

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROPOSAL COVER PAGE**

Note: Complete this form for **each** proposed project. Please refer to the Proposal Submission Instructions for clarification for any of the following questions.

Section I. Grantee Information and Cover Sheet

Please check the box that describes your organization		
<input type="checkbox"/> Regional Center (RC)	<input checked="" type="checkbox"/> Community Based Organization (CBO), 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3) <input type="checkbox"/> EIN or <input type="checkbox"/> No EIN

a. Name of organization/Group	b. Date
Support for Families of Children with Disabilities (SFCD)	October 16, 2018
c. Primary contact (Name)	
Juno Duenas	
d. Mailing address	
1663 Mission Street 7 th floor San Francisco CA 94103	
e. Primary e-mail address	f. Primary phone number
jduenas@supportforfamilies.org	415 282-7494
g. Secondary contact email address	h. Secondary contact phone number
kgoyos@supportforfamilies.org	415 282-7494
i. Brief description of the organization/group (organization type, group mission, etc.).	
Since 1982, Support for Families has provided information, education, and support to families of children with special needs and the professionals who work with them. Mission: The purpose of Support for Families is to ensure that families of children with any kind of disability or special health care need, and the providers who serve them, have the knowledge and support to make informed choices that enhance children's development and well-being. We promote partnership with families, professionals and the community at large, because it is through partnership that we create a community where our children can flourish.	

Section II. Proposal Summary

a. Project title	Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities
b. Total amount requested	\$ 511578
c. Projected number of individuals impacted	100
d. Duration of project (months)	24 months Start date: 01/01/19 End date: 12/31/20
e. RC(s) in the project catchment area(s)	GGRC Target zip code(s) for Los Angeles County*:
f. Did your organization receive funding for a project in FY 2017/18?	<input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No <i>**If yes, provide the grant number and answer questions "f1" and "f2." If no, skip to question "g."</i> Grant # (CBOs only): n/a

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROPOSAL COVER PAGE**

f1. What is the current status of your project?	SFCD was a subcontractor for a project of GGRC. This project is ending December 2018.
f2. How is this proposal different from your current project?	This proposed project will enable Support for Families to continue to expand successful cultural disparity services.
g. Will you be working with one or more CBO(s)?	<input type="checkbox"/> Yes*** <input type="checkbox"/> No
h. Will the project require aggregate data from the RC(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No

**Zip code information for Los Angeles County can be found at:*

<https://www.dds.ca.gov/RC/regionMap.cfm?view=laCounty>

****If yes, please provide letter(s) indicating that the CBO(s) and/or RC(s) have reviewed the proposal and are in support of collaboration.*

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROPOSAL COVER PAGE**

Attachment A-2

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION**

1. Project title
Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities
2. Select the target group(s) the project intends to serve and provide a description of each group. Check all that apply.
<input type="checkbox"/> Ethnicity: <input checked="" type="checkbox"/> Language(s): Spanish, Cantonese <input type="checkbox"/> Age group(s): <input checked="" type="checkbox"/> Socioeconomic: low and middle income <input type="checkbox"/> Other:
3. Which area(s) of focus does the project meet? Check all that apply.
<input checked="" type="checkbox"/> 1. Increase access to information about services available through the RC system and processes to receiving those services. <input checked="" type="checkbox"/> 2. Provide assistance during the intake process. <input checked="" type="checkbox"/> 3. Empower consumers to advocate for needed services. <input checked="" type="checkbox"/> 4. Increase access to services that meet the cultural and linguistic needs of consumers and their families. <input type="checkbox"/> 5. Other (explain):
4. Project Type. Check all that apply.
<input checked="" type="checkbox"/> Translation (equipment, translator services, translating brochures or materials, etc.) <input checked="" type="checkbox"/> Outreach (community events, website or social media design, materials, etc.) <input type="checkbox"/> Workforce capacity (staff training, incentives for bilingual employees, etc.) <input checked="" type="checkbox"/> Parent education (online or in person trainings, workshops, etc.) <input checked="" type="checkbox"/> Promotores (para professionals to help develop relationships and trust with the Regional Center) <input checked="" type="checkbox"/> Family/consumer support services (1:1 coaching, enhanced case management, service navigation, etc.) <input type="checkbox"/> Other:
5. What experience does the organization/group have working with the target population?
<p>Since 1982 SFCD has provided information, education, and support services to families of children with disabilities in San Francisco. More than 2,300 (unduplicated) families used one or more of our services last year alone. Staff and volunteers (including trained Parent Mentors) have the cultural and language expertise to work with the 24% of our families who speak Spanish as their primary language and nearly 13% who speak Cantonese: 24% of our staff are bilingual Spanish/English; 12% are bilingual Cantonese/English. Written materials are in 3 languages and we offer workshops in 3 languages as well. Simultaneous translation is offered for workshops when special speakers present in English. Currently SFCD works as a subcontracted partner with GGRC on a successful disparity project to assist non-English speakers in understanding and utilizing Regional Center services. To date 52 families have received individualized services in addition to those attending workshops and outreach events.</p>

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION**

6. Explain how the target population(s) are underserved using POS data or other data as supporting evidence.

In 2016-17 GGRC served 1655 Spanish speaking clients and 600 Cantonese speakers. 20% of eligible Spanish speakers and 9.5% of eligible Cantonese speakers did not receive any purchased Regional Center services. Regional Center stakeholder feedback, as well as our own focus groups make it clear that these families are often confused or intimidated by eligibility rules and the application processes, and are unaware of services that may be available.

7. How will the project address the identified POS disparity?

SFCD will provide staff and volunteers who are, themselves, parents of children with special needs and who share the cultural and language backgrounds of our target populations. This approach can ease the confusion and anxiety many families face when they need to work with government agencies. Support for Families Family Resource Specialists (FRS) are staff members who are also parents of children with special needs; they have personal experience that can help other families normalize the experience of having a child with special needs. FRS are stationed in the community and become a trusted face in the community. Bilingual/bicultural FRS staff can serve as cultural brokers to help families understand the Regional Center and other services and help them navigate the enrollment process. They respond to families on the phone, by email and in person (e.g. home visits, medical appointments). They understand families can easily get overwhelmed, so they intentionally reach out to families. They take time to build a relationship with a family, meet families where they're at, assist families to identify priorities, identify the resources that will assist in addressing the priorities families have chosen, and support and assist them to negotiate systems. The FRS can create a link to a network of support and break the isolation that a family might feel. In addition to GGRC services and other community based services, an FRS can link families to other SFCD supportive services such as: family mentors (volunteers who are parents who have received training), social workers (who can address socio economic and or social emotional problems), special family events, and support groups. FRSs receive ongoing training on the Lanterman Act, Early Start, IDEA, MediCal, insurance and San Francisco community-based services, as well as staying current with system changes. The FRS will continue to stay with the family until the IFSP or IPP implementation process has identified potential services. The FRS will call the family regularly to identify and address barriers that may impact the family's ability to access RC and other services for their child. Community outreach and use of social media will help identify more families who might benefit from Regional Center services. In addition, at least 4 workshops per year (two in each target language) will help prepare families to understand Regional Center and other service systems and develop advocacy skills. Providing free childcare while families attend FRS consultations and workshops removes an additional barrier to accessing services.

8. How is the proposed project unique or different from a current effort (e.g., strategies, activities, goal) in this catchment area? If the project is similar to a current effort, how will the proposed project expand on the current effort?

Our subcontract with GGRC ends this year. The project will provide additional staffing to continue our current efforts and expand SFCD's individualized information and support services to more Spanish- and Cantonese-speaking families. Bilingual/bicultural Family Resource Specialists (FRS) are peers who speak their languages, understand the challenges of parenting children with special needs, and share their culture. These cultural brokers will help them understand the Regional Center and other services and help them navigate the enrollment process.

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION**

In addition, 4 workshops per year (2 each per year in our target languages) will offer families an introduction to the Regional Center. Community outreach and use of social media (including Facebook, Instagram, texting, and Twitter) will help identify families who might benefit from Regional Center services. Providing free childcare while families attend consultations or workshops removes an additional barrier to accessing services.

Target families can also benefit from a wide range of other SFCD services. For example, they can expand their skills and prepare to mentor other families through Parent Mentor and Leadership training. Through this training (shown to be effective in an independent evaluation) they learn to assist other Spanish- and Cantonese- speaking families and develop skills to help them become more confident advocates for their children with special needs.

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

Support for Families conducted focus groups of families in English, Spanish, and Cantonese for our most recent Strategic Plan. Families are also surveyed after they have received individual services from a Family Resource Specialist or Social Worker. In addition, both families and professionals provide input in evaluation surveys they complete after each workshop or training. The input from all these sources has given Support for Families the guidance to develop and expand our services. We have also used outside, independent sources to collect feedback and assess impact of services. For example, an independent evaluation of the Parent Mentor Project Leadership Training showed that it had positive impact on families' confidence in their ability to work with professionals, especially benefitting families from underserved minority communities.

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Recruit/ hire Cantonese speaking Family Resource Specialist	Education Director; Support Services Director	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and conduct community outreach activities	Communications Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Plan and implement workshops in Spanish and Cantonese	Education Director; FRSs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provide individualized information, consultation, and navigation assistance	Spanish- and Cantonese-speaking FRSs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provide child care while families attend meetings or workshops	Child Care Providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide Spanish and Chinese translation for information and outreach materials	Education Director; Support Services Director; translators	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct evaluation activities	Education Director; Support Services Director; FRSs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Project Title: Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities									
		2018	2019				2020		
Activity	Staff	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19	Q1 1/1/20-3/30/20	Q2 7/1/19-9/30/19	Q3 10/1/19-12/31/19
Prepare all reports to DDS	Education Director, Executive Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. Check the types of qualitative and quantitative outcome measures you will use. For each type, describe the activity to be measured and the data collection method. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

Project Title: Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities		
Measures of Outcomes	Type of Measure(s). Check all that apply.	Activity To Be Measured; Data Collection Method
	<input checked="" type="checkbox"/> Count	Number of Spanish- and Cantonese-speaking families participating in trainings. Number of Spanish and Cantonese speaking families receiving individualized services
	<input type="checkbox"/> POS	
	<input checked="" type="checkbox"/> Pre/post survey/assessment	Family Empowerment Survey: pre/post survey that assesses participants' growth in knowledge and confidence. Post-workshop surveys that assess attendees' increased knowledge of RC and services
	<input checked="" type="checkbox"/> Stakeholder feedback	Post-workshop surveys offered to each workshop attendee that measure quality and impact. Phone interviews with participants within three months of individualized service that measure satisfaction with services.
	<input checked="" type="checkbox"/> Materials	Description and number of outreach and information materials translated
	<input checked="" type="checkbox"/> Other: PLEASE DESCRIBE:	Number of new families reached through social media activities.

PROJECT BUDGET WORKSHEET

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed. Full time equivalent (FTE) typically means 40 hours per week. For example, .5FTE means 20 hours per week.

Organization Name
Support for Families of Children with Disabilities
Project Title
Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities
Project Duration (start and end date)
Start Date: 03/01/2019 End Date: 02/29/2020 Number of Months: 12

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Ahide Palomera; Desiree Sheehan Title/Position: Family Resource Specialist - Spanish <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 1.5	\$103022	\$	\$103022
Name: n/a Title/Position: Family Resource Specialist - Cantonese <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 1	\$68682	\$	\$68682
Name: Joe Goyos Title/Position: Education Director <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0	\$6688	\$	\$6688
Name: n/a Title/Position: Support Services Director <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0	\$6688	\$	\$6688
Name: Margarita Spataro Title/Position: Communications Manager <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .15	\$11430	\$	\$11430
Name: various Title/Position: Child Care providers <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0	\$3456	\$	\$3456
Name: Title/Position: <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE):	\$	\$	\$
Salary/Wages and Benefits Total	\$199925	\$	\$199925

Operating Expenses			
Translation services	\$8000	\$	\$8000
Project supplies	\$3500	\$	\$3500
Printing/copying	\$600	\$	\$600
Communications	\$2400	\$	\$2400
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Operating Expenses Total	\$22500	\$2	\$22500

Administrative Expenses (Indirect costs, up to 15%)			
Admin/Indirect (15%)	\$33364	\$	\$33364
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$33364	\$	\$33364
Project Budget Total	\$255789	\$	\$255789

*As applicable. If the period for year 2 is less than 12 months, provide budget for the amount of months that services will be provided.

Proposer (applicant):

Authorized by (print name): Juno Duenas, Executive Director
 Signature: *Juno Duenas* Date: 03.01.19

Sub-grantee (subcontractor):**

Authorized by (print name): _____
 Signature: _____ Date: _____

**As applicable

Support for Families of Children with Disabilities: Proposal to DDS for 2019/20 Disparity Funds
Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities

Personnel	<u>hourly rate</u>	<u>FTE hours per year</u>	<u>FTE</u>	<u>salary</u>	<u>benefits at 27%</u>	<u>YR 1</u>	Y2	total	Description
FRS Spanish	\$ 26.00	2080	1.5	\$ 81,120.00	\$ 21,902.40	\$ 103,022.40		\$ 103,022.40	Provides outreach and individualized information and support to Spanish-speaking families
FRS Cantonese	\$ 26.00	2080	1	\$ 54,080.00	\$ 14,601.60	\$ 68,681.60		\$ 68,681.60	Provides outreach and individualized information and support to Cantonese-speaking families
Education Director	\$ 33.65	2080	0.075	\$ 5,250.00	\$ 1,417.50	\$ 6,667.50		\$ 6,667.50	Project supervision and reporting; