

APPLICATION REPORT

Project Name: Generic Service Acquisition: Clearing the Path to Regional Center Service Authorizations
Applicant Organization: Special Kids Connect
Awarded Amount: \$89,700
Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

This project seeks to decrease the disparity of San Andreas Regional Center service authorizations for Monterey County's Hispanic and Spanish speaking regional center families by supporting their need to exhaust "generic agency" avenues of support in three areas: (1) Medi-Cal / Insurance, (2) In-Home Supportive Services (IHSS), and (3) SSI.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title	Applicant Response	
What is the Project Title?	Generic Service Acquisition: Clearing the Path to Regional Center Service Authorizations	
2. Awarded Amount	Applicant Response	
	\$89,700	
3. Organization Type	Applicant Response	
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)	
4. Description of Organization/Group	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Provide a brief description of the organization/group (organization type, group mission, etc.). Explain what experience your organization has managing a program similar to the proposal and state the outcomes of that program.</p>	<p>Parent-founded in 2007, Special Kids Connect (SKC) is a 501(c)(3) CBO whose mission is to develop resources, raise awareness and provide support for individuals with special needs and their families in Monterey County. Over the past three years, SKC has made significant strides in identifying and meeting the needs of Monterey County's Hispanic families with loved ones who have developmental disabilities and delays. SKC's bilingual staff has made it possible for traditionally underserved families to understand, access, and utilize regional center and community social services through its outreach efforts, educational workshops, 1:1 support, and close collaborations with a wide range of community partners, including the San Andreas Regional Center, Monterey County SELPA and school districts, Monterey County Departments of Social Services, Health and Behavioral Health, Central California Alliance for Health (Medi-Cal), parent-led organizations, and more.</p> <p>Special Kids Connect's successes with its current Respite Education & Orientation project (19-C04) demonstrate its ability to manage a program similar to the one proposed here. Both projects focus on improving access to underutilized services. Both require collaborations and input from the regional center, outside agencies, and the consumers these are designed to support. Both work 1:1 with consumers who seek individualized support through regional center referrals or self-referral. Both culminate with the development of culturally relevant tools that support the process regional center families need to take to advocate for services they may be entitled to receive.</p> <p>Outcomes of the Respite Education and Orientation project include: (1) Assembly of an 11-person Respite Advisory Committee to provide oversight and guidance. Led by Special Kids Connect, the committee is comprised of San Andreas Regional Center personnel from Resource, Disparity, Management, and Service Coordination, vendored respite agencies, and native Spanish-speaking consumer families; (2) Development of respite workshop presentation content and additional communication collateral to aid in the process of understanding and utilizing respite by addressing cultural barriers to its use; (3) Execution of English and Spanish versions of Special Kids Connect's "Let's Talk Respite!" workshops via Zoom; and (4) Active referrals from the San Andreas Regional Center to Special Kids Connect for help with paperwork associated with participant-directed FMS respite.</p> <p>Special Kids Connect's success with the management of the Respite Education and Orientation program prompted the San Andreas Regional Center to recommend this new project as a focus of its F20-21 service access and equity efforts.</p>	
5. Applicant in Good Standing	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	
6. Subcontractors in Good Standing	Applicant Response	
Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Not Applicable	
Grant Reapplication Information		
Grant Reapplications Only		
1. Grant Number	Applicant Response	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	17-C46, 18-C20, 19-C04	1
2. Project Title	Applicant Response	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	This field's character limit prevents answering here. Please see attached.	1
3. Project Start & End Dates	Applicant Response	
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Start Date: 06/01/2020, End Date: 06/30/2021	1
4. Project Duration	Applicant Response	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	13	1
5. 2016/2017 Award	Applicant Response	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
6. 2016/2017 Expenses	Applicant Response	
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
7. 2016/2017 Remaining	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
8. 2017/2018 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	\$99,913.00	
9. 2017/2018 Expenses	Applicant Response	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	\$99,913.00	
10. 2017/2018 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
11. 2018/2019 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	\$189,494.00	
12. 2018/2019 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	\$189,494.00	1
13. 2018/2019 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	\$0.00	1
14. 2019/2020 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	\$64,914.00	
15. 2019/2020 Expenses	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	\$64,914.00	
16. 2019/2020 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.	\$0.00	1
17. Total Awarded	Applicant Response	
(Reapplicants only) Combine the amounts included in FY 2016/2017, FY 2017/2018, FY 2018/2019, and FY 2019/2020 for the total amount awarded for the project. If not applicable select Not Applicable.	\$354,321.00	1
18. Initial Proposed Number of People Served	Applicant Response	
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	100	1
19. Actual Number of People Served	Applicant Response	
(Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.	<p>This explanation refers to 19-C04. Information regarding people served under previous grants (17-C46 and 18-C20) are explained in the attachment.</p> <p>Actual Impact, as of 9/30/2020: 31 This is <i>ahead</i> of schedule. The impacted numbers were not expected to begin accumulating until Q3 of this grant (Oct – Dec 2020), when workshops were scheduled to begin. However, due to the regional center's awareness of SKC's ability to support families with FMS respite paperwork, referrals to Special Kids Connect from San Andreas Regional Center service coordinators began before the workshop calendar began.</p>	1
20. Regional Centers in Catchment Area	Applicant Response	
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	San Andreas Regional Center	
21. Cities Served	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Aromas, Big Sur, Bradley, Carmel, Carmel Valley, Castroville, Chualar, Gonzales, Greenfield, Jolon, King City, Lockwood, Marina, Monterey, Moss Landing, Pacific Grove, Pebble Beach, Prunedale, Salinas, San Ardo, San Lucas, Seaside, Soledad, Spreckels, and the unincorporated areas of Monterey County.	
