo County
- 74% of East Palo Alto citizens are speakers of a non-English language, the most common of which is Spanish; 56% of the overall population of East Palo Alto are native Spanish speakers
- 34% are not a citizen.

For many underserved populations, including Spanish-speaking and low-income families, there is cultural mistrust of a "system" of care in which families must provide sensitive information. There is also a general lack of knowledge about how to utilize systems of care; thus, many underserved families rely on informal (family, friends, and community) networks of support. There can also be a lack of understanding about disabilities and feelings of denial that their child is experiencing challenges. In addition, these families are overwhelmed with a variety of needs - housing, immigration, food insecurity, employment, and other basic needs - that often take priority and

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affect their ability to utilize services. These factors intersect in complex ways to act as barriers to families in accessing POS.

Gatepath has leveraged funding from First 5 San Mateo County to provide developmental screenings.

### **3. How will your project improve the lives of individuals who have developmental disabilities and/or their families?**

This program will improve the lives of individuals with developmental disabilities and their families by increasing their knowledge of how to access the Regional Center system/services, by increasing their ability to advocate for services for their child with a disability, and by decreasing feelings of isolation and stigma (a common barrier to accessing services).

A core element of our project will be increasing Hispanic parents' knowledge of GGRC services and the navigation process so that they are able to better access fully utilize the POS for their child. We have multiple approaches to this:

- Develop a parent binder so that parents can keep track of and organize important documents and information relating to their child with a special need, with a designated section on GGRC services. Versions will be available in both English and Spanish. All parents who receive a referral to GGRC will receive this binder, as well as an invitation to training on how to use the binder effectively. This strategy will have a short-term impact of supporting families to organize their paperwork, saving them time and energy, so they can be better prepared to more quickly and easily access RC services. It will also give them a tool to use throughout their child's life.
- Develop a quarterly parent training series, in collaboration with the Cultural Diversity Specialist at GGRC, to increase parent awareness of services available to their child through GGRC. All families of children who receive a referral to GGRC through both our developmental screening process as well as through FRC outreach will receive an invitation to attend these quarterly trainings. Topics which our staff and the Cultural Diversity Specialist have identified for the training include: Overview of Early Start & Lanterman Referral Process, Respite Services, Occupational Therapy, and ABA. However, the topics might shift depending on the expressed needs of the families at the time. The training will be provided in both English and Spanish, with childcare available. This will have short- and long-term impacts. By informing parents of services available and offering time to ask questions, they will be able to access and more fully utilize their child's POS today and in the future as their child's needs change.
- Ongoing 1:1 parent support is an important companion activity to support the ongoing needs and questions of families as they navigate the Regional Center system, as well as to help families meet other competing needs that can present as barriers to accessing Regional Center services. Providing referrals to GGRC along with care coordination encourages a higher utilization rate. Although our FRC staff focuses on supporting children's optimal development, they understand the varied needs of families that can distract from their ability to support their child fully. Therefore, in addition to providing resources directly tied to developmental services, FRC staff makes referrals and provides emotional support to address the breadth of issues some

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families face. Assisting families with fulfilling their basic needs helps get them to a place where they can engage in regional center services. Our staff is even available to attend meetings with families and other service providers to encourage utilization. The short-term impact is that families have a support system and knowledgeable advocate that helps them meet their family's needs and access regional center services. The long-term impact is that family's have a solid emotional foundation and knowledge base for supporting the lifelong needs of their child.

To improve the lives of underserved families, we will continue to leverage our countywide developmental screening program to ensure early identification of special needs and utilization of regional center services, particularly among Spanish-speaking families. We will also conduct targeted outreach to Spanish-speaking families and residents of East Palo Alto and Coastsides areas. The FRC services will target families who are raising a child with special needs, making them feel less alone and more included in their community.

In order to meet the evolving needs of families, our FRC Coordinators receive continuous ongoing training about Early Start, IDEA, Medi-Cal, family engagement, and community-based services. The FRC understands that no two family's needs are alike and encourages families to select specific workshop and support group topics that work for them. There have been many new programs that have been put into practice as a result of the parent requests.

