

## APPLICATION REPORT

**Project Name:** Improving Digital Access for Self-Advocates and Families

**Applicant Organization:** Parents Helping Parents Inc

**Awarded Amount:** \$60,437

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



### PROJECT SUMMARY

This project will improve access to technology for 50 self-advocates and their families, by providing iPads and training to those who have no access to the technology they need to participate in the virtual world. Individuals with intellectual and developmental disabilities (IDD) need access to technology in order to participate in activities that fulfill their Person Centered IPP goals. Too many individuals lack a technology device and access to the internet, creating a significant barrier to services especially during the COVID-19 pandemic. The proposed project provides the technology and training to support access and overcome this barrier.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<b>Applicant Eligibility</b>		
<b>Applicant Information</b>		
<b>1. Project Title</b>	<b>Applicant Response</b>	
What is the Project Title?	Improving Digital Access for Self-Advocates and Families	
<b>2. Awarded Amount</b>	<b>Applicant Response</b>	
	\$60,437	
<b>3. Organization Type</b>	<b>Applicant Response</b>	
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)	
<b>4. Description of Organization/Group</b>	<b>Applicant Response</b>	
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>Parents Helping Parents (PHP) supports, educates, and inspires families and the community to build bright futures for children with special needs.</p> <p>When parents receive a diagnosis for their child, they often feel devastated and anxious. Their hopes and dreams for their child are gone, replaced with uncertainty. They did not prepare to raise a child with a disability. They were not expecting the added stress and to take on the financial burden many families face. That is why they turn to PHP to find that supportive community of families who also have children with special needs.</p> <p>PHP has been helping families of children with special needs, primarily in Santa Clara and San Mateo Counties, since 1976. Our mission is to help children and adults with special needs receive support and services they need to reach their full potential by providing information, training, and resources to build strong families and improve systems of care. In fiscal year 2019-20 PHP provided nearly 19,000 services to over 7,500 families and professionals. Including people served online, PHP supported 70,000+ people in 2019-20, helping change the course of so many</p>	

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	<p>lives. Nearly all PHP workshops and parent support groups moved to Zoom in March 2020 because of COVID-19. A typical week sees 10-12 Zoom meetings in 3 languages; from March – November 2020 we've held 373 meetings with 6,761 participants.</p> <p>We serve families with a range of services:</p> <ul style="list-style-type: none"> <li>• emotional support and guidance from staff and volunteer peer support parents</li> <li>• practical support such as information on health conditions, community resources, and securing supports and funding</li> <li>• parent education and training on navigating the educational, legal, social service and medical systems of care</li> <li>• condition and culturally-specific parent/professional support and information groups</li> <li>• an assistive technology demonstration center with services for infants through adults at-risk-of or with disabilities</li> <li>• an E-Learning library with 284 videos in 5 languages (with more added each month)</li> </ul> <p>At PHP, we have specialists in the areas of community resources, special education, and assistive technology. Our staff members speak many different languages, including English, Spanish, and Vietnamese. And over 90% of staff members are also parents of children with special needs who shifted their career path to help others. These experienced staff members have a national reputation for being a trusted source of information for helping parents, caregivers, and children with special needs.</p> <p>Navigating the many systems and supports and getting them in place can be confusing. PHP teaches families how to effectively advocate for their children from birth through adulthood. With improved advocacy skills, parents can secure better opportunities for their child to thrive in all aspects of their lives.</p> <p>PHP is recognized as a 501c3 organization by the IRS, is a federally designated Parent Training and Information Center, is a state appointed Family Empowerment Center, is Santa Clara County's family resource center for early intervention, and is a vendor of San Andreas Regional Center (SARC). PHP is a current disparity grant recipient, working to decrease POS disparities in the SARC catchment area by providing parent education (large and small group training), working 1:1 with families to assist them in advocating for regional center services for their children, and enhancing resources in multiple languages on the PHP website.</p>	
<b>5. Applicant in Good Standing</b>	<b>Applicant Response</b>	
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	
<b>6. Subcontractors in Good Standing</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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	
<b>Grant Reapplication Information</b>		
<b>Grant Reapplications Only</b>		
<b>1. Grant Number</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
<b>2. Project Title</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
<b>3. Project Start &amp; End Dates</b>	<b>Applicant Response</b>	
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
<b>4. Project Duration</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
<b>5. 2016/2017 Award</b>	<b>Applicant Response</b>	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
<b>6. 2016/2017 Expenses</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
<b>7. 2016/2017 Remaining</b>	<b>Applicant Response</b>	
(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	
<b>8. 2017/2018 Award</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
<b>9. 2017/2018 Expenses</b>	<b>Applicant Response</b>	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
<b>10. 2017/2018 Remaining</b>	<b>Applicant Response</b>	
(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	
<b>11. 2018/2019 Award</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
<b>12. 2018/2019 Expenses</b>	<b>Applicant Response</b>	
(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.	Not Applicable	
<b>13. 2018/2019 Remaining</b>	<b>Applicant Response</b>	
(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.	Not Applicable	
<b>14. 2019/2020 Award</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
<b>15. 2019/2020 Expenses</b>	<b>Applicant Response</b>	
(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.	Not Applicable	
<b>16. 2019/2020 Remaining</b>	<b>Applicant Response</b>	
(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.	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p><b>17. Total Awarded</b></p> <p>(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.</p>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>	
<p><b>18. Initial Proposed Number of People Served</b></p> <p>(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.</p>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>	
<p><b>19. Actual Number of People Served</b></p> <p>(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>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>	
<p><b>20. Regional Centers in Catchment Area</b></p> <p>(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.</p>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>	
<p><b>21. Cities Served</b></p> <p>(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.</p>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>	
<p><b>22. Counties Served</b></p> <p>(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.</p>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>	
<p><b>23. City of Los Angeles</b></p> <p>(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.</p>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>	
<p><b>24. Activities to Date</b></p>	<p><b>Applicant Response</b></p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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.	Not Applicable	
<b>25. Project Impact &amp; Outcome</b>	<b>Applicant Response</b>	
(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.	Not Applicable	
<b>26. Project Objectives</b>	<b>Applicant Response</b>	
(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.	Not Applicable	
<b>27. Project Transition</b>	<b>Applicant Response</b>	
(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.	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<b>General Application</b>		
<b>Proposal Summary</b>		
<b>1. Individuals Impacted</b>	<b>Applicant Response</b>	
Enter the projected number of individuals impacted.	50	
<b>2. People Served</b>	<b>Applicant Response</b>	
What is proposed number of people projected to be served?	50	
<b>3. Duration of project</b>	<b>Applicant Response</b>	
What is the duration of the project? Enter Start & End Dates.	Start Date: 03/02/2021, End Date: 03/01/2022	
<b>4. Duration of project (months)</b>	<b>Applicant Response</b>	
What is the total duration of project in months?	12	
<b>5. Regional Centers</b>	<b>Applicant Response</b>	
List all Regional Centers in the project catchment areas.	San Andreas Regional Center	
<b>6. Cities Served</b>	<b>Applicant Response</b>	
List the city or cities your project proposes to serve.	<p>The project proposes to serve all cities, census designated areas and unincorporated communities in the service area for San Andreas Regional Center.</p> <p>In Monterey County: Aromas, Boronda, Bradley, Carmel Valley Village, Carmel-by-the-Sea, Castroville, Chualar, Del Monte Forest, Del Rey Oaks, Elkhorn, Gonzales, Greenfield, King City, Las Lomas, Lockwood, Marina, Monterey, Moss Landing, Pacific Grove, Pajaro, Prunedale, Salinas, San Ardo, San Lucas, Sand City, Seaside, Soledad, Spreckels</p> <p>In San Benito County: Aromas, Bitterwater, Dunneville, Hollister, Hudner, Llanada, Paicines, Panoche, Ridgemark, River Oaks, San Benito, San Juan Bautista, Tres Pinos</p> <p>In Santa Clara County: Campbell, Cupertino, Gilroy, Los Altos, Los Altos Hills, Los Gatos, Milpitas, Monte Sereno, Morgan Hill, Mountain View, Palo Alto, San Jose, Santa Clara, Saratoga and Sunnyvale</p> <p>In Santa Cruz County: Aptos, Ben Lomond, Boulder Creek, Brookdale, Capitola, Davenport, Felton, Freedom, Los Gatos, Mount Hermon, Santa Cruz, Scotts Valley, Soquel, Watsonville</p>	
<b>7. Counties Served</b>	<b>Applicant Response</b>	
List the county or counties your project proposes to serve.	The counties of Santa Clara, Santa Cruz, San Benito and Monterey are proposed to be served.	
<b>8. City of Los Angeles</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
<b>9. Community Based Organizations</b>	<b>Applicant Response</b>	
Will you be working with one or more Community Based Organization?	No	
<b>10. Regional Center Data</b>	<b>Applicant Response</b>	
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.	Regional center data will not be used to implement the project.	
<b>11. First Project Type Selection</b>	<b>Applicant Response</b>	
Select your first project type.	Parent Education (online or in person trainings, etc)	
<b>12. Second Project Type Selection</b>	<b>Applicant Response</b>	
Select your second project type (if applicable).	Not Applicable	
<b>13. Third Project Type Selection</b>	<b>Applicant Response</b>	
Select your third project type (if applicable).	Not Applicable	
<b>14. Multiple Organizations</b>	<b>Applicant Response</b>	
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	
<b>15. Leverage &amp; Strategies</b>	<b>Applicant Response</b>	



APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	<p>Once the grant funding has concluded, the project will continue to offer training via the extensive e-learning library hosted on the PHP website. The list of apps identified as potentially useful to achieving IPP goals will be added to the e-packets available for download. The PHP assistive technology (AT) staff also maintain a Facebook page with regular postings of new apps and resources that may benefit individuals with disabilities. These offerings are funded through PHP's ongoing general fundraising efforts.</p> <p>Through collaboration with the service coordinators at the regional center, PHP staff will continue to assist their clients who need training to use technology that will help individuals achieve their goals. The individuals may benefit from a Techsploration, a vendorized service that provides a 1:1 hands-on opportunity to explore assistive technology options to identify those that meet their needs and goals. This service is available in person and virtually, as appropriate to maintain health and safety.</p>	
<b>Target Population</b>		
<b>1. Target Groups Served</b>		
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	<p><b>Applicant Response</b></p> <p>African American , Hispanic , Vietnamese , Other (list)</p>	
Applicant Comment	Other groups served are individuals who are low-income of any other race/ethnicity.	
<b>2. Number of Target Group Served</b>		
For each target group selected in previous question, list number served.	<p><b>Applicant Response</b></p> <p>Proposed number to be served:  2 African American  23 Hispanic  5 Vietnamese  20 Other - individuals who are low-income of any other race/ethnicity</p>	
<b>3. Languages</b>		
Select all Languages the project will serve. If you select "Other" please list all languages.	<p><b>Applicant Response</b></p> <p>Spanish , Vietnamese , Other (list)</p>	
Applicant Comment	English	
<b>4. Age Groups Served</b>		
Select all Age Groups the project will serve. If you select "Other" please list groups.	<p><b>Applicant Response</b></p> <p>22 and older , Other (list)</p>	
Applicant Comment	Other: ages 18 - 21 who are no longer served by their school district. Until a student exits a school program, technology is the responsibility of the school district.	
<b>Project Application</b>		
<b>Project Application</b>		