22. Counties Served	Applicant Response	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Monterey County	
23. City of Los Angeles	Applicant Response	
(Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.	Not Applicable	
24. Activities to Date	Applicant Response	
(Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.	<p>Special Kids Connect ~ 18-C20</p> <p>Project Activities to Date include:</p> <p>Since March 1, 2019 through 10/31/2020, SKC has provided support and information to over 6,000 individuals in Monterey County (see attached list of events with # of attendees). Here is a snapshot of SKC's project activities:</p> <ul style="list-style-type: none"> • Prior to the pandemic, SKC's staff provided regional center eligibility and service information through education and outreach at 90 events, 41 of which were developed and hosted by SKC. The SKC-hosted events included: 3 workshops on Limited Conservatorship, 3 workshops on "Understanding & Utilizing Respite" and another training workshop for FMS respite families who needed to transition from paper to electronic timecards, 2 workshops on Managing Challenging Behaviors, 2 Back-to-School Resource Fairs for families with special needs, a Spring Carnival Resource Fair for families with special needs, a "Holiday Resource Fair with Sensory Santa," a "Who, What, Where, How Do I Get Support for My Child with Special Needs?" workshop, a Transition to Adulthood workshop, 2 "IHSS, Is it for Me?" workshops, a "School Bullying: What Parents Need to Know" workshop, 11 workshops on "Early Start to Preschool Transition," 2 workshops on "Developing Your Child's Social Skills," and 10 Mom's Night Out events. Non-SKC hosted events that were attended by staff for the purpose of outreach included 15 parent-led Spanish-speaking family support groups and 9 community resource health fairs/events targeting the Hispanic population. • Post-COVID, SKC quickly pivoted to online offerings. It assumed responsibility for leading <i>weekly</i> Friday evening Spanish-speaking parent support groups and <i>weekly</i> Tuesday afternoon English-speaking parent support groups, via Zoom, beginning March 27, 2020 and culminating August 30, 2020. During this five-month time span, Special Kids Connect used 	1

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>these groups to maintain a connection with families, bringing in professionals to support their wants/needs as they arose.</p> <p>Examples of professionals invited by Special Kids Connect include Monterey County Behavioral Health, Disability Rights CA, SARC, Monterey County Health, and educational advocates. (Note: Beginning in September, with encouragement from SKC, parents resumed leadership of their weekly support group gatherings via Zoom. SKC continues to be the Zoom host and is present at each gathering.)</p> <ul style="list-style-type: none"> • Post-COVID, SKC offered the following workshops via Zoom: 2 “IEPs & Distance Learning through COVID-19,” a “Challenging Behaviors, Changing Routines” workshop, a workshop entitled “A Moment for Me - Strategies for supporting the mental health of parents with special needs,” 2 workshops entitled “Tips, Tools & Strategies for Distance Learning,” and 2 workshops on “Understanding & Managing Challenging Behaviors.” • Post-COVID, SKC held 3 Drive-Thru Outreach events where PPE was distributed, along with resource information from a variety of local agencies. These events were: Easter in July (Soledad), Census Sign-Up & PPE Distribution (Greenfield) and Drive-Thru Trick or Treat Halloween Resource Fair (Salinas). • From March 2019 through September 2020, SKC conducted one-to-one outreach to <u>609 Hispanic & Spanish-speaking consumers, identified by the San Andreas Regional Center as having POSs that are underutilized</u>. Of the 609, SKC’s staff had meetings and/or phone conversations with 351 of these families. In addition, with permission from these families, SKC communicates, via text messages, with personal invitations to upcoming SKC workshops and events. • SKC staffed a satellite resource center office each Saturday in the city of Greenfield, CA from April 2019 through March 2020. (Staffing of this office was suspended due to COVID.) Located in South Monterey County, Greenfield’s population of 17,600 is 92% Hispanic with 82% living in a home where Spanish or an indigenous Mexican language is spoken. SKC supported families with special needs individuals by: helping navigate the landscape of social service options, providing information on regional center resources, translating documents, assisting illiterate individuals with completion of various forms, assisting families in taking the next steps to addressing concerns about their child’s development, and last, but not least, helping parents interpret and organize the piles of paperwork that have accumulated, over the lifetime of their family member with special needs. • SKC distributed 1,017 copies of its English/Spanish print resource directory. This directory is printed in-house and is updated quarterly. For the 19-C04 grant, SKC broadened the scope of its <i>South</i> Monterey County English/Spanish print resource directory, (developed as part of DDS project 17-C46) by including resources for <i>all</i> of Monterey County. SKC’s “Monterey County Resource Directory for Families who have a Loved One with Special Needs” provides information on over 150 Monterey County special-needs resources in the following categories: Community Resources, Monterey County Schools, Preschools and Educational Resources, Medical, Dental & Therapy Resources, and Advocacy & Legal Services. Each listing in this 231-page directory is accompanied by complete contact information, a description of what the resource offers 	