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

A key takeaway of the GGRC POS Data Meeting in 2018 is that the data shows differences in funding and use of POS by race/ethnicity. The Hispanic population is the second fastest growing population at GGRC and has the lowest rate of POS authorizations and expenditures, according to the 2019 POS Annual Report for GGRC. Some of the barriers that we have identified with Hispanic families through our direct service work are (1) lack of knowledge of the Regional Center system and how to navigate it, (2) competing needs that take priority such as basic needs, (3) families not following up on referrals to the Regional Center system for a variety of reasons, and (4) staff capacity issues at the Regional Center.

Our programs take a multi-pronged approach to address these barriers. First, we place a priority on hiring bi-lingual, bi-cultural staff, and hire from within the local community whenever possible. More than 70% of our FRC staff are bi-lingual; we also offer interpreters, and Language Line translation services in over 240 different languages that help reduce disparities and promote equity within the communities we serve. Translation services and hiring bi-lingual staff are also part of GGRC's plans and priorities. This helps create trusted relationships that can overcome barriers, as is demonstrated in one of our success stories. Second, we meet families where they are by embedding these staff directly in communities with high Hispanic populations. We have satellite offices in Half Moon Bay and East Palo Alto so that our staff is on the ground, easily accessible to families. And thirdly, we have the staff capacity and experience to deliver information through a variety of programming that helps families navigate not only the Regional Center system but also addresses competing needs such food, housing, immigration, SSI, etc. that are often prioritized due to the family's need to meet their basic needs first.

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This project very closely aligns with one of the recommendations in the GGRC POS report to "continue using Cultural Brokers to bridge the gap between the regional center and Latino/Asian communities."

In this report, another one of GGRC's identified strategies is increased partnerships with Community Based Organizations (e.g., Family Resource Centers). While this grant application is not a formal partnership, it is the result of an ongoing informal partnership and strong practical working relationship between our FRC and GGRC. Our FRC staff, including the coordinators funded by the DDS Disparity grant, meet regularly with GGRC's social workers, GGRC's Cultural Diversity Specialist, and GGRC's leadership to discuss outreach to underserved communities, strategies for reaching hard-to-reach families, systems navigation issues that families face and other barriers. The direct service, community-based, family-centered work of our bi-lingual coordinators helps to create the trusted relationships that assist families in identifying children with delays and connecting them to assessments, as well as address barriers to accessing services for their child.

This project addresses many of the issues shared by the public in the GGRC POS Annual Report Meetings over the past 2 years. These include: "recognize that different cultures approach advocacy and self-advocacy differently - educate those receiving services and seek to understand the cultural values of those receiving services", "look for opportunities with existing service providers to serve as 'ambassadors'", "parents may not talk about the needs of their child and they don't know there are services available to support those needs", "lack of trust/find ways to build trust is almost impossible with social workers/caseload ratios so high", "lack of confidence that GGRC is able to reach individuals in underserved communities is possible when the ratio is so high", "most individuals/families do not understand the Medicaid system", "To make the system work for you, one must be a very strong advocate; there is a huge need for education to families, so they know how to navigate within the regional center system."

The FRC has strategies to address disparities that include providing 1) education and assistance with systems navigation, 2) peer resource sharing, 3) warm line support, 4) developmental screenings, 5) referrals to services (including basic needs), and 6) care coordination and proactive follow-up with families. Resources will be offered in English and Spanish to serve the community better.

**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?**

Our proposed project is unique in the proposed catchment area. Although GGRC has a DDS grant as well, their strategies are targeted towards increasing general awareness and person-centered planning. For example, GGRC has worked to translate and provide easy to understand materials, host an annual Spanish language specific conference, and use radio broadcasting to increase awareness of GGRC services. Our strategies are carried out on a more granular hands-

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on level, with day-to-day grassroots outreach and connection with families, targeted training on the Regional Center System, and supporting families in individualized and culturally appropriate ways over longer periods of time to meet the needs that present as barriers to POS. These two approaches mutually reinforce each other.

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

Our FRC hires bi-lingual staff who are from the local community and who are parents of children with special needs. We also utilize a language line and translation services. Staff are also trained in cultural sensitivity and humility. This helps us be culturally and linguistically responsive to community needs.

