

## FY 2019/20 DISPARITY FUNDS PROGRAM

### ATTACHMENT to Attachment A-2 Cover Page

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

##### Project Information

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

##### Project Outcomes and Impacts

From 03/01/2008 to 06/30/2019, Parents Helping Parents (PHP) provided services to achieve the following outcomes.

Workshops: Twelve per year with 192 total Hispanic or Asian attendees

Topics included:

- Understanding Challenging Behavior
- Public Benefits including SSI
- Red Flags and Early Start
- Home-Medical Notebook
- Housing services for Regional Center Clients
- Respite Care Services
- Services for Regional Center Clients with Autism and the ABC of ABA
- Self Determination
- What is an IPP?
- Regional Center and Collaboration with Department of Rehabilitation

PHP provided simultaneous translation for any events that were not presented in Spanish and Vietnamese. We increased the number of Hispanic and Asian families participating in our workshops when we started offering supervised children's activities, a change from the original project design. The average understanding of a topic before the training was 2.4; after the training the average understanding increased to 4.0

1:1 Consultation: 1,177 Hispanic or Asian attendees

Family Resource Center Specialists helped parents to identify RC services that best support their children. The consultations were by phone and in person either at our office or in the community. These consultations resulted in families advocating for their children and requesting regional center POS.

PCT participants: 18 Hispanic attendees

Person Centered Thinking (PCT) training presented in Spanish by a certified trainer using the recently translated curriculum. This is the only PCT training offered in Spanish in Santa Clara County and the only known Spanish offering in Northern California. The parent's understanding before and after the training was assessed using a 1-5 scale of

1 (no knowledge) to 5 (a great deal of knowledge). The average score before the two-day training was 1.88; after the training the average knowledge increased to 3.25.

Conferences: Three per year with 158 total Hispanic or Asian attendees

- The first conference included topics presented in Spanish such as: "Developmental Delays Eligible under the Lanterman Act" and "How to Maximize your IPP".
- Another conference focused on Risk Reduction (how to prevent sexual abuse in people with developmental delays) presented by Nora Baladerian, nationally recognized for her work with victims of abuse who have disabilities.
- The Healing Emotional Trauma conference was presented by Karyn Harvey, PhD. PHP offered simultaneous Spanish translation. Families learned that past trauma may prevent and mimic undesired behavior. They also learned how to approach their child in a trauma informed manner to deescalate the situation.

Before the conference understanding of a topic was 3.4; after the training the average understanding increased to 4.7

Website views: 6,261 for the Spanish and Vietnamese language websites

PHP's website became available in Spanish on August 25, 2018 and in Vietnamese on September 12, 2018. www.php.com offers e-learning webpages where families find videos in Vietnamese and Spanish about topics applicable to their child's needs. Both websites are fully operational and we continue to add more useful information and videos for parents in multiple languages. Parents are more informed when they are able to access the information in their primary language. All of PHP's key trainings and many resources are translated into both languages. We are always in search of new materials in Spanish and Vietnamese to increase online learning for families.

Referrals to regional center to decrease disparity in utilization of POS: 187 referrals of Hispanic or Asian families

PHP has helped to increase the utilization of Regional Center services within Santa Clara County for the Hispanic and Asian communities. Families were referred to OCRA, or the Self-Help Court for Conservatorship to increase their ability to advocate for services provided by the regional center. Part of our guidance is to inform families about other vendors and services to meet their families' needs.

### Success Stories

This is the story of a Hispanic family with a 14 years old boy with Autism and Kabuki syndrome. He has severe behavior problems. Mom has a medical condition herself and needs lots of help with her son. He didn't have services through his regional center (RC) because according to his parents, they could not find a person that wanted to work with him or provide respite services, due to his challenging behavior.

