

**FY 2019/20 DISPARITY FUNDS PROGRAM  
PROJECT INFORMATION**

<b>Project title</b>
Parent Advocacy Mentor (PAM) Program
<b>1. What experience does the organization/group have working with the target population?</b>
SNN has extensive experience working with underserved families affected by developmental disabilities, dating back to 2005 when we launched the organization specifically to serve this target population. Since that time, we have developed and implemented several cutting-edge programs, all of which were created in response to community and population needs. These programs enabled SNN to become one of California's leading disability and social justice nonprofits. We have provided resources and services to more than 20,000 families, built a powerful coalition of 500+ parent advocates, and are often a lead organization on key legislation that provides increased services for individuals with disabilities, including California's insurance laws that now mandate coverage for autism therapies.
<b>2 Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</b>
<p>SNN's target population is families affected by developmental disabilities, specifically impoverished families, families of color, and other marginalized populations that often fall through the cracks. We focus on South Los Angeles, with emphasis on Service Planning Area 6 (Athens, Compton, Crenshaw, Florence, Hyde Park, Lynwood, Paramount, and Watts). This region faces the deepest disparities in care due to socioeconomic and sociodemographic obstacles. At 31%, SPA 6 has the highest poverty rate in Los Angeles County. The county-wide average is 17%. Low-income children are often diagnosed at older ages than their more affluent peers, giving them fewer opportunities for proper intervention and treatment. Additionally, this region is diverse with the highest percentage of African Americans in the area (28% compared to 8.5% city-wide) and Latinos (68% compared to 48% city-wide). African American children are grossly overrepresented among children with special health care needs. In Los Angeles County, 30% of children with special health care needs are African American; however, African American children only make up 12% of children in Los Angeles County.</p> <p>Compounding these obstacles, this region is critically under-resourced. Some families have never even heard of autism, and when they do receive a diagnosis, likely years after their children's peers have been diagnosed, they do not know how to proceed or manage their children's health and educational needs. There are also varying beliefs, values, attitudes, and languages within this community, some of which may present barriers to receiving services.</p>
<b>3. How will your project improve the lives of individuals who have developmental disabilities and/or their families?</b>
SNN has a long and successful history combatting these disparities through our Parent Advocacy Mentor (PAM) Program. We developed the program model ten years ago and since that time we have trained more than 850 parent and professional advocates. They have gone on to support their own children, facilitating life-changing differences in their educational and life outcomes. Additionally, the impact of the program is enhanced because many of those we trained have also been involved in a myriad of successful social service and advocacy campaigns at the local and state level. For example, at least three graduates have created Spanish language

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support and advocacy groups for parents who only speak Spanish and two graduates became parent board members of the South Central Los Angeles Regional Center.

Additionally, countless graduates have engaged in civic engagement activities ranging from letter writing campaigns, marches, demonstrations, public testimony, social media campaigns, and town hall meetings. These activities helped to educate legislators and provide support for the following bills:

- AB1472 (2012) – established Senate Select Committee on autism and related disorders
- SB555 (2013) – Developmental Services: translation of Regional Center IPPs and other services
- SB54 (2017) – Senate Resolution regarding African American Women’s Equal Pay Day
- AB1520 (2017) – Lifting Children & Families Out of Poverty (End Child Poverty campaign)
- AB189 (2019) – Clarification of considered Mandated Reporters for individuals with autism (appropriations approved, pending referral)
- AB194 (2019) – Requesting \$1 billion appropriation for subsidized child care and developmental services (in Committee Hearing process)

During this 12-month project period, SNN intends to engage three cohorts of parents and caregivers in PAM training, totaling at least 100 people. PAM is a comprehensive six-week, 18-hour training program that provides parents and caregivers with the tools and skills necessary to identify symptomatic behaviors associated with developmental disabilities, effectively advocate for their children during and after a diagnosis, and acquire the appropriate care, particularly services that they are entitled to by law. Timely diagnoses and the most constructive and advantageous education and therapies significantly improve the lives of children with disabilities and their families. PAM also teaches parents and caregivers how to mentor other parents, serve as ambassadors for our program and organization, and fight for systemic changes and shifts in California disability laws.

