## APPLICATION REPORT

**Project Name:** Increasing Access Through Education and Screening

**Applicant Organization:** UCI HEALTH, The Center for Autism & Neurodevelopmental Disorders

**Awarded Amount:** $260,000

**Funding Announcement Name:** Promoting Service Access and Equity Grant

### PROJECT SUMMARY

To reduce disparities in access to Regional Center services for underserved families, we propose providing six in-person trainings in Spanish, three inperson trainings supporting Black/African American families and 3 developmental screening days.

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
|---|---|---|
| **Applicant Eligibility** | | |
| **Applicant Information** | | |
| **1. Project Title** <br> What is the Project Title? | **Applicant Response** <br> Increasing Access Through Education and Screening | |
| **2. Awarded Amount** | **Applicant Response** <br> $260,000 | |
| **3. Organization Type** <br> Please check the box that describes your organization | **Applicant Response** <br> Community Based Organization (CBO), 501(c)(3) | 1 |
| **4. Description of Organization/Group** <br><br> 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. | **Applicant Response** <br><br> As part of UC Irvine Health, the Center for Autism & Neurodevelopmental Disorders (CAND) is a multidisciplinary center that seeks to provide help and hope to children, adolescents, young adults, and their families living with Autism Spectrum Disorders (ASD) and other neurodevelopmental disorders through excellent clinical care, innovative research, quality education and training, and community engagement.  We provided educational events and developmental screening to 375 families during our DDS Disparity Funds Program grant that ended in March 2020. <br> We are currently implementing several training and screening activities funded through the DDS Disparity Funds Program. | |
| **5. Applicant in Good Standing** <br><br> Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? | **Applicant Response** <br><br> Yes | |
| **6. Subcontractors in Good Standing** | **Applicant Response** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| 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. | 19-C55 | |
| **2. Project Title** | **Applicant Response** | |
| (Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable. | Empowering Family Mentors & Increasing Access Through Education & Screening | |
| **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: 04/19/2020, End Date: 04/20/2021 | |
| **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. | 12 | |
| **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** | |
| (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** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| (Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable. | $221,063.00 | |
| **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. | $221,063.00 | |
| **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. | $0.00 | |
| **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. | $174,059.00 | |
| **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. | $174,059.00 | |
| **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 | |
| **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. | $260,075.00 | |
| **15. 2019/2020 Expenses** | **Applicant Response** | |
| (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. | $90,273.10 | 1 |
| **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. | $169,801.90 | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| **17. Total Awarded**<br><br>(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. | **Applicant Response**<br><br>$655,197.00 | |
| **18. Initial Proposed Number of People Served**<br><br>(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable. | **Applicant Response**<br><br>195 | |
| **19. Actual Number of People Served**<br><br>(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. | **Applicant Response**<br><br>We served over 300 individuals/families during the first and second quarters (April through September 2020) of our current grant. We reached a larger audience than originally planned for the transition to adulthood classes, which were held via Zoom rather than in-person due to COVID-19.<br><br>We are currently implementing our third quarter grant activities and will serve additional people through the end of the grant period. We anticipate we will well-exceed the projected impact number originally planned. | |
| **20. Regional Centers in Catchment Area**<br><br>(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable. | **Applicant Response**<br><br>Regional Center of Orange County | |
| **21. Cities Served**<br><br>(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable. | **Applicant Response**<br><br>We serve families throughout Orange County, and there are over 30 cities in Orange County.<br>We have had families in Riverside and the Bay Area attend some of our virtual training events. | |
| **22. Counties Served**<br><br>(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable. | **Applicant Response**<br><br>Our primary target county is Orange County. | |
| **23. City of Los Angeles**<br><br>(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. | **Applicant Response**<br><br>Not Applicable | |
| **24. Activities to Date** | **Applicant Response** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| (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. | We have completed the following activities (please note that some of the classes are offered more than once and the additional classes are still in progress):<br><br>• Transition from Early Start to Lanterman Services and School at Age 3<br>• Accessing Adult Transition Series including preparing for transition, Regional Center services, limited conservatorship, alternatives to conservatorship, and puberty<br>• Parent Empowerment Series<br>• Developmental Screening Events<br>• Parent mentor training part 1<br><br>Our key accomplishments include:<br><br>• Successful virtual events reaching over 300 participants<br>• Assisting families in installing and learning to use Zoom/virtual presentation platforms including with test sessions, helping them access Spectrum Internet that was offering free Wi-Fi in response to COVID-19, and informing families about the call-in Zoom option when internet is not available<br>• Assisting presenters at other CBO's in utilizing the virtual presentation technology to present for our planned DDS grant events<br>• Helping families become familiar with video visits/telemedicine through developmental screening events<br>• Holding Latino Family Advisory Committee meetings virtually<br>• Conducting virtual parent mentor training events<br>• Collecting pre/post survey data in an online platform<br><br>We are currently in our third quarter and continuing to provide our educational events with additional events scheduled for the fourth quarter. | |