Gatepath's FRC has a track record of adapting to the specific needs of the community, in part due to having our staff embedded in communities. For example, we are adept at utilizing informal networks and peer support to reach families whose cultural barriers might prevent them from requesting services and exercising their rights. In addition, all families, but especially those who are low-income, benefit from conveniently located services with free childcare; we offer support groups and workshops at locations in the community rather than requiring families come to our office, and we also provide free childcare to remove barriers to participation.

FRC support group and workshop topics are selected by parent consensus, and new programs have been implemented as a result of parent requests. Gatepath is working on expanding our reach in East Palo Alto and Coastsides areas in San Mateo County. We have recently established relationships with the following community partners: San Mateo Family Health Services (Pre-3 Nursing, East Palo Alto Mental Health, Black Infant Health), CORA, Ravenswood Family Medical Center, The Primary School, Boys & Girls Club of East Palo Alto, Oxford High School, New Creation Home Ministries, and Ravenswood School District. In addition, we have started a community needs assessment. During meetings with East Palo Alto families, the following were initially identified as topics of interest: wellness and self-care, bullying prevention, IEP information, and support, educating about special needs and learning from the East Palo Alto Police Department. Our goal is to understand all the barriers to accessing services because many factors influence whether families are willing and able to fully utilize the services available to their child.

We also participated in a community event in East Palo Alto through our partnership with The Primary School that collected feedback from families and providers about how to better serve families of children 0-3. The feedback supported the strategies we are implementing. For example, trusted relationships and connections to other families and providers are powerful; families also build relationships with other families through programs. "Boots on the ground" to make referrals and prepare families to navigate the system of care is important. Some of the challenges identified include: families hear the message of importance of early identification then they wait for services due to a shortage of providers; families thinking intervention isn't necessary because children are resilient and will bounce back; our systems serve children in isolation from



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the rest of the family's needs. And a key opportunity area is to co-locate programs to reduce the need for parents to travel to multiple locations.

**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.**

Gatepath believes in building longstanding, trusting relationships within all our communities both with families and with providers. With our combination of strong community relationships and local knowledge, we understand the needs of families and how to best serve them. When we build trust in the community we serve, the families will share their knowledge and experiences about our programs and services with other families.

Many of our partnerships have started small and have resulted in substantial growth due to the value created by our programs. For example, one of our developmental programs had a presence in a clinic we had partnered with for years. Eventually, the clinic had that developmental program built into the budgets of five other clinics due to the high value that the services provided. Gatepath leverages these community relationships and collaborative partnerships with local organizations to continue addressing disparities within communities. Our strategies enable us to deliver our services to families more effectively and create a stronger community presence that promotes a more inclusive environment.

Our FRC staff is under the umbrella of Family Support Services offered by Gatepath. Two other services provided within the department include Watch Me Grow and Help Me Grow; these are both countywide efforts that are designed to support systems change and collaboration. We will bring the lessons learned from this Disparity Grant project to these systems change efforts to increase understanding of diverse communities and their needs. Furthermore, the work will provide a model for our organization to continually improve our programs and outreach efforts to ensure everyone in our community has access to the services they need. For example, the work of our Family Support Services team to have more materials available in Spanish and to translate the FRC website have inspired our other direct service programs to look at what resources they can provide in Spanish as well.

**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:** 80% of GGRC consumers responding to evaluation survey will indicate that the training and support they received from the FRC increased their knowledge of and ability to access Regional Center Services.

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)
1. Staff will develop curriculum for family training series on Regional Center Services	<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	Bi-lingual coordinators , WMG/FRC Program Manager	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input checked="" type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	powerpoint presentations, handouts	4 powerpoint presentations, 4 sets of handouts as applicable	<input checked="" 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
2. Families of children referred to GGRC will be invited to quarterly trainings on navigating and accessing Regional	<input checked="" 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	Bi-lingual coordinators	<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	# trainings, # of families invited, # of families attending	4 trainings, 100 Hispanic families invited, 40 Hispanic families attend	<input checked="" 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)
Center Services						
3. Families will report after receiving the training and/or binder that they increased their understanding of GGRC services and how to advocate for their child	<input checked="" 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	Bi-lingual coordinators	<input 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	A post survey will measure family's self-reported increase in understanding of GGRC services and ability to advocate for their child.	80% will report increase in understanding of GGRC services 80% will report increase in ability to advocate for their child	<input checked="" 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
4. Staff will coordinate logistics for training, including childcare	<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	Bi-lingual coordinators	<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)
			<input type="checkbox"/> Other: PLEASE DESCRIBE:  <input checked="" type="checkbox"/> Not applicable			