Sessions are as follows: a) Identifying the Early Warning Signs of Developmental and Related Disorders and Understanding Assessment Results; b) Regional Center Overview: Laws, Decision Making, Early Start, Individualized Family Service Plan, and the Lanterman Act; c) Regional Center Purchase of Services (POS) Disparities; d) Individual Education Plans (IEPs); e) When the IEP Process Fails: Mediation and Due Process; f) How to Identify Resources and Navigating Systems of Care. Training is taught by experts in the fields of advocacy, disability rights, and medical intervention and services. Upon completion of the program, each graduate receives an advocate certification and their family joins us for a graduation ceremony.

Our evaluation consistently confirms measurable success and extraordinary impact. Time and time again, we hear inspiring stories, like the story of Mary and her son Krystian. Mary is a single mother who had to unexpectedly move to Los Angeles to care for an ailing parent. Krystian has autism, and coupled with her new responsibilities, she found it difficult to address his needs in a new state and school district. After she faced a major setback in educational support for Krystian, Mary was referred to SNN. It was a turning point in Mary’s life. Through PAM, she found

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community, friendship, and camaraderie at a time when she needed it most. She also gained the competencies necessary to make the best decisions for Krystian. Mary credits PAM with helping her keep Krystian on track and graduating with a diploma. Mary is now acting as a parent mentor and helping to educate and bring hope to others who are in the same situation.

In addition to supporting their own families, graduates have started nonprofit organizations serving disadvantaged families in Compton, Lynwood, and Covina. Others have launched parent support groups and become regional center board members, parent leaders at schools, and committee members on health and disability-focused legislative committees.

Despite the program's success, as well as its ever-growing waiting list and the dire situation in California (13 children diagnosed with autism daily), we have been unable to offer PAM this year. We are currently focused on a DDS-funded program for military families, and do not have the capacity or manpower to run concurrent programs.

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

PAM will educate parents and caregivers about the RC services available, mitigating inequities associated with lack of knowledge and language barriers. Additionally, PAM will develop advocates who will play a critical role in making the issue of disparities a priority for community and policy leaders and foundation funders. They will also take on leadership roles in various nonprofit organizations, governmental commissions and tasks force, advocacy groups, school district governing bodies and parent-led support groups.

#### **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?**

PAM is the only advocacy training program in our catchment. It is further distinguished in the field by its accessibility. To assure no obstacles keep participants from attending PAM training, the program is provided at no-cost. Every three-hour session is held on a Saturday, and includes child care, breakfast, and parking, all provided free of charge. Additionally, the breadth and depth of topics covered is unique in the field. Most participants get involved because they want to be the best possible advocate for their own family. Once they meet their co-participants and learn about core developmental disability issues, they are inspired to do more. They want to help their neighbors, their school districts, and the developmental disability community as a whole.

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

Input from our community and target population has long been a hallmark of our organization. The parents we serve are our greatest resource and an essential element of our model. We harness their power and involve them in our work and decision-making in a number of ways. Throughout the implementation of PAM, parents are encouraged to share their feedback with program instructors in an informal way. This feedback informs programmatic shifts and updates. Our professional evaluator and the internal surveys we conduct are more formal ways of gathering input. Additionally, PAM creates a pipeline of program participants who become

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organizational volunteers. This pipeline inherently ensures we reflect the diverse voice and key interests of our constituency.

SNN also maintains a Parent Advocacy Council (PAC). Members of our PAC provide SNN with advice and counsel on issues related to children, teens, and adults with a range of special needs. Parent leaders attend meetings, conferences, and activities that assist them in becoming active supporters of their children's growth and development. Parents have an opportunity to participate in a range of civic engagement and community events which expand their own education and awareness of today's opportunities and challenges of raising a child with special needs.

**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.**

PAM is an ever-evolving program that is updated often to reflect new strategies, collaborations, and lessons learned. It has also precipitated multiple spin-offs that affect other populations with disparities, including military and homeless families with developmental disabilities.

**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:** Educate and empower parents to effectively advocate for their children; educate and empower parents to serve as peer mentors for other parents and to facilitate change through legislative victories.