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<p><b>1. Project Summary</b></p> <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><b>Applicant Response</b></p> <p>Project Objective: Improve access to technology for 50 self-advocates and their families, by providing iPads and training to those who have no access to the technology they need to participate in the virtual world.</p> <p>Need for Project: COVID-19 has really shown the extent of the digital divide that exists. With many of the Regional Center programs on-line, if a client has no access to a device with which they can participate, they are left without access to services. COVID-19 is also increasing social isolation among many, including Regional Center clients. With an iPad and internet access, clients can get connected to groups, chat using FaceTime with friends and family, and feel a connection with the wider community. Clients would also be able to work towards their specific person-centered goals identified in their IPPs using the iPad and, if appropriate, specialized apps.</p> <p>Target Population and Catchment Area: The target population are clients of the San Andreas Regional Center with an identified need for technology, upon referral from their SARC service coordinator. The project will encompass all communities served by the San Andreas Regional Center. The individuals may have barriers to accessing technology due to race/ethnicity or income. We will encourage the service coordinators to refer individuals who live in the more remote or rural areas of the SARC catchment area and those known to be living in poverty as they may have the highest need.</p> <p>Project Design: Self-advocates, often with the assistance of their families or others in their circle of support, will recognize their lack of access to technology and its negative impact on their ability to achieve the goals in their Person-Centered Individualized Program Plan (IPP). We anticipate that referrals would then be made to this program through the regional center and that service coordinators would be informed and able to assist consumers to take the next step to access the program, if appropriate.</p> <p>The clients must have goals for themselves in their IPP that the iPad and training could help meet. Examples of goal areas could include employment, socialization, participation in virtual activities, or learning independent living skills. During the initial phone contact, project staff will review with the individuals their goals and if they currently have internet access. If the individual did not have a plan or goals outlined, we would work collaboratively with the regional center service coordinator to identify specific goals for the use of the iPad.</p> <p>If the individual does not have internet access, information on programs available for low-cost or free internet would be provided. If they live in a remote area that does not have internet access available at all, then features of the iPad that they may still benefit from without Wi-Fi would be highlighted, and nearby free internet access information would be provided. For example, even though libraries are currently closed the City of San Jose library system loans out Wi-Fi hotspots to residents. A Wi-Fi hotspot is a device</p>	