| **25. Project Impact & Outcome** | **Applicant Response** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| (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. | Please review our attached document with a summary of classes held and corresponding attendance through October 2020, and a selection of parent comments collected through online surveys.<br><br>In response to COVID-19, we successfully transitioned our planned in-person educational and developmental screening events to online events and have exceeded the number of individuals we originally proposed to reach through these events. As the comments indicate, there is a great need for information about transition-related programs and supports, and we have effectively provided information to families that previously were not aware of these programs and services. Through our educational events, we have been able to inform families about conservatorship and alternatives, which is critical for supporting the independence of adults with developmental disabilities. Families have learned about ways to plan for their children's financial future and actively engage in the transition to adulthood process. Families have learned about specific programs and resources they can engage with in the community, such as the Dayle McIntosh Center. Finally, parents found events helpful in reducing isolation, increasing a sense of connection, allowing a space to share and connect. Parents reported feeling better informed and empowered. | 1 |
| **26. Project Objectives** | **Applicant Response** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| (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. | Feedback from parents that have attended our virtual screenings and trainings to date has been positive and highlighted the need for ongoing screenings and training events in these topic areas. We have met several of our objectives focused on providing information to parents about Regional Center and generic services for Early Start and adult transition-age youth. We are in the third quarter of the grant period and will continue to provide educational and screening events through the first quarter of 2021. Due to the virtual platform for our events, we have had families from other counties attend our transition to adulthood classes, and they have shared they are very grateful for these events because they have not found similar classes in their area. Because there are always new families with young children at-risk for developmental delays, and older children transitioning into young adulthood, the community needs access to these trainings each year.<br><br>We continue to support families in accessing virtual platforms (Zoom) to attend educational and screening events. We previously shifted funding through the Budget Change Request process from items such as food originally planned for in-person events to increasing our bilingual parent educator and bilingual clinical social worker's efforts on this grant so they could spend the extra time needed to guide families through downloading and learning to use Zoom, including test sessions/calls. Without this additional effort to invite families to attend and help them get set up with the technology needed, we would not have met the targeted numbers of attendees. Informed by this model, we have developed our new proposal and budget to include time for these individuals to provide this necessary outreach.<br><br>Despite all of the limitations our communities are experiencing due to COVID-19, engaging with families for training events has helped to reduce isolation for some. Our Latino FAC has shared that our meetings are also a form of support for their families. With many children unable to attend school in-person, and families more disconnected from that system of support, it is important for organizations like ours to create opportunities where families can access support outside of school settings. | |
| **27. Project Transition** | **Applicant Response** | |
| (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 | If awarded, we will be able to continue providing several of our educational workshops for families in Spanish. Because we have demonstrated our capacity to reach Latino families and provide effective training, the Regional Center of Orange County has expressed support for us to continue our training activities.<br><br>We plan to continue the following Spanish workshops:<br>• Parent Empowerment and Advocacy Series<br>• Transition from Early Start to Lanterman Services and School at Age 3<br>• Series on Accessing Adult Transition Related Employment and Young Adult Services | 1 |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| are proposing the change. If not applicable, select Not Applicable. | RCOC encouraged us to continue our developmental screening events and we plan to hold three for this project. Based on feedback from families and staff at Illumination Foundation we are planning one developmental screening event with them for families experiencing homelessness. The second screening will target Latino families. The third screening event will be held in partnership with the LEAD-ABC students and Christ Our Redeemer Church and target African American families.<br><br>Our parent mentor training effort is currently in phase 2 of 3 parts and at this time Regional Center does not have additional parent mentors to refer to this training program so we are going to complete training the current cohort but will not focus on this for the 2020/21 proposed project.<br><br>Based on feedback from families that have attended our workshops and input from our Latino FAC, we are proposing the following new educational events in Spanish:<br>• All About ABA<br>• Learn from a Parent<br>• Conference on Transition to Adulthood<br><br>We have proposed the All About ABA class because families lack access to information about ABA treatment and how it is an effective treatment for children with autism and intellectual disabilities. On a regular basis, we see families in our center who have a child previously diagnosed with autism (often for a few years) and they have never been informed about or accessed ABA therapy for their child. Families need to know how to access ABA through insurance and receive assistance for co-pays through Regional Center. We will provide this information through our classes, and explain how families can work with their ABA provider to create goals and treatment interventions that are most relevant to the family and address their priorities and concerns.<br><br>We propose the Learn from a Parent series in partnership with our Latino FAC to increase parents' self-advocacy skills, provide an opportunity to promote self-care and teach fun and educational activities parents can do with children to strengthen family connections. In working with our Latino FAC parents to provide the Parent Empowerment series, we observed their wealth of knowledge and experience as well as ability to connect well even virtually with parents. We developed the idea for this series together after hearing feedback from families that the real-life examples they were hearing from our Latino FAC parents was informative and powerful for them.<br><br>We have hosted 4 annual conferences in English to date, and we have received numerous requests for families to have our conferences translated into Spanish. We are proposing a conference specifically in Spanish with parents as the primary audience and a focus on Transition to Adulthood as our current classes on this topic have been well-attended with families requesting more information on related transition topics.<br><br>The activities we have outlined in our attached plan are necessary to inform the Latino/Hispanic community of Regional Center and generic services available for children and young adults with developmental disabilities. Due to COVID-19, we know that families have experienced interruptions in routine and specialty pediatric care, delays in school evaluations and IEP's, and | |

challenges accessing other systems. It is important for families to have access to ongoing virtual educational events during this very difficult time.

We have decided to expand our efforts and add African American families as a target group for this proposal. In response to the protests over racial injustice throughout the spring and summer, and the COVID-19 pandemic which disproportionately affects people of color, we have been reflecting on the experiences and needs of African American families with children with developmental concerns. We have reviewed the POS data from RCOC and see the disparities for African American families are similar to those of Hispanic families. For example, for Fiscal Year 2018-2019, 40.1% of Black/African American consumers and 41.2% of Hispanic consumers ages 3 to 21 have no purchased service, compared to 22.7% of white consumers. Further, for the same fiscal year and age range, Black/African American consumers had $5,907 in per capita expenditures, Hispanic consumers had $4,078 in per capita expenditures, and white consumers had $9,240 in per capita expenditures. While the population of African Americans in Orange County is relatively small, at 2.1% based on data from the July 2019 US Census estimate, we believe it is important to address the disparity this community is experiencing as demonstrated by POS data. Additionally, the OC Human Relations Commission published their 2019 Hate Crimes Report in October 2020 (attached for reference), and noted the following data:
"Of the 47% of [hate crime] cases motivated by Race, Ethnicity, and/or National Origin, 53% were driven by Anti-Black sentiment, followed by Anti-Hispanic (30%) and Anti-Asian (17%),"
"Of the 39% of hate incidents motivated due to Race/Ethnicity/National Origin, 51% were Anti-Black followed by Anti-Hispanic(13%) and Anti-Multiple Races (13%),"

Despite African Americans being the smallest of the racial/ethnic groups described in this report, they are reported as having the highest numbers of experiences of hate crimes or incidents in the category of incidents motivated by race/ethnicity. These kinds of incidents deter families from accessing help in many sectors, whether or not those particular organizations have a history of racial/ethnic discrimination. This is the "mistrust of public systems by some communities of color" which DDS has specifically identified as a cause of the disparities in services for Regional Center clients.

We have connected with Dr. Candice Taylor Lucas in the UCI Department of Pediatrics and the LEAD-ABC students to explore opportunities to work together to better understand the needs of African American families in Orange County and find opportunities to support families in increasing understanding of developmental concerns and accessing intervention through projects outlined in this proposal. Leadership Education to Advance Diversity–African, Black and Caribbean (LEAD-ABC) is a UCI School of Medicine mission-based program aimed at producing future physicians who are committed to addressing the health needs of African, Black and Caribbean communities in California, the United States, and beyond. Dr. Taylor Lucas is a co-director of the LEAD-ABC program and Associate Program Director of the UCI-CHOC Pediatric Residency Program.

We are adding the following educational events which we will tailor

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| | to the needs of African American families and outreach specifically to African American families to attend. These presentations will be developed and provided by African American individuals who are part of our team:<br>• From Power Struggle to Partnership: Supporting Parents and Caregivers in Navigating the Early Years of Their Toddlers' Development<br>• Transition from Early Start to Lanterman Services and School at Age 3<br>• All About ABA<br><br>Finally, we will have a specific presentation at our annual conference on implicit bias. Please see the attached project summary document for additional details regarding these educational activities. | |

## General Application

### Proposal Summary

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
|---|---|---|
| **1. Individuals Impacted**<br>Enter the projected number of individuals impacted. | **Applicant Response**<br>400 | |
| **2. People Served**<br>What is proposed number of people projected to be served? | **Applicant Response**<br>400 | |
| **3. Duration of project**<br>What is the duration of the project? Enter Start & End Dates. | **Applicant Response**<br>Start Date: 02/28/2021, End Date: 02/27/2022 | |
| **4. Duration of project (months)**<br>What is the total duration of project in months? | **Applicant Response**<br>12 | |
| **5. Regional Centers**<br>List all Regional Centers in the project catchment areas. | **Applicant Response**<br>Regional Center of Orange County | |
| **6. Cities Served**<br>List the city or cities your project proposes to serve. | **Applicant Response**<br>We aim to serve families throughout all of Orange County, which has over 30 cities. Our Center and our educational events are open to everyone and with the virtual platform we may reach families throughout Californiia. | |
| **7. Counties Served**<br>List the county or counties your project proposes to serve. | **Applicant Response**<br>We would primarily outreach to and serve families in Orange County. We welcome families from neighboring counties such as Los Angeles, Riverside and San Bernardino. | |
| **8. City of Los Angeles**<br>If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve. | **Applicant Response**<br>Not Applicable | |
| **9. Community Based Organizations** | **Applicant Response** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| Will you be working with one or more Community Based Organization? | Yes | |
| **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. | N/A | |
| **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). | Engagement and Outreach (community events, etc) | |
| **13. Third Project Type Selection** | **Applicant Response** | |
| Select your third project type (if applicable). | Workforce Capacity and Development (staff training, etc) | |
| **14. Multiple Organizations** | **Applicant Response** | |
| 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. | No | |
| **15. Leverage & Strategies** | **Applicant Response** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| 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? | Our Latino FAC has been incredibly valuable to our Center on several projects as we are able to gather their feedback and input on our clinical, educational and research efforts. We frequently consult with our Latino FAC on research project designs and materials. We ensure information is translated into Spanish, and we strive to make information more accessible by using best practices in health literacy. We are also part of a larger university-based autism research collaborative with several locations across the US, and we often take the lead on efforts to reduce disparities particularly for Latino families when we are working with the other programs on projects, and share our materials and strategies. | |
| | As we are initiating our collaboration with the LEAD-ABC program and Christ Our Redeemer church, we plan to discuss ways we can work in partnership on efforts to better care for and support African American families beyond the scope of this grant. | |
| | We anticipate the information we gather from the listening sessions with African American families will be important for other organizations to hear, such as RCOC and our local chapter of the American Academy of Pediatrics (AAP Chapter 4). Some of our team members are involved in our AAP's Diversity, Equity and Inclusion Working Group which has been meeting about related issues and planning efforts to address disparities and would be another avenue to disseminate this information broadly. | |
| | Finally, in August 2020 the UCI Black Thriving Initiative was launched campus wide to respond to systemic anti-Blackness and engage with Black communities by linking the future of UCI to the success of Black people. UCI is offering many educational events as part of this effort and additional activities are in development. We plan to connect with others that are working on this initiative and explore opportunities to collaborate. | |

## Target Population

| 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. | African American , Hispanic , Other (list) | |
| Applicant Comment | Other includes families experiencing homelessness | |

| 2. Number of Target Group Served | Applicant Response | |
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| For each target group selected in previous question, list number served. | We propose serving 95 African American families, 260 Hispanic families, and 15 families experiencing homelessness. | |

| 3. Languages | Applicant Response | |
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| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
|---|---|---|
| Select all Languages the project will serve. If you select "Other" please list all languages. | Spanish , Other (list) | |
| Applicant Comment | Other includes English | |
| **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 , Other (list) | |
| Applicant Comment | Other includes parents of all age groups selected | |
| **Project Application** | | |
| **Project Application** | | |
| **1. Project Summary** | **Applicant Response** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| 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. | Please review the attached project summary document.<br><br>Our target populations for our educational events are Hispanic and African American families, and for our outreach/screening events we are targeting Hispanic children, African American children, and children experiencing homelessness.<br>We will provide a training opportunity for professionals through our Annual Conference, as described in the attached summary.<br><br>Our catchment area is Orange County, though we anticipate some families in other areas of California may attend our virtual events. We will provide training to over 350 individuals and screen 45 children.<br><br>Our project design is primarily an interactive parent training effort. We are including 2 or 3 listening sessions with African American families during the first half of the grant period to further assess barriers and needs, as well strengths and opportunities.  The information we gather from our listening sessions will inform our grant activities and can be shared with Regional Center, our local AAP chapter, and other providers in the community.<br><br>Our 3 developmental screening events will provide opportunities for underserved families to directly access a team of specialists to review concerns about their children and make recommendations that families can act upon so they are not further delayed.  Children with identified development screening concerns can be referred to RCOC the same day of the screening, streamlining this process for families.<br><br>Our project will benefit the community by:<br>• Increasing access of information about Regional Center and generic services<br>• Decreasing stigma about developmental disabilities and reducing social isolation through virtual, interactive training events<br>• Empowering parents to identify the unique needs of their children and how to advocate in order to access appropriate services and supports<br>• Identifying young children, especially HIspanic, African American, and those experiencing homelessness, with developmental delays and assisting their families in connecting with Regional Center for Early Start services and/or other community-based programs<br>• Increasing knowledge about ABA therapy and how to access it through insurance, including with support from the Regional Center for co-pays<br>• Increasing knowledge about early childhood development, ways to encourage play in children and develop early learning skills while strengthening family bonds | 1 |
| **2. Organization Experience** | **Applicant Response** | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENTS |
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| What experience does the organization/group have working with the target population? | Our Center has been a leader for over a decade in assessment, diagnosis, care coordination, family support, and education for children with autism and other neurodevelopmental disorders and their families. Over 40% of our patients identify as Hispanic/Latino, and a quarter of our families identify Spanish as their primary language. Our Latino Family Advisory Committee (FAC) meets throughout the year and works collaboratively with our Center to provide input on family needs and interests in areas of research, outreach, education, assessment, clinical care and treatment. Our Latino FAC is comprised of Spanish-speaking families who have previously worked with us on developing projects targeting outreach for underserved Latino families, including our current DDS grant. The parents on our Latino FAC all have children with autism who are insured through Medi-Cal. If funded, we will engage our Latino FAC in this project from the planning and throughout implementation.

As previously discussed the African American population in Orange County is relatively small, around 2%. We have experience caring for African American children and families as our patients, and we have specifically worked with members of our team that identify as African American in developing this proposal. We have engaged with Dr. Taylor Lucas and the LEAD-ABC medical students to increase our ability to outreach to African American families in Orange County.

We had a successful virtual screening event with Illumination Foundation in October 2020, and have continued to follow up with their team to provide ongoing support since the event. They look forward to our involvement and hosting another developmental screening event for families experiencing homelessness through this proposal.

Finally, we are pleased to have continued collaboration with Help Me Grow Orange County to support our developmental screening events. Help Me Grow is able to connect families with resources in our community and provide follow up to families that attend screening events to ensure children and families are linked to the services they need. Please see the attached letter of support from Help Me Grow. | 1 |
| **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. | As noted in their April 2019 letter to DDS, RCOC presented their 2017-2018 POS Expenditure data on March 13, 2019, and reported that the largest disparity exists for the Hispanic population in Orange County. They reviewed expenditure data for seven fiscal years (2012-2018) and noted that expenditure for Hispanics is lower across all age ranges and residence types. RCOC publicly presented their 2018-2019 POS expenditure data in March 2020, but due to COVID-19 they have not yet posted their summary of responses from that meeting and any feedback they provided to DDS. The data from the March 2020 presentation is consistent with the data from 2019. Based on our conversation with RCOC in November 2020, the disparity for Hispanic families continues to be the greatest and it is a priority for RCOC to address the needs of this community. | 2 |

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| | As previously discussed, we decided to expand our efforts and add African American families as a target group for this proposal. The experience of African American children with developmental disabilities such as autism being diagnosed later than white non-Hispanic children is well-documented in research studies and by the CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network. Disparities in access to services even once a child has a diagnosis persist. In school settings, African American students are also suspended at much higher rates than other racial/ethnic groups, and this includes students with special needs and/or those who have special education services. A commentary published in the Journal of the American Academy of Pediatrics in August 2020 (attached) outlined the impact of structural racism in the United States on African American children and leads to inequities in diagnosis, treatment and outcomes.<br><br>We have reviewed the POS data from RCOC and see the disparities for African American families are similar to those of Hispanic families. For example, for Fiscal Year 2018-2019, 40.1% of Black/African American consumers and 41.2% of Hispanic consumers ages 3 to 21 have no purchased service, compared to 22.7% of white consumers. Further, for the same fiscal year and age range, Black/African American consumers had $5,907 in per capita expenditures, Hispanic consumers had $4,078 in per capita expenditures, and white consumers had $9,240 in per capita expenditures. While the population of African Americans in Orange County is relatively small, at 2.1% based on data from the July 2019 US Census estimate, we believe it is important to address the disparity this community is experiencing as demonstrated by POS data.<br><br>As we have also identified homeless families as being a focus for our developmental screenings, we reviewed the RCOC expenditure data by residence. RCOC reported in FY 2018-2019 no consumers birth to 2 inclusive who are homeless, and just 4 consumers 3 to 21 inclusive who are homeless. However, feedback from stakeholders at the Illumination Foundation (IF) indicates there are homeless families that have children with developmental delays that should have access to Early Start and Lanterman services. We also saw this when we conducted the virtual developmental screening with IF in October 2020 and identified children who should be referred to RCOC for assessment. We believe there are significant barriers for this population and aim to provide some assistance to these families so they can access needed services for their children.<br><br>Illumination Foundation is enthusiastic about our efforts to increase access for children and families experiencing homelessness and we have attached a letter of support from IF. | |
| **4. Input from Community** | **Applicant Response** | |
| How did your organization use input from the community and/or target | We have an active Latino Family Advisory Committee (FAC) that we have consulted during the development of this proposal. Our | 1 |

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| 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? | Latino FAC parents are currently involved in the implementation of our educational and screening efforts as part of our DDS grant. They are attending the events, speaking with parents during the events, and reviewing feedback with us after the events. Based on their input with ongoing efforts and our current DDS grant, the Latino FAC provided input in the development of this proposal, and they have provided a letter of support which we have attached.<br><br>We also discussed our intent to apply for this program with RCOC and requested their input on our current efforts, proposal, and any other projects they would like us to consider. RCOC shared they value the trainings we provide to families, and regularly refer families to our workshops.  They recommended we continue with our developmental screening and educational events.<br><br>Our parent advocate and educator Nellie Valentine has already reached out to the following groups to gather input regarding their experience specifically working with African American families with children with special needs, and hear their suggestions to inform our efforts:<br>• Special Needs Network - Los Angeles, CA<br>• The Brooklyn Autism Center - Brooklyn, NY<br>• The Autism Clinic - Chicago, IL<br>• Parenting Black Children - Pomona Valley, CA<br>• National African American Autism Community Network (NAAACN) - New York, NY<br>• The Answer, Inc. - Chicago, IL<br>• Jory's Journey Foundation - Birmingham, AL<br><br>She has had a couple of discussions with key informants from the above groups, and provided feedback to our team that has reinforced and guided our plans.  We will continue receiving input from Ms. Valentine as she continues her discussions with these groups and any additional ones.<br><br><br>As we met to develop ideas for this proposal, Dr. Taylor Lucas recommended we incorporate listening sessions with African American families into our plan, and we have designed the project to include that component.  Both Dr. Taylor Lucas and Dr. Grover have experience conducting listening sessions or focus groups with underserved communities, and they will be involved in this effort.  We will develop questions and prompts to invite discussion on families' experiences with accessing diagnostic and intervention support, special education services, Regional Center services, and transition to adulthood services.  We will ask families to share their experiences with barriers and situations where they may have experienced discrimination or prejudicial treatment.  We will also ask families about experiences where they felt supported and had success in accessing what they needed, and request feedback on our planned efforts as well as recommendations for future projects.  We are planning to invite African American families from our own center, and from Regional Center of Orange County to participate in a session, or provide 2 sessions depending on the number of families that express interest.  We will work with the LEAD-ABC students and Christ Our Redeemer Church to hold a listening session with members of their congregation.  We will analyze and summarize the responses and use them to inform our own projects, and educational efforts for professionals.  We also plan to share summary information with Regional Center, DDS, and our local AAP chapter. | |

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| **5. Improve Access** | **Applicant Response** | |
| 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? | Our project will improve equity, access and reduce barriers for individuals who have developmental disabilities and their families through the following:<br><br>• Increasing access of information about Regional Center services for Hispanic/Spanish-speaking families and African American families.<br>• Decreasing stigma about developmental disabilities and reducing social isolation through virtual, interactive training events<br>• Improving understanding of how children and young adults can qualify for Regional Center services, including for individuals who may have accessed Early Start services but then did not qualify for Lanterman services at age 3<br>• Informing families of Regional Center and generic services available for transition-age youth and the importance of planning for adulthood including employment, increasing independence and community inclusion<br>• Empowering parents to identify the unique needs of their children and how to participate in IEP and IPP processes in order to access appropriate services and supports<br>• Identifying young children, especially Latinx, African American, and those experiencing homelessness, with developmental delays and assisting their families in connecting with Regional Center for Early Start services and/or other community-based programs<br>• Increasing knowledge about ABA therapy and how to access it through insurance, including with support from the Regional Center for co-pays.<br>• Increasing knowledge about early childhood development, ways to encourage play in children and develop early learning skills while strengthening family bonds<br><br>We intend to record some of our training events so they can be available for view on our YouTube page. | |
| **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? | As previously discussed, RCOC has reported to the community and DDS that the largest disparity exists for the Hispanic population in Orange County. Based on our conversation with RCOC in November 2020, the disparity for Hispanic families continues to be the greatest, and our proposal provides several interactive educational opportunities for this community in Spanish so that families can be better informed of services and learn skills to advocate for their children. | |
| **7. Project different or unique** | **Applicant Response** | |

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| 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? | We have reviewed the current Disparity Funds Programs funded in Orange County, and have not seen any other entity addressing all the areas we are proposing for Hispanic or African American families. We have not seen another Orange County project targeting families experiencing homelessness. | |
| **8. Activities & Measures to Achieve Goal** | **Applicant Response** | |
| 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.** | Our Center aims to increase access through educational workshops and developmental screenings offered to the community. Our educational workshops will be hosted by providers and community members who identify as Hispanic and are bilingual, as well as those who identify as African American. For each workshop, we will administer pre-and-post-workshop surveys aimed at measuring the attendees' knowledge in transitioning from the age of 3 into the Lanterman act, transitioning to adulthood, advocating for a child, accessing ABA services, and learning from other parents. Pre-and-post-workshop surveys will help our Center to understand how much knowledge a parent gained from these workshops and workshops series. Each survey will include room for a narrative response to capture the attendees' individual experiences of the workshop or workshop series and how these workshops impact their access to services within the Orange County area. Additionally, we will host developmental screenings that will provide individualized feedback to caregivers regarding their child's development and how to access specific services geared towards supporting that child's development. We will provide parents with feedback on their children's development and recommendations for next steps including connecting them with Regional Center and Help Me Grow Orange County who will be available during the screening event. We will provide DDS with a summary of the recommendations for children screened. | |
| **9. Measures** | **Applicant Response** | |

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| 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? | Our proposed measures include both qualitative and quantitative data.<br><br>Quantitative data includes pre/post workshop surveys, the number of attendees attending each workshop, the number of children who attend a Developmental Screening (as well as the number of children who are referred to RCOC following the screening). Prior to attending each workshop or workshop series, attendees will be asked to participate in a pre-workshop survey that will assess their knowledge of the particular topic. After attending the workshop or workshop series, the attendees will answer the same questions. We will calculate the difference between these group averages in order to quantitatively understand the increase in knowledge about the subject for each attendee. For example, prior to attending Transition to Three, an attendee will answer the question in the pre-survey, "I know what the Lanterman Act is" and respond on a Likert Scale (1= I do not know; 5= I am very confident I know the answer"). After the workshop, the attendee will answer the same question. The parent's score will hopefully increase numerically and, thus, demonstrate the confidence and knowledge a part gained regarding RCOC eligibility by attending the workshop. Additionally, the number of attendees for each workshop and screening will help our Center understanding the number of individuals who were better informed about services within Orange County.<br><br>Qualitative data includes narrative responses from attendees who participate in our workshops/workshop series and developmental screenings. These narrative responses will help our Center to learn more about how the attendees' participation in our workshops has impact on the lives of their family members. | |
| **10. Budget Narrative** | **Applicant Response** | |
| **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.** 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. | | 1 |

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| **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 | |
| **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 | 2 |
| Applicant Comment | Chelsea O'Haire | |