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

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**Year 1 Goal: Continued**

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)
5. Provide 1:1 navigation support to Hispanic parents of children with special needs through phone line and warm handoffs at co-located sites	<input checked="" 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	Bi-lingual Coordinator s	<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	# of unique parents, # of interactions	- 190 unique parents - 1700 unique interactions	<input checked="" 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
6. Conduct approximately 10 two-hour support groups in East Palo Alto with an average	<input checked="" 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	Bi-lingual Coordinator	<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	# of groups, # of people attending	10 groups, 60 attendees annually	<input checked="" 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

**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)
of 5 attendees each			<input type="checkbox"/> Other: PLEASE DESCRIBE: <input checked="" type="checkbox"/> Not applicable			
7. Conduct outreach to families & providers in target areas and distribute materials in Spanish/English	<input checked="" 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	Bi-lingual Coordinators	<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	# of outreach activities/events, # of people reached, # of materials distributed	60 outreach events/activities 200 people reached 600 materials distributed	<input checked="" 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
8. Families of children referred to GGRC will receive a binder system to organize their child's materials and have access to	<input checked="" 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	Bi-lingual Coordinators	<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	Families of children referred to GGRC will receive a binder system to organize their child's materials and have access to GGRC information	120 Hispanic families	<input checked="" 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

**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)
GGRC information						

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

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**Year 1 Goal: Continued**

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)
9. Staff are trained in cultural sensitivity and humility	<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	WMG/FRC Manager	<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	% of staff trained	100% of staff trained	<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
10. Conduct post-survey annually to gather evaluation data from warmline callers	<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	Bi-lingual coordinators , Director Family Support Services	<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	Satisfaction level with services received	- 90% agree or strongly agree with one or more of the following statements: "I received information from the FRC Coordinator that increased my knowledge of resources and services" "Connecting with a FRC Coordinator	<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)
					increased my feelings of support"	
11. Prepare and submit quarterly reports to DDS	<input checked="" 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	Director Family Support Services	<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 checked="" type="checkbox"/> Not applicable			<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
12. Families will be able to receive services in the language of their choice	<input checked="" 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	Director Family Support Services	<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	% bi-lingual staff, access to Language Line interpretation	70% overall bi-lingual staff, 100% of staff have access to Lanugae Line	<input checked="" 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

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

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**Year 1 Goal: continued**

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)
13. Execute Grant Agreement	<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	Director Family Support Services	<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 checked="" type="checkbox"/> Other: PLEASE DESCRIBE: executed contract <input type="checkbox"/> Not applicable			<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
14. Maintain current co-located sites in 2 East Palo Alto Community locations to facilitate warm handoffs between	<input checked="" 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	WMG/FRC Manager	<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	# of co-located sites	2 sites for co-location on an ongoing basis	<input checked="" 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

**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)
providers and bi-lingual staff						
15. Maintain 1.5 FTE bi-lingual coordinator staffing	<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	WMG/FRC Manager, Director Family Support Services	<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	are the positions filled or not	1.5 FTE is filled	<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
16. Maintain satellite office in Half Moon Bay	<input checked="" 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	Director Family Support Services	<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	# of sites in Half Moon Bay	1 site	<input checked="" 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

**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: Continued**

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)
17. Maintain existing partnerships with 2 or more community-based organizations	<input checked="" 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	WMG/FRC Manager	<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	MOUs	2 MOUs	<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
	<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		<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
	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20- 9/30/2020		<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.*

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

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)
Families of children referred to GGRC will be invited to quarterly trainings on navigating and accessing Regional Center Services	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Bi-lingual coordinators	<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	# trainings, # of families invited, # of families attending	4 trainings, 100 Hispanic families invited, 40 Hispanic families attend	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22
Families will report after receiving the training and/or binder that they increased their understanding of GGRC services and how to	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Bi-lingual coordinators	<input 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	A post survey will measure family's self-reported increase in understanding of GGRC services and ability to advocate for their child.	80% will report increase in understanding of GGRC services 80% will report increase in ability to advocate for their child	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" 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)
advocate for their child						
Staff will coordinate logistics for training, including childcare	<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	Bi-lingual coordinators	<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 checked="" 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