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	<p>and why a family may need to contact a particular resource, and a full-color agency logo/ image to support families with limited literacy skills. The print directory also includes a list of 160 commonly used acronyms, with a Spanish translation of their meaning.</p> <ul style="list-style-type: none"> • SKC developed an online database for its Resource Directory at www.SpecialKidsConnect.org. The directory information is searchable by resource category and by the disability(ies) each resource serves. • SKC collaborated with South County's King City Unified School District to provide workshops for King City parents. • SKC has maintained a consistent and effective social media presence with content in Spanish and English. • Special Kids Connect promotes its disparity work through active participation in county collaboratives, including Monterey County Children's Council, Monterey County Caring Partners Collaborative, and Monterey County Immigrant Services Network of Empowerment (CISNE). • Special Kids Connect is an agency member of four parent-led Spanish-speaking family support groups and works with group leaders to help them obtain speakers for meetings. SKC provides translation support, when needed, for non-Spanish-speaking presenters/speakers. • Special Kids Connect frequently meets with the San Andreas Regional Center's District Managers, Cultural Diversity Specialist and service coordinators. <p>Have all activities been completed? If no, why not?</p> <p>Special Kids Connect has met and exceeded its performance objectives and activity measures for 19-C04. The activities for this grant will end December 2020 (this month) with final reporting submitted in January, 2021.</p> <p>-----</p> <p>Special Kids Connect ~ 19-C04</p> <p>Project Activities to Date include:</p> <ul style="list-style-type: none"> • Establishment of an 11-member Respite Advisory Committee led by Special Kids Connect and comprised of San Andreas Regional Center managers, service coordinators, a regional center-vendored FMS agency, a vendored respite caregiver agency, and two native Spanish-speaking consumer families. • Development of a Respite Education & Orientation consumer-family workshop presentation. • Development of a Respite Orientation Packet – one for English speakers; another for Spanish speakers. This packet includes physical copies of: <ul style="list-style-type: none"> ○ "Let's Talk Respite" presentation slides ○ Comprehensive list of Respite Providers for In-Home, Out-of-Home and FMS agencies for EOR (Employer of Record) / Participant-directed (465) Respite with contact information (addresses, emails, phone numbers) ○ Respite Process Flow Chart that illustrates the steps and anticipated timing involved for the acquisition of Monterey County options for Agency Respite (service code 862), FMS Respite (service code 465), and Out 	

APPLICANT QUESTION	APPLICANT RESPONSE of Home Respite (service code 868).	ATTACHMENTS
	<ul style="list-style-type: none"> ○ San Andreas Regional Center's Respite Policies & Needs Assessment Guidelines/Tool.* ○ "Authorization to Purchase Services," with notations throughout to explain what each area of this document is communicating. [Commonly known as the Pink POS sheet that families receive in the mail to confirm their service authorization, this sheet is often confused as an invoice or a pre-invoice that shows what families will need to pay for, out of their own pockets.]* ○ "Tips for Finding a Respite Caregiver" with a list of interview questions a family should consider when hiring a respite caregiver. It also offers the names of caregiving employment websites families can use to find caregivers. ○ Emergency card, magnetized, for families to fill-out with their emergency contact information and place on their refrigerator for caregiver reference when a parent is away. <p><i>*Note: The Needs Assessment Tool and the Authorization to Purchase Services are both forms that, up until this project, were only available for all SARC consumers in English. Our Spanish-speaking consumers have not able to understand these at all.</i></p> <ul style="list-style-type: none"> • San Andreas Regional Center Service Coordinator presentations for the Children and Adult Units. (A presentation to SARC's Transition Unit (ages 12-25) is planned for 12/2/20, the date this grant is due.) • National Caregivers Month social media campaign to promote employment opportunities within the respite caregiving profession. • Development of a Respite Opportunities page on Special Kids Connect's website to promote SKC's services to consumers and to provide a respite agency list for both consumer-families and to potential caregivers: English: https://specialkidsconnect.org/programs/respite.html Spanish: https://specialkidsconnect.org/programs/respiro.html • Four "Let's Talk Respite" workshops offered via Zoom. • One-to-one support with 31 families to help with various aspects of the FMS respite paperwork. Ten of these are the result of direct referrals from the San Andreas Regional Center. • Mailing to 50 Spanish-speaking families with underutilized respite POSs to promote Special Kids Connect's respite support services. <p>Have all activities been completed? If no, why not?</p>	

APPLICANT QUESTION	Have all activities been completed? If no, why not? APPLICANT RESPONSE	ATTACHMENTS
	<p>Special Kids Connect is on target to meet and exceed its performance and activity measures for 19-C04. The activities that remain to be completed by June are as follows;</p> <ul style="list-style-type: none"> • Analysis of pre-post survey results: Special Kids Connect's pre- and post-surveys have been approved by DDS. They have been administered to workshop families this quarter. Results will be analyzed by the quarter's end. • 1:1 support for families through referrals: Special Kids Connect expects to serve 100 families with 1:1 support. To date, SKC has served 31 families and expects to meet, if not exceed, its target by June 2020 • Respite marketing activities: Special Kids Connect had expected to produce a respite video for promotional purposes. This plan was presented to the regional center, and approved, prior to our DDS application. However, SARC developed and paid for their own respite video. SKC would be duplicating their efforts at this point. Thus, Special Kids Connect is looking at creative new ways of promoting this service to families as a replacement activity. (Note: This will be submitted to DDS for approval.) • Monthly workshops in English & Spanish: Special Kids Connect will continue to offer these through the duration of the grant period. 	