Mom asked the PHP family resource staff to help her request an emergency IPP meeting because her son's RC service coordinator didn't return her calls. Mom and the service coordinator met at PHP's office with one of PHP's trained staff to resolve the situation. The service coordinator offered to support her with a respite provider specializing in kids with behavior needs. The service coordinator also offered two people to work at the same time to provide respite hours, as this better met her son's needs.

The mom was also having a hard time moving around because of her own medical condition. The RC is now paying for the taxis she uses to take her son to his different therapies. The service coordinator offered respite camp for her son and to provide ABA for now until the health insurance kicks in because there are not enough providers in the area and the waiting list is long.

She also needed a dentist that can help her son; he needs total sedation. The service coordinator offered help with the dental service that the RC has at their facility. The mom was also approved more funds to attend two conferences.

Mom was very happy and very thankful for the results of the meeting. She said thanks to the disparity program and all the workshops and conferences provided by PHP, she is learning more about services through the regional center, her son's rights and how to advocate on his behalf.

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Another Hispanic family we worked with had problems getting appropriate services. Their daughter had exited IEP and was not attending school anymore. The family believed the service coordinator refused to update her last IPP and remove the transportation services to school that the Regional Center was paying for and that she did not need anymore. The service was projected to last until 2020 (another 18 months).

Mom was also frustrated because the service coordinator approved 100 hours of respite for the year, but she couldn't use them as there is not a provider suitable for her daughter. She mentioned her daughter was having behavior challenges and had requested support from the regional center but it was not approved.

PHP staff worked with the mom 1:1 teaching her about services through the Lanterman Act. We suggested that the mom call another IPP meeting and request an amendment to use the transportation services for another purpose, like going to a day program since her daughter was out of school. We provided information about Rights Under the Lanterman Act. The mom was able to work with the service coordinator and have a successful result.

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An Asian family wanted to participate in our Transition to Adulthood Conference in February 2019. The family has a 22-year-old daughter who is a regional center client. The mother called the regional center service coordinator to request a POS in December 2018 to cover the cost of her attendance to our conference. One of PHP's Vietnamese speaking staff provided information about the Purchase of Services Standard Policy and highlighted the information for the mom to share with the service coordinator. The service coordinator still wanted the mom to prove that she couldn't pay for the fee. The mom asked PHP's Vietnamese staff to contact the service coordinator to speak on her behalf. As a result, the coordinator authorized the POS for the mom to join the PHP Transition to Adulthood conference in 2019.

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A monolingual Spanish speaking mother called us because her 26-year-old son with intellectual disability was a Regional Center client until he was 18 years old. Mom shared with us that the Regional Center changed his service coordinator to someone who did not speak any Spanish. The mom couldn't communicate with the service coordinator and felt at a loss. Due to the lack of communication, the Regional Center deactivated her son's case. The mom requested 1:1 support to help her better understand her son's rights and to reactivate the case. We helped her to contact the officer of the day and the manager of the previous service coordinator. PHP staff were able to assist her to request a new service coordinator that speaks Spanish.