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	<p>you can use to connect to the internet. A mobile enabled laptop, smartphone, or tablet to the internet.</p> <p>The individual will ideally have an advocate (family member, support staff) who will assist with setting up the internet connectivity and the iPad. They will attend the trainings together so the advocates are ready to provide support to the individuals. All trainings will be recorded in English and Spanish by project staff, with Vietnamese dubbed professionally, in order to reach the target populations in their primary languages.</p> <p>Once the goals and internet access have been established, the individuals and their families would attend a training on how to use an iPad's built in general apps and features, including FaceTime, Gmail, Podcasts, as well as the accessibility features such as having text read out loud and how to access and download free or low/cost apps. The first training videos will be accessible from the PHP website. This enables the individual to control the pace of the training and refer back to the videos when review is needed. Closed captioning will be included on all videos. ASL will be included in the English version which anyone can view without sound.</p> <p>After the individuals and their family members have completed the first training set, the iPad and a protective case would be available for pick up at the PHP office, following all current health and safety guidelines. If an individual is unable to travel to the office, delivery will be arranged. The individual (or supporting family member) would sign an agreement to participate in the follow up surveys to measure and evaluate the project.</p> <p>The second training would include 1:1 guidance to help the individual (with the assistance of family, if needed) find and access appropriate apps to help the individual meet his/her person-centered plan goals. The training would take place via video conference to maintain the health and safety of all participants. This second training would be customized to the individual and would include suggested apps and accessibility features they may benefit from to best meet their goals. Staff will develop a list of apps, in English, Spanish and Vietnamese, which cover a wide range of IPP goal areas to use when consulting with each individual.</p> <p>The participating individuals would benefit from an average of three hours of training, in addition to receiving iPad devices. An initial (intake) survey as well as a follow-up survey would be administered in order to collect data to demonstrate the impact of this project for each individual. The survey focus would be on the IPP goals identified at intake and the progress toward achieving the goals. Examples of IPP goals include: keeping a consistent routine at home, participating in online classes or virtual day program, socialization (to decrease isolation), learning employment skills and independent living skills. Project staff will conduct follow-up in in English and Spanish and use the assistance of simultaneous interpretation for mono-lingual Vietnamese speakers.</p> <p>Proposed Timeline:  Q1  Execute funding agreement, submit initial invoice  Purchase iPads and cases</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>Prepare video outreach presentations in English and Spanish            Conduct outreach to SARC service coordinators, vendors, clients            Create survey forms and agreements for participating self-advocates            Write and record first training videos in English and Spanish, coordinate with professional to dub videos into Vietnamese            Develop a list of apps, in English, Spanish and Vietnamese, on different IPP goal areas            Submit Q1 report</p> <p>Q2 &amp; Q3            Receive referrals from SARC service coordinators, direct self-advocates to SARC if they contact project staff directly            Begin intake of self-advocates, confirm IPP goals and internet access            Upload first training videos in English, Spanish and Vietnamese to e-library on PHP website            Conduct first trainings and follow-up            Arrange distribution of iPads with cases            Conduct second trainings based on data from follow-up phone calls or emails from staff in English, Spanish and Vietnamese            Submit Q2 and Q3 reports</p> <p>Q4            Complete final survey and data collection including follow up phone calls and emails from staff in English, Spanish and Vietnamese            Submit Q4 report</p> <p>Post Q4            Submit final report by due date            Submit final invoice after final report is approved</p>	
<b>2. Organization Experience</b>	<b>Applicant Response</b>	
<p>What experience does the organization/group have working with the target population?</p>	<p>Parents Helping Parents (PHP) mission is to work with the target population. Throughout its almost 45-year history, PHP has created programs and services to meet the needs of individuals with I/DD and their families. PHP consistently reaches out to underserved communities to educate and empower families and help reduce the disparities in service delivery.</p> <p>In 1995, PHP created the largest Assistive Technology (AT) demonstration and training center in the San Francisco Bay Area. Assistive Technology is any device that can help increase, maintain, or improve a person's functional capabilities. AT can include things like tablets, hearing aids, speech generating devices, picture boards, social stories, and much more.</p> <p>The AT Specialists provide parents, professionals, adults, and children with the opportunity to explore technology; gain "hands-on" experience with instructional devices, software, and apps; and discover tools that best suit the needs of the individual with I/DD. Two of the AT Specialists have Assistive Technology certification and the third is working toward certification. In addition, the Programs Director for PHP has her certificate in Assistive Technology. Staff are subject content experts, having worked in this field for from three to twenty years. Two of the AT Specialists have presented both statewide and nationally on AT for individuals with disabilities.</p>	