<p>25. Project Impact & Outcome</p> <p>(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p><i>Special Kids Connect is operating under two DDS grants. Activities for 18-C20 will conclude this month. Activities for 19-C04 will conclude in June. Information for both projects is included here. The final report for Special Kids Connect initial DDS grant, 17-C46, is attached for reference.</i></p> <p>18-C20 Project Impacts & Outcomes: <i>Activities for this grant will conclude December 2020. Grant timing was extended due to COVID.</i></p> <p>Special Kids Connect has been in front of over 6,000 individuals in underserved communities over the life of this grant and has been able to attract over 1,400 to its own workshops and events. By maintaining a detailed database of families' contact information, SKC was able to maintain a high level of engagement within the Spanish-speaking community even during COVID-19 such that attendance at Zoom parent support groups this fall has <i>increased</i> significantly over in-person attendance one year ago. The average attendance at <i>in-person</i> parent support groups, prior to COVID, was 15. Earlier this month, <u>52 participants</u> joined a Friday evening Spanish-speaking Zoom gathering. These groups regularly get 20 to 30 attendees each week via Zoom.</p> <p>Prior to COVID-19, the activities conducted during this grant earned Special Kids Connect invitations to speak about its disparity work at a number of community gatherings in cities where the majority of our underserved families reside. SKC spoke at city council meetings in</p>	<p>9</p>

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	<p>underserved families reside. SKC spoke at city council meetings in two South Monterey County cities (San Ardo and Soledad), at a town hall meeting in San Ardo (82 miles south of Monterey), at the Kinship Center in Salinas to foster care professionals, and to Monterey County's special education teachers at orientation trainings offered by Monterey County SELPA.</p> <p>Special Kids Connect's 6 Special Needs Resource Fairs have been as popular with local agencies as they are with the families who attend. <i>Each</i> event has welcomed over 200+ attendees and has shared information from over 20 local agencies. During COVID, SKC's traditional in-person resource fairs became drive-thru events where SKC collected agency information, in advance, and filled backpacks and canvas tote bags to distribute to drive-thru attendees.</p> <p>The production of SKC's "Monterey County Resource Directory for Families who have a Loved One with Special Needs" barely kept up with demand. Over 1,000 copies of this English/Spanish 200-page+ booklet have been distributed to families during the timeframe of this grant. For Spanish-speaking families, this is their guide to contact information for their child's school, therapies, and social services. Each of the 150 agencies listed is accompanied by a recognizable logo/graphic so agencies are easy to identify for families with limited literacy skills.</p> <p>Last, but not least, SKC's disparity efforts have resulted in the addition of a native-Spanish speaking parent of a regional center consumer to SKC's Board of Directors.</p> <p>18-C20 Key Findings: Summaries of pre- and post-workshop data are attached.</p> <p>Key findings under this grant include:</p> <ul style="list-style-type: none"> (1) Identification of the most prevalent barriers to using regional center services include: <ul style="list-style-type: none"> • No knowledge of the fact that their consumer has ever been authorized for services. • No knowledge of who their service coordinator is. • Mistaking the pink copy of the POS authorization form received in the mail as an invoice. (Note: The form is only in English, so Spanish-readers do not understand it.) • Challenges with respite (Families do not understand the service, they confuse it with day care or IHSS, they do not understand their options, they are overwhelmed by the amount of paperwork to complete, an agency cannot find a respite provider willing to drive to their geographically remote home.) • The parent who most understands, and is responsible for, 	

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	<p>regional center service coordination in the family is no longer at home – either due to death, divorce/separation, deportation, or the parent is a farmworker who travels to Arizona with the crops each fall/winter.</p> <ul style="list-style-type: none"> • Geographic challenges with day program options. • Service coordinators' poor customer service (They are "rude," they don't return calls, they tell me to go elsewhere for services that they should be providing.) • Deportation fears. <p>(2) Families question what the regional center is good for. Many say that they get nothing from the regional center because the regional center tells them to go elsewhere for support.</p> <p>(3) Special Kids Connect has referred several families to the regional center for intake over the course of this grant. These families have children who were deemed ineligible for Lanterman services when they transitioned out of Early Start but they were not aware that they could re-apply for eligibility when their child was older.</p> <p>-----</p> <p>19-C04 Project Impacts & Outcomes: Outcomes of the Respite Education and Orientation project include: (1) Assembly of an 11-person Respite Advisory Committee led by Special Kids Connect and comprised of San Andreas Regional Center personnel from Resource, Disparity, Management, and Service Coordination, vendored respite agencies, and native Spanish-speaking consumer family members; (2) Committee development of respite workshop presentation content and additional communication collateral to aid in the process of understanding and utilizing respite by addressing cultural barriers to its use; (3) Execution of English and Spanish versions of "Let's Talk Respite!" workshops via Zoom; and (4) Active referrals from the San Andreas Regional Center to Special Kids Connect for help with paperwork associated with participant-directed FMS respite.</p> <p>Impact at the consumer level will be measured by pre- and post-surveys of the workshops conducted in Q3 and Q4 of this project. Survey data is being collected this quarter and is not yet able to be summarized. However, early feedback in discussions with parents who have attended the workshops have pointed to families' frustration with regional center service coordinators for their lack of transparency in two areas: (1) Not explaining the In-Home vs. Out-of-Home options such that families could decide, on their own, which was best for their consumer & family, and (2) Not offering the breadth of agency options in Monterey County. "Why didn't SARC tell me there were so many agencies I could contact? Why don't they offer families a list of agencies?"</p> <p>19-C04 Key Findings: SKC's activities to date with this project have resulted in three (unexpected) key findings:</p>	

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	<p>have resulted in three (unexpected) key findings:</p> <p>(1) The rules and regulations surrounding respite services are not fully understood by either the regional center service coordinators OR by the agencies who provide respite caregivers. Families are given erroneous information by both the regional center and by respite agencies.</p> <p>(2) Service coordinators do not know about all of the agencies who offer respite in Monterey County. Even their supervising district managers admit to not knowing about all of the agencies.</p> <p>(3) Service coordinators are unaware of the lead times associated with a families' ability to start using respite once a Purchase of Service for respite has been authorized.</p> <p>The impact of these findings <i>cannot</i> be understated. Respite agencies have been permitting respite caregivers to transport consumers, provide "in-home respite" in out-of-home, community settings, and parents have reported that their agency caregivers are being allowed to provide respite care via videoconferencing during the pandemic. When informed of their misuse of this service, one respite agency vendor angrily explained to Special Kids Connect that they were not going to abide by the regulations because they were "unfair." [Note: This agency's response to Special Kids Connect was reported to the San Andreas Regional Center who has taken action with this vendor.]</p>	