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

<b>Project title</b>
POS Equalization Effort Expansion
<b>1. What experience does the organization/group have working with the target population?</b>
<p>For more than 43 years, PHP has helped children with special needs receive the resources, love, hope, respect, health care, education, and other services they need to reach their full potential by providing them with strong families, dedicated professionals, and responsive systems to serve them. PHP helps children of all ages and backgrounds who are diagnosed with intellectual disabilities, autism, cerebral palsy, epilepsy, and related conditions.</p> <p>PHP's knowledgeable staff provides parent/professional educational opportunities including specialized training for parents in understanding and working within the special education system, as well as support and direction through our highly sought after mentor parent program. PHP also offers condition and culturally-specific support and information groups and peer counseling; an assistive technology center; on-line services via <a href="http://www.php.com">www.php.com</a>; and a comprehensive Resource Library to address the individual needs of children with special needs and their families.</p> <p>PHP strives to provide culturally-competent services to groups traditionally underserved such as cultural and racial minority groups, low-income families, and those who have limited English-proficiency or disabilities themselves. These services are delivered by PHP's multi-cultural, multi-lingual staff which reflects the rich diversity of Silicon Valley. PHP was recognized for its efforts with a Cultural Competence Works Award from the U.S. Department of Health and Human Services.</p> <p>PHP is recognized as a 501c3 organization by the IRS, is a federally designated Parent Training and Information Center, is a state appointed Family Empowerment Center, is Santa Clara County's family resource center for early intervention, and is a vendor of San Andreas Regional Center (SARC). PHP currently partners with SARC to conduct outreach to Hispanic and Asian communities with the goal of increasing those communities' access to and utilization of services provided by SARC.</p>
<b>2 Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</b>
<p>PHP will target Hispanic, Asian and African American families that continue to be under-represented among regional center consumers compared to their share of POS expenditures. The San Andreas Regional Center Performance Report for Spring 2019 shows that in 2017-2018, 29% of families identified as White and their share of POS expenditures was much greater at 49%. While Hispanic families were 39% of consumers, they had only 26% of POS expenditures. Asian families represent 19% of consumers served, yet their POS expenditures were only 13% of the total.</p> <p>English speakers represent 66% of consumers yet their share of POS expenditures was much higher at 80%. Spanish speakers represent 24% of consumers but their share of POS expenditures was only 12%. Vietnamese speakers were 5% of consumers but only 3% of the POS expenditures. This demonstrates the significant disparity for Hispanic and Asian families, particularly those who do not speak English.</p>

## FY 2019/20 DISPARITY FUNDS PROGRAM PROJECT INFORMATION

In the proposed project, the target population will expand to include African American families. In Santa Clara County according to the US Census they represent 2.8% of the population, yet only 2.0% of SARC clients are African American. This disparity of nearly 150 African American individuals will benefit from the project.

By educating and informing African American, Hispanic and Asian families, we propose to increase the number of individuals with developmental disabilities who are utilizing regional center services.

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

PHP will offer five (5) specific programs in support of this project:

- 1) Staff will offer at least twelve (12) workshops or trainings each year on topics such as understanding disability diagnosis, overview of specific disabilities, transition from IFSP to IPP, respite overview, behavior, and transition to adulthood. These workshops will be held at various locations throughout Santa Clara County. The topics are those that families have expressed an interest in learning more about. They will be presented in English, Spanish, Vietnamese, or via simultaneous interpretation to provide access for all families. Handouts will be translated from English to Spanish and English to Vietnamese for parents to reference after the events. Families who attend will be more educated about the Lanterman Act and how to work more effectively with their service coordinator to request more services thus increasing their POS.
- 2) PHP family resource specialists will offer guidance and individual consultations over the phone and in-person at PHP facilities or in the community to families to identify regional center services that will best support their children. Because of the barriers these families experience, culturally and linguistically competent staff will work 1:1 with each family to gather necessary documentation and successfully complete requests for regional center services. Our experience working with families has shown that even in small groups, these families struggle to complete the paperwork correctly and completely. In order to be successful on their first attempt, individual attention is required. To increase our Hispanic outreach we will partner with the highly regarded CBO, Somos Mayfair, and their proven Promotores program which is focused on using community leaders in personalized outreach activities.
- 3) PHP will aim to improve the quality of life for individuals through a two-day workshop called Person Centered Thinking (PCT) offered to all care providers, direct support professionals, promotores and family members who support people with disabilities, chronic, long term and end of life illnesses. The workshop will be conducted twice per year in Spanish. All materials will be available in English and Spanish. PHP is uniquely qualified to offer PCT training as we have the only Greater San Francisco Bay Area certified Spanish speaking PCT trainer. Attendees will be able to obtain more meaningful, person centered services which will increase POS.
- 4) Two (2) times per year, a major conference will offer families the opportunity to learn from nationally recognized experts. The all day conferences will have simultaneous interpretation and have the handouts translated from English. Families will learn more about specific topics such as challenging behavior, living options, or sexuality in persons with developmental disabilities. Parents will learn how to utilize a POS to fund their conference attendance while their increased understanding of the individual's circumstances as a result of attending the conference will enable increased POS.