**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):** Same as Year 1

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)
Provide 1:1 navigation support to Hispanic parents of children with special needs through phone line and warm handoffs at co-located sites	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Bi-lingual Coordinator s	<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 checked="" type="checkbox"/> Other: PLEASE DESCRIBE: positions filled <input type="checkbox"/> Not applicable	# of unique parents, # of interactions	- 190 unique parents - 1700 unique interactions	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22
Conduct approximately 10 two-hour support groups in East Palo Alto with an average	<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	Bi-lingual Coordinator	<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	# of groups, # of people attending	10 groups, 60 attendees annually	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" 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)
of 5 attendees each						
Conduct outreach to families & providers in target areas and distribute materials in Spanish/English	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Bi-lingual Coordinator s	<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	# of outreach activities/events, # of people reached, # of materials distributed	60 outreach events/activities 200 people reached 600 materials distributed	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22
Families of children referred to GGRC will receive a binder system to organize their child's materials and have access to GGRC information	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Bi-lingual Coordinator s	<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	Families of children referred to GGRC will receive a binder system to organize their child's materials and have access to GGRC information	120 Hispanic families	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" 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.*

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

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)
Conduct post-survey annually to gather evaluation data from warmline callers	<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	Bi-lingual coordinators , Director Family Support Services	<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	Satisfaction level with services received	- 90% agree or strongly agree with one or more of the following statements: "I received information from the FRC Coordinator that increased my knowledge of resources and services" "Connecting with a FRC Coordinator increased my feelings of support"	<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
Prepare and submit quarterly reports to DDS	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Director Family Support Services	<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 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)
			<input checked="" type="checkbox"/> Not applicable			
Families will be able to receive services in the language of their choice	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21- 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Director Family Support Services	<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	% bi-lingual staff, access to Language Line interpretation	70% overall bi-lingual staff, 100% of staff have access to Lanugae Line	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21- 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" 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**

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)
Execute Grant Agreement	<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	Director Family Support Services	<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 checked="" type="checkbox"/> Other: PLEASE DESCRIBE: executed contract <input type="checkbox"/> Not applicable			<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
Maintain current co-located sites in 2 East Palo Alto Community locations to facilitate warm handoffs between providers	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21- 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	WMG/FRC Manager	<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	# of co-located sites	2 sites for co-location on an ongoing basis	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21- 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" 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)
and bi-lingual staff						
Maintain 1.5 FTE bi-lingual coordinator staffing	<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	WMG/FRC Manager, Director Family Support Services	<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	are the positions filled or not	1.5 FTE is filled	<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
Maintain satellite office in Half Moon Bay	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21- 9/30/2021 <input checked="" type="checkbox"/> 10/01/21- 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Director Family Support Services	<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	# of sites in Half Moon Bay	1 Site	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21- 9/30/2021 <input checked="" type="checkbox"/> 10/01/21- 12/31/2021 <input checked="" 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.*

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

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)
Maintain existing partnerships with 2 or more community-based organizations	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21– 9/30/2021 <input checked="" type="checkbox"/> 10/01/21– 12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	WMG/FRC Manager	<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	MOUs	2 MOUs	<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
	<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 Funds Program**  
**SERVICE BUDGET (ATTACHMENT D-1)**