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<p><b>3. Underserved Target Populations</b></p> <p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p><b>Applicant Response</b></p> <p>Adults with disabilities are less likely than the general population to have access to broadband and devices needed to access the internet. The Pew Research Center recently found that disabled adults (ages 18 – 64) are roughly 20 percent less likely than nondisabled people to say they subscribe to home broadband and own a computer, smartphone, or tablet. Twenty-three percent of disabled respondents say they “never” go online, compared with 8 percent of nondisabled respondents.</p> <p>In addition, poverty plays a role in the digital divide. “It’s likely that fewer disabled people have internet access than nondisabled people because they are more than twice as likely to live in poverty. Only 32 percent of working-age people with disabilities are employed, compared with 73 percent of nondisabled people” (Slate.com, May 22, 2020). Just 21% of SARC clients reported earned income in the period January – December 2018 and their average annual wages were just \$8,806 (Summary Performance Report for San Andreas Regional Center, Spring 2020).</p>	
<p><b>4. Input from Community</b></p>	<p><b>Applicant Response</b></p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>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>	<p>The community's input is incorporated on a regular basis into PHP's planning and design of all projects, programs, and services. Each activity includes an opportunity to provide feedback through evaluation and survey. PHP resource specialists talk with hundreds of parents each month, hearing their concerns, and helping them navigate the systems of care. In addition, PHP conducts a client satisfaction survey every six months and utilizes that information for continuous program improvement. As a result, PHP staff are uniquely able to identify emerging needs and look for solutions. This valuable input helped design the proposed project.</p> <p>A recent example is the story of a young adult who is a Regional Center client who lives at home with her family. They have one laptop for the whole family to share. They needed information on how to help their daughter gain access to programs, and to protect her as well from the internet, so she doesn't "stray". Their daughter loves music, and is also involved in a virtual day program, but with just one laptop at home which is used for the parent's work, it is difficult for the family to facilitate this. Information was given to the family initially about low-cost internet programs in California, as well as how to set up Wi-Fi in the home. This triggered the addition in the proposed project to provide this very needed information to families at the start of the process, before they even pursued the purchase of a device for their daughter to use. The family decided to purchase an iPad due to the built-in features of the iPad they can use to "lock down" the device for her.</p> <p>Many families access the internet via a smartphone or only have one laptop that the family shares creating conflicts when trying to access online learning. Even though local Adult Day Programs are offering virtual programming, they report that 15% or more of their clients lack internet access or devices they can use during program hours so they are missing out. As a result, DDS has authorized Alternative Services so local programs can meet their clients' needs as the pandemic continues.</p> <p>PHP staff have spoken to many families regarding how to keep adults and children engaged with the virtual classes, especially those not using devices that can easily be locked down, and for the adults with behavior concerns and sensory issues. Virtual classes can be a real struggle without the proper information and training. Most families need help learning to support their children (be they school age or adults) with virtual learning from home. This helped to confirm the selection of an iPad as the tool of choice for the proposed project due to the ease of securing the iPad with parental controls and the ease in learning to use the device.</p>	
<p><b>5. Improve Access</b></p>	<p><b>Applicant Response</b></p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>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>	<p>Individuals with intellectual and developmental disabilities (IDD) need access to technology in order to participate in activities that fulfill their Person Centered IPP goals. Too many individuals lack a technology device and access to the internet, creating a significant barrier to services especially during the COVID-19 pandemic. The proposed project provides the technology and training to support access and overcome this barrier. This project will offer individuals the opportunity to explore the digital world, participate in online classes/day programs, utilize telehealth services, and more. The individuals will keep their iPads so they will have ongoing access to technology. The e-Learning library on PHP's website will continue to be accessible after the project funding ends.</p>	
<p><b>6. Support RC's Recommendations</b></p>	<p><b>Applicant Response</b></p>	
<p>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>	<p>The current RC recommendations and plan to promote equity and reduce disparities was developed before the COVID-19 pandemic. At that time, the disparity in access to technology was not identified. Discussions with staff at the San Andreas Regional Center have confirmed that their clients are experiencing a disparity in access to technology. Javier Zaldivar, SARC Executive Director, and Ruben Colon, SARC Diversity and Inclusion Specialist, have reviewed the proposed project and provided feedback which has been incorporated in the design of the project. Both are in support of the project.</p>	
<p><b>7. Project different or unique</b></p>	<p><b>Applicant Response</b></p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>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>	<p>Currently funded projects in the San Andreas Regional Center catchment area are focused on:</p> <ol style="list-style-type: none"> <li>1. Increase utilization of respite through education of families; establish a respite advisory committee of regional center staff, parents, and respite vendor staff; develop respite orientation packet; develop video on respite; and conduct consumer workshops on respite.</li> <li>2. Monthly workshops, family resource specialists provide 1:1 navigation for families, and host a conference for families to reduce disparities by helping them access and utilize regional center services.</li> <li>3. Early information and multi-year plan for families for long-term planning for housing set up before child transitions to adulthood; develop contract list of programs connected with youth with developmental disabilities, and provide workshops on housing options for those with developmental disabilities.</li> </ol> <p>None of these projects are similar to the proposed project to help improve access to technology. Parents Helping Parents is the grantee for project #2. Some of the families participating in that project may need technology to help their children access the POS-funded services. For example technology is needed to access virtual day programs instead of being forced to use the alternative services option which is often more limited in scope.</p>	
<p><b>8. Activities &amp; Measures to Achieve Goal</b></p>	<p><b>Applicant Response</b></p>	
<p>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. <b>Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</b></p>	<p>Primary Objective: Improve access to technology for 50 self-advocates and their families, by providing iPads and training to those who have no access to the technology they need to participate in the virtual world.</p> <p><u>Measures</u></p> <ol style="list-style-type: none"> <li>1. Training videos completed in English, Spanish, and Vietnamese – proposed milestone by 6/1/2021</li> </ol> <p>Project staff will complete iPad basics training videos for use by project participants (individuals with IDD and their families) to learn how to use technology, specifically the iPads the individual will receive. By uploading these videos to the PHP website, they will be available for initial training and for review while the individuals are using the devices. The videos will be available in the three primary languages of the proposed catchment area, English, Spanish and Vietnamese.</p> <ol style="list-style-type: none"> <li>2. Number of iPads distributed to individuals with IDD who lack technology – proposed number 50</li> </ol> <p>After the initial training, individuals will receive an iPad to keep and use to access the internet. Combined with the first training and the second more personalized training, individuals will be able to achieve some of their personal goals in their IPPs. They will be able to access virtual training, tele-health, apps identified for their needs, and other services, breaking down the digital divide.</p>	



APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>3. Percentage of individuals who report increased access to and use of technology to achieve their IPP goals – proposed 85%</p> <p>Through surveys, phone calls, and emails, staff will contact the participating individuals and assess their use of technology, how often they go online, and how useful the technology is to achieving their IPP goals.</p> <p><u>Activities</u></p> <p>1. Conduct outreach to SARC service coordinators, vendors, clients by 3/1/2021-5/1/2021</p> <p>Staff will prepare presentations and outreach materials to inform SARC service coordinators, vendors and clients about the proposed project. As a result, individuals without access to technology will be identified and referred for participation.</p> <p>2. Conduct intake, provide first training, iPad, and second trainings to 50 individuals by 3/1/2021-1/1/2022</p> <p>The project, as described in greater detail in the Project Summary, will impact the lives of 50 individuals who do not have access to technology. They will participate in iPad Basics training, receive an iPad, and then have follow up training on specific apps that will help them achieve their personal goals.</p> <p>3. Analyze data from follow-up surveys, emails, and phone calls 9/1/2021-2/28/2022</p> <p>Project staff will review and analyze the data from the surveys, emails, phone calls and interactions with the participating individuals. This analysis will inform the reporting to DDS, will help staff determine possible project enhancements, and is expected to show a positive impact on the lives of the participating individuals.</p>	
<b>9. Measures</b>	<b>Applicant Response</b>	
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?	The proposed measures are designed to track the project activities and achievement of the project goal. Through the analysis of the measures, the effectiveness of the project design will be assessed and the anticipated positive impact will be demonstrated. Through the intake and follow-up surveys, individuals will report their progress toward achieving their IPP goals using technology.	
<b>10. Budget Narrative</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p><b>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.</b></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>		<div style="border: 1px solid gray; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div>
<b>Proposal Certification</b>		
<b>Certification</b>		
<b>1. Applicant &amp; Regional Center Discussion</b>	<b>Applicant Response</b>	
If you are a CBO, have you discussed your proposal with the RC(s)?	Yes	
<b>2. Applicant Certification</b>	<b>Applicant Response</b>	
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		