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

5) In PHP's newly opened Gilroy office, we will offer assistance to new and potential SARC clients with the intake process. PHP will offer "Regional Center Services Orientation" for new clients. Because the process of becoming a regional center client can take as long as 120 days, PHP will do this orientation as six mini-trainings. PHP staff in Gilroy and San Jose offices will assist the possible new clients with how to prepare for their first meeting with their intake coordinator and orient them to the process. There are approximately 1,100 RC clients in Southern Santa Clara County who can benefit from a local office they can visit. More than 50% of the families with school age children took public transit to the former SARC office in Gilroy. Public transit from Gilroy to San Jose can often take almost two hours, especially difficult when transporting a child with disabilities.

The specific activities and their timing are described in Attachment C - Schedule of Development/Activities.

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

San Andreas Regional Center plans to continue to evaluate the POS expenditures and continue educational outreach to ensure people know their rights and process for requesting services. This project aligns with SARC's educational outreach and desire to help individuals know more about RC services that will meet their needs. In addition, staff from San Andreas Regional Center provided input on the project design.

**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?**

The proposed project builds upon the current efforts to reduce disparities in the Hispanic and Asian populations. In the proposed catchment area, there has been some success in reducing disparities, but a gap still exists. In addition, this project expands the target population to include another under-served population, African Americans.

PHP will continue to work to build trust with families and show them PHP is a safe place to seek help for their children with developmental disabilities. Outreach will include doing even more events in the community, partnering with other agencies serving families in the target populations, and offering more informal opportunities for the parent and child together to connect with PHP.

The proposed project will add additional tactics to reach families. Social media has proven to be effective in reaching families, particularly Hispanic families. In addition to an English language Facebook page, PHP also has a Spanish language Facebook page where we regularly post to nearly 1,500 followers. In the last six months, PHP recorded radio commercials in Spanish that have proved to be effective so this outreach tactic will also be added to the proposed project. In addition, PHP will participate in a Hispanic radio talk show to discuss regional center services and promote the services and training available under the project.

PHP proposes to add group text technology to the project, useful in reminding families of upcoming trainings or 1:1 meetings scheduled with staff. We also propose to reach families via a mailer twice a year using addresses supplied by San Andreas Regional Center.

## FY 2019/20 DISPARITY FUNDS PROGRAM PROJECT INFORMATION

PHP will create twelve 15-minute videos to upload to the PHP websites in Spanish, English (African-American person) and Vietnamese. The videos will focus on topics related to the Lanterman Act (regional center services), prep tools to apply to the regional center services, Welcome to Regional Center Services, Creating an Individual Program Plan, and Adult Services.

The current project added supervised child activities at trainings in order to increase parent participation. Lack of child care resources, both for the child with a disability and for their siblings, prevents parents from participating in adult-focused workshops and conferences. Offering child activities gives the opportunity to more families to participate at our trainings during the current and proposed projects.

PHP recently opened an office in Gilroy, in response to community need. Southern Santa Clara County has a significant population of families with children with disabilities which is currently being underserved. There are over 2,500 students enrolled in Special Education in South County and when you add adults living with special needs, there are likely over 4,000 South County individuals who are underserved. There is no other CBO currently serving South County families who have children with disabilities through a local office presence. PHP's new Gilroy office will expand the availability of services under the proposed project.

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

The community's input is incorporated on a regular basis into PHP's planning and design of all projects, programs and services. Each activity includes an opportunity to provide feedback through evaluation and survey. PHP resource specialists talk with hundreds of parents each month, hearing their concerns, and helping them navigate the systems of care. In addition, PHP conducts a client satisfaction survey every six months and utilizes that information for continuous program improvement. As a result, PHP staff are uniquely able to identify emerging needs and look for solutions. This valuable input helped design the proposed project.

PHP regularly receives input from our community partners who also work with the target populations. We have relationships with Somos Mayfair (Hispanic), ICAN (Vietnamese), Catholic Charities (Hispanic) and Ujima (African American).

### **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.**

PHP has a long history of collaborating with local agencies who also serve the target populations. PHP recognizes that together we can achieve more to address disparities and help families to access the services they need for their children.

PHP will partner with SOMOS Mayfair through their Promotoras Model for help with: 1. Enhancing the cultural accessibility of the curriculum; 2. Community outreach; 3. Supervised activities for children during workshops. SOMOS Mayfair is a grassroots organization with over 22 years of experience supporting low income families with children in East San Jose. Over the years, SOMOS has evolved into an organization that complements direct services with community organizing. SOMOS uses a unique model to train, support, and coach Promotores (community workers) to take ownership of their neighborhood in order to catalyze significant gains in community development, educational success, and economic opportunity. Their mission is to



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

support children, organize families, and connects neighbors to uplift the dreams, power, and leadership of community, and to address systemic inequities.

PHP will also build on our existing relationship with ICAN, an organization based in Milpitas focused on serving the Vietnamese American Community since 2000 by engaging families to help their children become successful and caring leaders in society. PHP will offer quarterly public benefit workshops in Vietnamese at ICAN's office in East San Jose and ICAN will help promote the workshops to the Vietnamese American community.

Working in partnership with organizations such as Ujima and African American Community Services, PHP will reach out to the African American community and offer services to benefit their families.

PHP also collaborates with Sunnyvale Community Services on Public Benefits trainings funded by Silicon Valley Community Foundation. Sunnyvale Community Services, serving the northern part of Santa Clara County, creates opportunities for positive change by promoting and supporting the full potential of individuals, the strengths of families, and the well-being of our community.

**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:** Assist families of children of all ages with developmental disabilities who identify as Hispanic, Asian or African American to utilize 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)
Execute grant agreement with DDS.	<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	Executive Director will execute the agreement. This activity will not have a measure.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 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
Recruit, hire, and train bilingual and culturally competent Family Resource Specialists.	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	Project Coordinator will hire staff as needed. This activity will not have a measure.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 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
Create annual	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020	Project Coordinator	<input type="checkbox"/> Count <input type="checkbox"/> POS			<input type="checkbox"/> 3/01/20 – 6/30/2020

**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)
plan for workshops and large conferences.	<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	will plan the events and handle all logistics. This activity will not have a measure.	<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"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21
Conduct outreach in collaboration with partner agencies. Create and distribute flyers. Use social media and radio to advertise workshops and conferences.	<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	Project Coordinator will lead the outreach and coordinate with partner agencies.	<input checked="" 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	Number of outreach activities	At least three outreach activities each quarter	<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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**Year 2 Goal (if different from Year 1 Goal):**

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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)
Conduct outreach in collaboration with partner agencies. Create and distribute flyers. Use social media and radio to advertise workshops and conferences.	<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	Project Coordinator will lead the outreach and coordinate with partner agencies.	<input checked="" 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	Number of outreach activities	At least three outreach activities each quarter	<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
Create annual plan for workshops and large conferences.	<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	Project Coordinator will plan the events and handle all logistics. This activity will not have a measure.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22

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	<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