<p>26. Project Objectives</p> <p>(Reapplications Only) 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. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>18-C20's project's objectives, as stated in SKC's 2018 grant proposal was to address disparities in both "access and utilization of services for Monterey County's Hispanic population by educating families on the service landscape and the role filled by the regional center, increasing access to regional center service information, and empowering consumers and their families to become more effective self-advocates."</p> <p>All objectives were exceeded with the exception of maintaining a physical presence in Greenfield through the duration of the grant. The Greenfield office was closed in March 2020, due to the pandemic. The project's objectives, with our status on them, is as follows:</p> <ul style="list-style-type: none"> • Conduct at least 3 educational workshops and/or outreach events per quarter. This has been exceeded. SKC conducted 41 workshops/events over the course of this grant. • Maintain a satellite office location in Greenfield, CA with bilingual staff support for weekend access. This was a major success. SKC was able to hold Saturday workshops in Greenfield for parents out of 	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>was able to hold Saturday workshops in Greenfield for parents out of this location, as well.</p> <ul style="list-style-type: none"> • Conduct one-to-one outreach to underserved families. SKC's goal is to provide outreach to at least 50 target families, per quarter, who have been identified by the regional center as underutilizing open POSs. This has been exceeded with a outreach to 609 regional consumer families. • Develop and distribute a Spanish/English county-wide print directory of services for special needs families. In addition to the print version, SKC also developed an online database of this information in both English & Spanish at www.SpecialKidsConnect.org. • Collaborate with the San Andreas Regional Center by conducting semi-annual presentations for service coordinators and district managers. These were successfully accomplished. <p>Key lessons learned:</p> <ol style="list-style-type: none"> (1) Families in South Monterey County, where populations are 80%+ native Spanish-speakers, <i>feel</i> underserved and forgotten. Many, <i>many</i> times, at events and workshops, families would approach SKC's staff and say, "Please don't forget us." These families are used to bursts of grant-funded agency support, only to have been seemingly forgotten when projects came to an end. (2) The COVID situation revealed something surprising to SKC: Families view emergency preparedness as someone else's responsibility, rather than their own. For as much as the Hispanic culture is filled with a sense of pride and a belief that a family looks out for its own members, when it comes to emergency preparedness, these same families expect to be cared for by outside agencies. Spanish-speaking families were irate with the regional center for not having immediate supplies of medical-grade face masks and hand sanitizer available to them. This was at a time when the general public was scrambling to make face masks at home and hand sanitizer was nowhere to be found. As one regional center parent put it, "SARC should have had emergency supplies already in place for situations like this." (3) Spanish-speaking families prefer to receive information via texts, rather than by email or U.S. mail. And, because Spanish-speaking families do not maintain online calendars, if a meeting is scheduled via Zoom, they need to receive the text on the day of the Zoom event because they have difficulty retrieving a meeting link that was texted days in advance of the event. <p>Challenges:</p> <p>This project is nearing its end and we are thrilled with the successes realized over the last 18+ months. Challenges were minimal and they did not prevent SKC from meeting or exceeding its objectives. These challenges included:</p> <ol style="list-style-type: none"> (1) Obtaining data from the regional center was a struggle. Even with a data agreement, obtaining the data we needed at the outset of this project was significantly delayed. SKC was 	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>Onset of this project was significantly delayed. SKC was forced to use of 19-C04, to begin its work.</p> <p>(2) SKC's semi-annual presentations to service coordinators and district managers were not well attended. None of the 3 district managers required that their service coordinators attend these meetings. SKC has addressed this with 19-C04 by asking district managers to allow SKC to present to each of their service coordinators at their monthly staff gatherings. While it requires more time on SKC's part to present three times, instead of one, SKC is able to reach more service coordinators with this approach.</p> <p>COVID presented the challenge of getting Spanish-speaking consumer-families comfortable with Zoom videoconferencing. This was, at times, a labor of love for SKC's bilingual staff. (Try explaining to a Spanish parent how to download their very first app on their phone when they are talking to you on the device they need to use for the download. 😊) SKC's Outreach Advocates were amazing and their support of families had an enormous pay-off. Today, Special Kids Connect can bring together underserved families who are dispersed in geographically remote areas of Monterey County into one virtual room. While COVID has kept us all physically isolated at home, in many ways, these families have never been more connected.</p> <p>-----</p> <p>The current project's primary objective (19-C04), as stated in its 2019 grant proposal, is to support the authorization and utilization of respite services among Monterey County's Hispanic population by having "well-developed tools and a system that will have been tested and approved by the regional center for educating families on the topic of in-home respite."</p> <p>The tools have been developed. Workshop presentations are underway, as planned, in the Oct-Dec quarter. 19-C04's performance measures are largely based on pre- and post-survey feedback from consumer-families on the effectiveness of the tools' abilities to increase their understanding of the service and their intention to use this service (or use more of this service) with their new-found knowledge. Surveys have been approved by DDS. Data from this quarter's first workshops, as would be expected with our projected timing, is still under review.</p> <p>Key lessons learned:</p> <p>(1) Respite is a misunderstood service by regional center service coordinators and by the agencies who provide caregivers. Special Kids Connect went into this project assuming that everyone at the regional center – from the Executive Team down to each service coordinator – operated under the same set of rules and assumptions. This was not true! Thus, the development of the workshop presentation and the supporting tools was extremely time consuming. Before tools could be developed, everyone at the regional center needed to be in agreement with how respite worked.</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>(2) Service coordinators are not adequately trained on respite. One “new” service coordinator who has been assisting families for 8 full months confided in Special Kids Connect, after our presentation to her unit, that she did not know what respite was and had not been trained by SARC on this service.</p> <p>(3) This service lacks transparency for consumers – particularly those who are Spanish-speaking OR who are illiterate. The few tools that might make the service more understandable are challenging for literate English-speaking families to interpret, let alone those who speak Spanish or cannot read at all. Until this project began, the Respite Needs Assessment tool and the Authorization to Purchase Services confirmation form were given to all families in English-only versions.</p> <p>(4) Respite services are discussed with terms/initialisms/service codes that are foreign to consumers. Terms such as “vendor,” “FMS,” “provider,” “service code,” have no meaning to families. Actually, few even know what the term “respite,” or “respiro,” even mean!</p> <p>(5) Respite is confused with Day Care and IHSS.</p> <p>(6) Consumers (and service coordinators) are unaware of the steps required for respite utilization and, thus, have unrealistic expectations for the time needed between respite authorization and respite utilization.</p> <p>Challenges:</p> <p>SKC’s biggest challenge was in the development of workshop curriculum and tools. Due to the fact that no one person on the committee fully understood the rules and regulations surrounding respite, SKC needed extra time to hunt down answers on its own. While this delayed the anticipated start of our workshops by one month, it still kept us on target for implementing them in Q3.</p>	
27. Project Transition	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.</p>	<p>This project complements SKC's current project in a number of ways. First, it broadens the spectrum of support that Special Kids Connect can offer regional center families when they are talking to them about respite. It also builds a portfolio of education and support tools that service coordinators can offer to families.</p> <p>Second, IHSS, one of the generic services covered in this new project, is a <i>frequent</i> topic of interest from parents in SKC's respite orientation workshops. Families have often been denied IHSS or are looking for increased IHSS benefits. The project will enhance Special Kids Connect's ability to provide helpful IHSS advocacy tools.</p> <p>Third, the current project has laid a foundation for a trusting regional center referral process to Special Kids Connect for service support.</p> <p>Fourth, anecdotal evidence suggests that Special Kids Connect's ability to accept regional center referrals has increased families' satisfaction with the regional center. Special Kids Connect's staff is quick to respond to regional center referrals. Once connected with a family, SKC's staff spends time explaining the regional center's responsibility in service provision. For respite, this means explaining the "needs assessment tool" and how respite hours are objectively determined. For generic services, this will mean explaining, in culturally-appropriate terms, the regional center's role as "payer of last resort." To consumers, SKC is seen as an impartial third party and, thus, its explanation of the regional center's role carries more validity than when this same message comes from a service coordinator.</p> <p>A seamless transition is expected from Special Kids Connect's current project (Respite Education & Orientation / 19-C04) to this one. Special Kids Connect has the capacity to overlap these two as follows:</p> <p>During the three month overlap of the two projects (April – June), the project coordinator will be working with regional center management, service coordinators and with the generic agencies that are a focus of this project to address the initial planning activities under project 20-CXX. Special Kids Connect's Outreach Advocates will continue to offer respite education and orientation workshops and 1:1 FMS respite support with families under 19-C04 and this will provide an opportunity to talk to families about their generic service challenges and gain insight into how to address those needs under the new grant-funded initiative.</p>	
General Application		
Proposal Summary		
1. Individuals Impacted	Applicant Response	
Enter the projected number of individuals impacted.	1000	
2. People Served	Applicant Response	
What is proposed number of people projected to be served?	100	
3. Duration of project	Applicant Response	
What is the duration of the project? Enter Start & End Dates.	Start Date: 04/01/2021, End Date: 03/31/2022	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
4. Duration of project (months)	Applicant Response	
What is the total duration of project in months?	12	
5. Regional Centers	Applicant Response	
List all Regional Centers in the project catchment areas.	San Andreas Regional Center	
6. Cities Served	Applicant Response	
List the city or cities your project proposes to serve.	Aromas, Big Sur, Bradley, Carmel, Carmel Valley, Castroville, Chualar, Gonzales, Greenfield, Jolon, King City, Lockwood, Marina, Monterey, Moss Landing, Pacific Grove, Pebble Beach, Prunedale, Salinas, San Ardo, San Lucas, Seaside, Soledad, Spreckels, and the unincorporated areas of Monterey County.	
7. Counties Served	Applicant Response	
List the county or counties your project proposes to serve.	Monterey County	
8. City of Los Angeles	Applicant Response	
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
9. Community Based Organizations	Applicant Response	
Will you be working with one or more Community Based Organization?	No	
10. Regional Center Data	Applicant Response	
If you plan to use regional center data for your project, indicate what steps you will take (or already have taken) to acquire it. For example, completing a data agreement, completing a data request, meeting with RC to discuss data availability/timelines, etc.	Data acquisition from the regional center is not a required part of this project. Consumers will be identified in the following ways: (1) Regional center referrals to Special Kids Connect, (2) Consumer - family self-referrals, and (3) Outreach by SKC through established parent support groups (now operating via Zoom) and other community gathering opportunities (as COVID allows). This approach has been discussed with the regional center. They have enthusiastically endorsed the concept of referring families to Special Kids Connect for this project.	
11. First Project Type Selection	Applicant Response	
Select your first project type.	Parent Education (online or in person trainings, etc)	
12. Second Project Type Selection	Applicant Response	
Select your second project type (if applicable).	Family/consumer support services (coaching, enhanced CM)	
13. Third Project Type Selection	Applicant Response	
Select your third project type (if applicable).	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
14. Multiple Organizations Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.	Applicant Response No	
15. Leverage & Strategies 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. How will your project continue its work after the grant funding has concluded?	Applicant Response Special Kids Connect will leverage and build upon its experiences with this project to continue to address disparities after grant work has concluded in the following ways. (1) Because this project seeks to identify and address the root causes of families' service access challenges, it is expected that this learning can be extrapolated to support service advocacy in areas not covered in this grant. For example, if it is determined that families do not apply for SSI because they cannot gather the necessary documentation (IEPs, medical records), one solution might be to coach families on how to organize their paperwork and important records. Once organized, parents' ability to advocate for other services – such as those through their child's school district – will be enhanced, as well. (2) SKC is leveraging upon the strategies, collaborations, and lessons learned from 19-C04 for this project and it will do the same for future work. Under 19-C04, gathering input from all stakeholders, including consumers, at the outset, was critical to the project's success and it strengthened the collaborations that developed. For this project, gathering input from generic agencies is likely going to be more of a challenge – especially with regard to some of the more complex insurance options. But the learnings and collaborations built under 20-CXX will strengthen SKC's ability to knowledgeably guide families who seek support long after grant funding has expired. (3) When grant funding has concluded for this project, the tools developed will be made available on SKC's website. Regional center service coordinators will be able to print and offer these to families during IPP meetings. SKC, too, will be able to provide them to families either in print or digitally. On a final note, this project may offer insight into why some regional center disparities may be difficult to entirely erase. If those with fewer means qualify for more support through generic social services, then there is a justification for why poorer families do not require as many regional center services and supports. If, for example, private insurances do not cover the cost of a motorized wheelchair but Medi-Cal will, indeed, pay for it, a family has their needs met but those needs were not paid for through regional center funds.	