Applicant Name and Address			Year 1 Annual Budget			Year 2 Annual Budget		
Community Gatepath 350 Twin Dolphin Drive, Suite 123 Redwood City, CA 94065								
Line No.	PERSONNEL-Salary and Benefits		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: TBD Title/Position:Bi-lingual Coordinator	Existing Position New Position						
2	Benefits: 25%		\$50,000.00	75%	\$37,500.00	\$51,500.00	75%	\$38,625.00
3	Name: Erendida Gonzalez Title/Position: Bi-lingual Coordinator	Existing Position New Position						
4	Benefits: 25%		\$50,000.00	75%	\$37,500.00	\$51,500.00	75%	\$38,625.00
5	Name: Marcy Uecker Title/Position: Lead Coordinator	Existing Position New Position						
6	Benefits:14%		\$60,000.00	10%	\$6,000.00	\$68,000.00	10%	\$6,800.00
			\$8,220.00	10%	\$822.00	\$9,520.00	10%	\$952.00
7	Name: Title/Position:	Existing Position New Position						
8	Benefits:							
9	Name: Title/Position:	Existing Position New Position						
10	Benefits:							
11	Name: Title/Position:	Existing Position New Position						
12	Benefits:							
13	Name: Title/Position:	Existing Position New Position						
14	Benefits:							
15	Name: Title/Position:	Existing Position New Position						
	Benefits:							
	<b>Personnel Subtotal</b>				\$100,572.00			\$104,314.50
	<b>OPERATING EXPENSES</b>							
16	Rent				\$6,300.00			\$6,489.00
17	Phone, Computer, Internet				\$2,500.00			\$2,603.19
18	Mileage				<b>\$300.00</b>			<b>\$310.00</b>
19	Supplies				\$1,000.00			\$1,000.00
20	Marketing & Printing				\$1,200.00			\$1,200.00
21	Staff Training				\$1,000.00			\$1,000.00
22	Hospitality (for trainings)				\$800.00			\$800.00
23	Childcare				\$800.00			\$800.00
24								
	<b>Operating Subtotal</b>				\$13,900.00			\$14,202.19
	<b>ADMINISTRATIVE/INDIRECT COSTS</b>							
25	Indirect 15%				<b>\$17,170.80</b>			<b>\$17,777.51</b>
26								
27								
28								
29								
30								
	<b>Administrative/Indirect Cost Subtotal</b>				\$17,170.80			\$17,777.51
	<b>TOTAL (rounded to nearest dollar)</b>				<b>\$131,642.80</b>			<b>\$136,294.20</b>

**MAXIMUM AWARD**

**\$267,937.00**

**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>		
Community Gatepath		
<b>Project Title</b>		
Outreach and support services reaching underserved East Palo Alto and Spanish-speaking families		
<b>Project Duration (start and end date)</b>		
<b>Start Date:</b> 4/1/2020	<b>End Date:</b> 3/30/2022	<b>Number of Months:</b> 24

**Salary/Wages and Benefits**

Line Number	Line Item	Description of Position Duties and FTE Allocation for Title/Position AND Description of Benefits
1	Title/Position: Bi-lingual Coordinator	Provide 1:1 support to parents of children with special needs, deliver parent training and group content, outreach to community
2	Benefits: 25%	Benefits cover payroll taxes, workers compensation, health and welfare, life insurance, disability insurance, voluntary life & accidental death insurance, retirement plan
3	Title/Position: Bi-lingual Coordinator	Provide 1:1 support to parents of children with special needs, deliver parent training and group content, outreach to community
4	Benefits: 25%	Benefits cover payroll taxes, workers compensation, health and welfare, life insurance, disability insurance, voluntary life & accidental death insurance, retirement plan
5	Title/Position: Lead Coordinator	Direct supervision, training and support of Bi-lingual Coordinators
6	Benefits: 14%	Benefits are lower because this position does not qualify for healthcare
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	

**Operating Expenses**

Line Number	Line Item	Description
16	Rent	50% of rent for offices in East Palo Alto (\$500/mo) and Half Moon Bay (\$550/mo)
17	Phone, Computer, Internet	2 cell phones @ \$50/mo; \$1120 annually for OOMA phone service
18	Mileage	\$.575/mi federal reimbursement rate; approx 20 miles per month for 2 staff

**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
19	Supplies	Supplies for binders, trainings and general office supplies (copy paper, printer ink, pens, paper clips, file folders, etc)
20	Marketing & printing	Printing of materials for GGRC navigation, printing of outreach materials, tabling fees at community events, advertising and promotion of services
21	Staff Training	Staff are trained in cultural sensitivity and family-centered practice
22	Hospitality (food & beverage)	\$50 per training (x4 training) and \$20 per support group (x5 support groups); food and beverage has been a proven incentive and increases the number of families who attend.
23	Childcare	\$25 per hour for childcare staff (fingerprinted and passed clearances); childcare is critical to supporting attendance at trainings, especially among low-income families.

**Administrative/Indirect Costs**

Line Number	Line Item	Description
25	Indirect	Human Resources, Accounting, Executive Leadership, Marketing and Fundraising costs to support the project