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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)
Conduct twelve workshops and two conferences per year.	<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	Project Coordinator	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	-Attendance -Percentage of participants who increased their knowledge	-96 workshop attendees per year -40 conference attendees per year -80 percent of training attendees will have increased knowledge of the topic presented	<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
Conduct six mini-trainings on Intake Preparation Tools and six on Welcome to Regional Center Services	<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	Project Coordinator	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	-Attendance -Percentage of participants who increased their knowledge	- 5 mini-training attendees per session, 12 sessions per year -80 percent of training attendees will have increased knowledge of the topic presented	<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)
Provide Person-Centered Thinking training in Spanish two times a year.	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	Project Coordinator will schedule contractor.	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	-Attendance -Percentage of participants who increased their knowledge	-10 attendees per session, 2 sessions per year -90 percent of training attendees will have increased knowledge of Person-Centered Thinking	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21
Provide training and 1:1 consultation to families. Assist families in gathering documentation and requesting regional center services.	<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	Family Resource Specialists	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	-Number of Hispanic, Asian and African American individuals who request RC services and the number approved  -Results of survey of families' familiarity with RC services on a scale of zero to four	-120 Hispanic, 40 Asian and 20 African American families per month -Scores from survey will show an increase in familiarity with RC services	<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 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)
Conduct twelve workshops and two conferences per year.	<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	Project Coordinator	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Attendance -Percentage of participants who increased their knowledge	-96 workshop attendees per year -40 conference attendees per year -80 percent of training attendees will have increased knowledge of the topic presented	<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 six mini-trainings on Intake Preparation Tools and six on Welcome to 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	Project Coordinator	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	Attendance -Percentage of participants who increased their knowledge	- 5 mini-training attendees per session, 12 sessions per year -80 percent of training attendees will have increased knowledge of the topic presented	<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
Provide training and 1:1 consultation	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21-9/30/2021	Family Resource Specialists	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment	-Number of Hispanic, Asian and African American individuals who	-120 Hispanic, 40 Asian and 20 African American families per month	<input checked="" type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21-9/30/2021



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

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

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
to families. Assist families in gathering documentation and requesting regional center services.	<input checked="" type="checkbox"/> 10/01/21–12/31/2021 <input checked="" 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	request RC services and the number approved -Results of survey of families' familiarity with RC services on a scale of zero to four	-Scores from survey will show an increase in familiarity with RC services	<input checked="" type="checkbox"/> 10/01/21–12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22
Provide Person-Centered Thinking training in Spanish two times a year.	<input type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input checked="" type="checkbox"/> 01/01/22 – 3/31/22	Project Coordinator will schedule contractor.	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable	-Attendance -Percentage of participants who increased their knowledge	-10 attendees per session, 2 sessions per year -90 percent of training attendees will have increased knowledge of Person-Centered Thinking	<input type="checkbox"/> 04/01/21 – 06/30/21 <input checked="" type="checkbox"/> 07/01/21-9/30/2021 <input 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 1 Goal:** Assist families of children of all ages with developmental disabilities who identify as Hispanic, Asian or African American to utilize 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)
Conduct staff training on current topics related to Regional Center services.	<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	Project Coordinator will organize training by subject experts such as Disability Rights CA.	<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	Training provided	-Six hours of training for each staff per year	<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
Create 15-minute videos in Spanish, English, and Vietnamese on regional center services.	<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	Project Coordinator	<input checked="" 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	-Number of views of each video	-Twelve videos uploaded to PHP website with 100 total views every month	<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
Prepare and submit	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020	Project Coordinator	<input type="checkbox"/> Count <input type="checkbox"/> POS			<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020

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

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

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
quarterly report to DDS.	<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	will submit reports. This activity will not have a measure.	<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 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
	<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

**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)
Conduct staff training on current topics related to 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	Project Coordinator will organize training by subject experts such as Disability Rights CA.	<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	Training provided	Six hours of training for each staff per year	<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
Prepare and submit quarterly report 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	Project Coordinator will submit reports. This activity will not have a measure.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE:  <input type="checkbox"/> Not applicable			<input 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"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021

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

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

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

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

**Applicant Name and Address**

Parents Helping Parents, Inc.  
1400 Parkmoor Ave Suite 100  
San Jose, CA 95126

		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: Claudia Harty Title/Position: Project Coordinator/Family Services Manager/Family Resource Specialist (Bilingual Spanish) <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$60,819.20	17%	\$10,497.16	\$62,643.78	17%	\$10,812.07
2	Benefits: 21%	\$12,772.03	17%	\$2,204.40	\$13,155.19	17%	\$2,270.54
3	Name: Kenia Perez Title/Position: Gilroy Coordinator/Family Resource Specialist (Bilingual Spanish) <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$41,870.40	40%	\$16,748.16	\$43,126.51	40%	\$17,250.60
4	Benefits: 21%	\$8,792.78	40%	\$3,517.11	\$9,056.57	40%	\$3,622.63
5	Name: Lucy Navarro Title/Position: Gilroy Outreach and Workshops Support <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$41,870.40	5%	\$2,093.52	\$43,126.51	5%	\$2,156.33
6	Benefits: 21%	\$8,792.78	5%	\$439.64	\$9,056.57	5%	\$452.83
7	Name: Khanh Bui Title/Position: Family Resource Specialist (Bilingual Vietnamese) <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$41,870.40	18%	\$7,327.32	\$43,126.51	18%	\$7,547.14
8	Benefits: 21%	\$8,792.78	18%	\$1,538.74	\$9,056.57	18%	\$1,584.90
9	Name: Alejandra Ruiz Title/Position: Family Resource Specialist (Bilingual Spanish) <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$41,870.40	40%	\$16,748.16	\$43,126.51	40%	\$17,250.60
10	Benefits: 21%	\$8,792.78	40%	\$3,517.11	\$9,056.57	40%	\$3,622.63
11	Name: Martha Gonzalez Title/Position: Family Resource Specialist (Bilingual Spanish) <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$41,870.40	40%	\$16,748.16	\$43,126.51	40%	\$17,250.60
12	Benefits: 21%	\$8,792.78	40%	\$3,517.11	\$9,056.57	40%	\$3,622.63
13	Name: New staff to be hired Title/Position: Family Resource Specialist <input type="checkbox"/> Existing Position <input checked="" type="checkbox"/> New Position	\$41,870.40	25%	\$10,346.82	\$43,126.51	18%	\$7,547.14
14	Benefits: 21%	\$8,792.78	25%	\$2,172.83	\$9,056.57	18%	\$1,584.90
15	Name: Alexandra Cramer Title/Position: Family Resource Receptionist <input checked="" type="checkbox"/> Existing Position <input type="checkbox"/> New Position	\$39,000.00	15%	\$5,850.00	\$40,170.00	15%	\$6,025.50
	Benefits: 21%	\$8,190.00	15%	\$1,228.50	\$8,435.70	15%	\$1,265.36
<b>Personnel Subtotal</b>				\$104,494.75			\$103,866.39
<b>OPERATING EXPENSES</b>							
16	Interpretation services			\$5,000.00			\$5,000.00
17	Travel and Meeting Costs			\$4,300.00			\$4,300.00
18	Printing and Postage			\$3,000.00			\$3,000.00
19	Occupancy, Communications and Insurance			\$9,472.00			\$9,472.00
20	Child Activities			\$3,600.00			\$3,600.00
21	Radio advertising and Group Texting			\$5,580.00			\$5,580.00
22	Professional fees			\$10,000.00			\$10,000.00
23	Outreach (partner sub-contract)			\$5,685.60			\$6,048.98
24	Video production			\$4,800.00			
<b>Operating Subtotal</b>				\$51,437.60			\$47,000.98
<b>ADMINISTRATIVE/INDIRECT COSTS</b>							
25	Clerical support			\$2,658.37			\$2,738.12
26	Administrative support			\$7,428.19			\$7,651.04
27	Equipment (one time)			\$800.00			
28							
29							
30							
<b>Administrative/Indirect Cost Subtotal</b>				\$10,886.56			\$10,389.16
<b>TOTAL (rounded to nearest dollar)</b>				\$166,818.91			\$161,256.53

Project Total

\$328,075.45

**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>
Parents Helping Parents, Inc.
<b>Project Title</b>
POS Equalization Effort Expanded
<b>Project Duration (start and end date)</b>
<b>Start Date:</b> 03/01/2020 <b>End Date:</b> 02/28/2022 <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: Project Coordinator/Family Services Manager/Family Resource Specialist	0.17 FTE. Coordinates project activities, supervises staff, Spanish speaking/culturally competent Family Resource Specialist, training and meeting with families.
2	Benefits: 21%	FICA, SDI, Health insurance
3	Title/Position: Gilroy Coordinator/Family Resource Specialist	0.40 FTE Spanish speaking/culturally competent Family Resource Specialist, training and meeting with families, coordinating activities at the Gilroy office.
4	Benefits: 21%	FICA, SDI, Health insurance
5	Title/Position: Gilroy Outreach and Workshops Support	0.05 FTE Spanish speaking/culturally competent, training and meeting with families, conducting outreach, organizing support groups and training workshops in the Gilroy office.
6	Benefits: 21%	FICA, SDI, Health insurance
7	Title/Position: Family Resource Specialist	0.18 FTE Vietnamese speaking/culturally competent Family Resource Specialist, training and meeting with families.
8	Benefits: 21%	FICA, SDI, Health insurance
9	Title/Position: Family Resource Specialist	0.40 FTE Spanish speaking/culturally competent Family Resource Specialist, training and meeting with families.
10	Benefits: 21%	FICA, SDI, Health insurance
11	Title/Position: Family Resource Specialist	0.40 FTE Spanish speaking/culturally competent Family Resource Specialist, training and meeting with families.
12	Benefits: 21%	FICA, SDI, Health insurance
13	Title/Position: Family Resource Specialist	line 13: 0.25 FTE Family Resource Specialist, training and meeting with African American families. line 15: 0.15 FTE Family Resource Receptionist, first contact for families, determining their needs and connecting families with appropriate staff and resources.
14	Benefits: 21%	line 14 and line with no row label: FICA, SDI, Health insurance

**Operating Expenses**

Line Number	Line Item	Description
16	Interpretation Services	Contractor to provide simultaneous Spanish language interpretation during two all-day conferences.

**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
17	Travel and Meeting Costs	Travel to 1:1 meetings and training events; facility costs for off-site meetings; food and beverages for training/workshop attendees.
18	Printing and Postage	Printed materials includes translation to Spanish and Vietnamese of handouts and printing for training events; postage/printing of flyers for those not using email. Also, mailer two times per year to families using list provided by regional center.
19	Occupancy, Communications and Insurance	Pro-rata share of occupancy, utilities, communications, and insurance for project activities.
20	Child Activities	Supervised child activities so parents can attend trainings.
21	Radio advertising and Group Texting	Reaching out to Hispanic families via Spanish language radio. Using group texting to remind all families of trainings, meetings and other scheduled activities.
22	Professional Fees	Professionals to provide Person Centered Thinking training in Spanish and to present at the two all-day conferences.
23	Outreach (partner sub-contract)	Contract with SOMOS Mayfair for outreach to target population (Hispanic)
24	Video production	Create twelve 15-minute videos to upload to PHP websites in Spanish, English (African-American person) and Vietnamese on topics related to regional center services.

**Administrative/Indirect Costs**

Line Number	Line Item	Description
25	Clerical support	Staffing to complete quarterly reports to DDS and coordinate project meetings, trainings and workshops, no direct service time.
26	Administrative support	Administrative staff who support and train project staff, provide financial reporting and administration of this grant. 0.0125 FTE Executive Director, 0.0375 Program Director, 0.006 FTE Finance Assistant, 0.0125 FTE Grants Manager.
27	Equipment	One-time purchase of laptop for trainings be available for the families for use in Gilroy and at Somos Mayfair offices.