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)
Outreach and engagement - in-person meetings, observations, surveys, and interviews with families to assure fit and facilitate enrollment.	<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 type="checkbox"/> 01/01/21 – 3/31/21	Outreach Specialist	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Number of participants enrolled in the training courses	100 people trained	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21
In-class training - six-session, 18-hour training program	<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	Lead Trainer, Assistant Trainer, Child Care	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input checked="" type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed	Number of participants that attends all scheduled classes; if they participate in the stated activities and if they mentor other parents in the region;	100 people trained	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

**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)
delivered in four to five cohorts.			<input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Assessment of participants to determine if the stated goals have been met.		
	<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"/> 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

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

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



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

**Disparity Funds Program  
SERVICE BUDGET (ATTACHMENT D-1)  
Applicant Name and Address**

Special Needs Network - 4401 Crenshaw Blvd., Suite 215 Los Angeles, CA 90043

			Year 1 Annual Budget			Year 2 Annual Budget		
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: Connie Chavarria Title/Position: Program Coordinator <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position		\$52,980.00	50%	\$26,490.00			
2	Benefits: None							
3	Name: Mary Lee Title/Position: Program Coordinator <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position		\$48,000.00	50%	\$24,000.00			
4	Benefits: None							
5	Name: Elonie Collins Title/Position: Outreach and Engagement <input type="checkbox"/> Existing Position <input checked="" type="checkbox"/> New Position		\$30,720.00	75%	\$23,040.00			
6	Benefits: None							
7	Name: Daniel Fausto Title/Position: Director or Communications <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position		\$58,868.83	15%	\$8,830.32			
8	Benefits: None							
9	Name: Title/Position: <input type="checkbox"/> Existing Position <input type="checkbox"/> New Position							
10	Benefits:							
11	Name: Title/Position: <input type="checkbox"/> Existing Position <input type="checkbox"/> New Position							
12	Benefits:							
13	Name: Title/Position: <input type="checkbox"/> Existing Position <input type="checkbox"/> New Position							
14	Benefits:							
15	Name: Title/Position: <input type="checkbox"/> Existing Position <input type="checkbox"/> New Position							
	Benefits:							
<b>Personnel Subtotal</b>					\$82,360.32			
<b>OPERATING EXPENSES</b>								
16	Honoraria				\$14,400.00			
17	Childcare				\$7,200.00			
18	Catering				\$12,000.00			
19	Venue Rental				\$15,000.00			
20	Printing				\$2,100.00			
21	Supplies				\$3,045.00			
22	Translators				\$7,200.00			
23	Translation (Documents)				\$2,000.00			
24								
<b>Operating Subtotal</b>					\$62,945.00			
<b>ADMINISTRATIVE/INDIRECT COSTS</b>								
25								
26								
27								
28	Indirect Cost 15%				\$21,795.80			
29								
30								
<b>Administrative/Indirect Cost Subtotal</b>					\$21,795.80			
<b>TOTAL (rounded to nearest dollar)</b>					<b>\$167,101</b>			

**MAXIMUM BUDGET**

**\$167,101.00**

**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>		
Soocial Needs Network		
<b>Project Title</b>		
Parent Advocacy Mentor (PAM) Program		
<b>Project Duration (start and end date)</b>		
<b>Start Date:</b> 03/01/2020	<b>End Date:</b> 02/28/2021	<b>Number of Months:</b> 12

**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: Program Coordinator	Oversee training and development activities in conformity with the grant program, identify training needs, implement and oversee training programs, and manage training budget; 50% FTE
	Benefits:	None
3	Title/Position: Program Coordinator	Implement delivery of training and organizational development programs, schedule training events, coordinate with instructors, obtain and distribute required instructional materials, and communicate schedules and details; 50% FTE
	Benefits:	None
5	Title/Position: Outreach/Engagment	Research, develop, and implement outreach strategies to increase participation and general knowledge of the program offered under the grant; 75% FTE
	Benefits:	None
7	Title/Position: Director of Communications	Develop and implement communications strategy to make families and caregivers aware of program availability; 15% FTE
	Benefits:	None
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	
	Title/Position:	
	Benefits:	

**Operating Expenses**

Line Number	Line Item	Description
16	Honoraria	Payment to speakers
17	Child care	Supervision and activities for children during training sessions
18	Catering	Food for participants during training sessions
19	Venue rental	Training sites
20	Printing	Outreach and training materials
21	Supplies	Office supplies and materials

**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
22	Translator	On-site translator during training sessions
23	Translation	Translation of training documents

**Administrative/Indirect Costs**

Line Number	Line Item	Description
25		
26		
27		
28	Indirect costs	15% -