Target Population		

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
1. Target Groups Served	Applicant Response	
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	Hispanic	
Applicant Comment		
2. Number of Target Group Served	Applicant Response	
For each target group selected in previous question, list number served.	100	
3. Languages	Applicant Response	
Select all Languages the project will serve. If you select "Other" please list all languages.	Spanish , Other (list)	
Applicant Comment	This project will also serve Hispanic families who have members who speak English or a language indigenous to southern regions of Mexico, particularly those in the Oaxacan region such as Triqui, Zapotec, and Mixteco. These languages are prevalent in Monterey County's southern, agricultural regions.	
4. Age Groups Served	Applicant Response	
Select all Age Groups the project will serve. If you select "Other" please list groups.	Birth up to Three (Early Start) , Three to Five , Three to 21 , 16 to 21 , 22 and older	
Applicant Comment		
Project Application		
Project Application		
1. Project Summary	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served.</p>	<p>This project seeks to decrease the disparity of San Andreas Regional Center service authorizations for Monterey County's 1,665 Hispanic and Spanish-speaking regional center families by supporting their need to exhaust "generic agency" avenues of support in three areas: (1) Medi-Cal / Insurance, (2) In-Home Supportive Services (IHSS), and (3) SSI.</p> <p>As payers of last resort, regional centers are prohibited from supplanting the budgets of publicly funded agencies that have a responsibility to provide services and supports for persons with developmental disabilities. Consumers requesting services that are available from other agencies must exhaust those opportunities before the regional center can authorize similar services.</p> <p>This project will work with representatives from the San Andreas Regional Center, Monterey County's Departments of Social Services for IHSS and SSI applications, Central Coast Alliance for Health (Medi-Cal Managed Care group), and Spanish-speaking regional center families to:</p> <ul style="list-style-type: none"> (1) Clarify, in terms that families can understand, exactly what is needed by the regional center to show that a generic agency's resources have been fully exhausted. (2) Clarify, in terms that families can understand, the processes and documents that a family needs to consider when exploring generic service options. (3) Identify and address the hurdles faced by families in a way that motivates and encourages them to persevere and fully advocate for their needs. <p>Throughout the term of this grant funding, Special Kids Connect's Outreach Advocates will be working 1:1 with regional center consumers to support their generic resource challenges for the areas covered under this grant. This will ensure that SKC has an intimate knowledge of the issues and hurdles families face in obtaining and exhausting services.</p> <p>This project will culminate with the development of workshops (Q3 and Q4 of this grant) whose content will be tailored to include the learnings listed above. Each workshop will be supported with its own service resource packet – a folder that includes support tools to aid families in navigating a particular system. It will also provide examples of documents required by the regional center to show that a particular generic resource has been fully explored and "exhausted."</p>	
2. Organization Experience	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
What experience does the organization/group have working with the target population?	Since 2007, Special Kids Connect has been Monterey County's family resource center, serving the needs of its largely Hispanic population of families who have a loved one with a disability. In F16-17, it received a contract with the San Andreas Regional Center to "provide outreach services to Hispanic communities with the goal of increasing those communities' access to and utilization of, services provided by San Andreas." In F17-18, F18-19, and F19-20, Special Kids Connect continued this work under contracted funding from the Department of Developmental Services. Over the years, Special Kids Connect has become a trusted source of information and connection for Monterey County's underserved Hispanic, Spanish-speaking, and indigenous language-speaking populations.	
3. Underserved Target Populations	Applicant Response	
Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.	Purchase of Service data for the San Andreas Regional Center confirms the stark differences in per capita dollar values of <u>authorized</u> services (the disparity that this grant is designed to support) between Hispanic and Spanish-speaking consumers and their White and English-speaking counterparts. English speaking consumers are authorized 2.22 times MORE services than Spanish-speaking consumers. White consumers receive 2.46 times MORE authorized services (by dollar value) than their Hispanic counterparts. These are made more significant by the fact that, of the seven ethnic categories in the POS reporting data, Hispanic consumers in the SARC catchment area represent 36% of all consumers with no POSs.	
4. Input from Community	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
How did your organization use input from the community and/or target population to design the project? What methods did your organization use to allow the community to advise you in designing the project? Were there any changes to your project design as a result of community input?	<p>Special Kids Connect considered input from three sources: consumer call-in data analysis, San Andreas Regional Center executive team and service coordinator discussions, and parent survey data collected over the last 12 months.</p> <p>Special Kids Connect's <i>original</i> plan was to promote and demystify the concept of self-determination for Monterey County's Hispanic/Spanish-speaking families. As a long-standing member of the San Andreas Regional Center's Self Determination Advisory Committee, SKC is well aware of the challenges faced by its underserved communities in transitioning from the traditional vendored-service model to self-determination. And, over the last few months, several parent leaders in Monterey County's Spanish-speaking communities have begun to entertain the idea of enrolling in self-determination when it opens for all consumers in June. The appeal for families is what they consider to be "unmet needs" for their consumer family members.</p> <p>Discussions with the San Andreas Regional Center (SARC) executive team offered new insight. For many of these families, "unmet needs" refers to services available from generic agencies – particularly IHSS and Medi-Cal. Many regional center parents are expecting self-determination to fund services and supports that are the responsibility of other publicly funded agencies ~ agencies they have chosen not to fully explore and, thus, cannot use regional center self-determination dollars to supplant. Subsequent discussions with Spanish-speaking families confirmed SARC's insight.</p> <p>Further discussions from consumer families and regional center service coordinators revealed that Hispanic/Spanish-speaking families, especially those with few means, do not pursue generic options at the same rate as their White/English-speaking counterparts for three primary reasons: (1) Language and literacy barriers prevent them from being able to understand and/or complete required paperwork; (2) Monterey County's Hispanic and non-English speaking populations tend to be lower income and, thus, have more social services available to them for exploration; and (3) Cultural pride and immigration-born fears prevent families from fully advocating for their needs.</p> <p>SKC surveyed SARC's Monterey County District Managers to identify the areas where Hispanic families seem to struggle the most in pursuing generic services. These findings, combined with SKC's call-in and parent survey data, resulted in the areas of focus chosen for this application: Medi-Cal (Insurance), SSI, and IHSS.</p>	
5. Improve Access	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
How will your project improve equity, access and reduce barriers to services for individuals with intellectual and developmental disabilities and their families and is sustainable?	<p>The San Andreas Regional Center's executive team, area managers and service coordinators all agree that Hispanic consumer-families' lack of follow-through with services from generic agencies prevents the regional center from being able to authorize additional services. This is especially true for consumer-families with fewer means who often have a greater number of social services at their disposal.</p> <p>This project will focus on three generic service areas identified by the regional center as being the most problematic for Hispanic consumer-families: Medi-Cal (Insurance), SSI, and IHSS. By supporting families' motivations and abilities to access and fully exhaust these service options, doors to regional center authorizations will be opened.</p> <p>This project is sustainable because the tools developed and refined over this 12-month grant period will remain available for distribution through regional center, Special Kids Connect, and other social service channels.</p>	
6. Support RC's Recommendations	Applicant Response	
How does this project support the RC recommendations and plan to promote equity and reduce disparities in their catchment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?	<p>This project is aligned with the San Andreas Regional Center's disparity reduction plan, as outlined in its 2020 Performance Contract, in the following ways:</p> <ul style="list-style-type: none"> (1) It addresses SARC's goals to "Increase the accessibility and use of authorized services by individuals and families of service by ethnicity and diagnosis," and "Decrease the number of adults receiving only case management services." (2) It supports SARC's planned activities to "collaborate with community representatives and shareholder organizations to develop outreach and education opportunities for minority groups" and "continue ethnicity- and language-specific community outreach." (3) It addresses SARC's planned activity to "work with individuals served, their families, and public and private agencies with an obligation to serve the individual to ensure that the individual receives services in the community with the same degree of access as any community member." <p>In addition to collaborating with the San Andreas Regional Center, this project's success will be dependent on close collaborations with agencies who support Medi-Cal (Insurance), SSI, and IHSS. For Monterey County, these agencies are: Monterey County's Department of Social Services (IHSS, SSI), Central California Alliance for Health (Monterey County's Medi-Cal health plan provider), and California Children's Services (CCS) through Monterey County's Department of Health. Special Kids Connect has experience working with key personnel at each of these agencies and has collaborated with them on previous outreach efforts.</p>	
7. Project different or unique	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?	<p>This project is unique/different from current initiatives and previous projects in the following ways:</p> <ul style="list-style-type: none"> (1) It focuses on identifying and addressing the barriers to <i>generic</i> service acquisition for Hispanic families in Monterey County. (2) It will build upon previous efforts, not duplicate them! For example, there are YouTube videos that provide excellent overviews of SSI and IHSS in English and in Spanish. Also, for SSI applications, families can request translation support. Few families we talk to ever consider these existing supports because they are simply not aware of them. This project will bring awareness to the existence of those resources. (3) It collaborates with generic agencies to develop tools specifically designed to support those with developmental disabilities. Because generic agencies serve a wide range of individuals with a wide range of needs, their systems and applications can be confusing to regional center families, who often head down the wrong paths for the specific support they need. SKC wants to work with these agencies to develop tutorials and aids targeting the processes appropriate for regional center families. <p>At the project's end, service coordinators will have culturally-relevant resources and tools they can offer families that will encourage and empower them to advocate for their needs. In this way, the regional center can better explain how its position as "payer of last resort" does not make them the "bad guy."</p>	
8. Activities & Measures to Achieve Goal	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.	<p>The schedule of activities demonstrates the steps, timing, and necessary fluidness of this process in the following ways.</p> <ol style="list-style-type: none"> (1) The activities are not intended to reflect a linear approach. Learnings in one activity may offer insight that will be used to modify an assumption made in a previous step. Ex: Service coordinators' assumptions of why families are not using services will be used to craft initial handouts and workshop curricula. Consumers attending those workshops will either verify or refute these assumptions. If refuted, workshop content will be amended. (2) While consumer-families will be surveyed, at the outset, to better understand their challenges with generic service exploration, experience has told SKC that the root causes may not be easy for them to articulate – especially when everything seems so overwhelming. Working one-on-one with families is critical to SKC's understanding of the obstacles and this process will allow SKC to develop more effective tools and approaches in its subsequent workshops and resource packets. <p>The timing in this 12-month project is realistic. From its work on developing a Respite Education & Orientation program (19-C04), SKC learned that developing new tools and effective workshop content for one service (respite) can take nearly 4 months. This project seeks to simultaneously develop tools and workshop content for <i>three</i> services. Thus, workshops are not expected to launch before Q3.</p>	
9. Measures Are your proposed measures appropriate to track project goals and activities, provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated?	Applicant Response The measures provided are intended to demonstrate meaningful progress and to track the development of workshop content and support tools. One of the primary goals of this project is to accurately identify the challenges faced by families. The activities and measures support this objective. Follow-up calls with consumers that have received 1:1 support, as well as the pre- and post- workshop surveys will provide insight into the effectiveness of this project's ability to effectively address those challenges.	
10. Budget Narrative	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative.</p> <p>The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.</p>		1
Proposal Certification		
Certification		
1. Applicant & Regional Center Discussion	Applicant Response	
If you are a CBO, have you discussed your proposal with the RC(s)?	Yes	1
2. Applicant Certification	Applicant Response	
By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget. (Select Yes or No and enter you name in the comment box.)	Yes	
Applicant Comment		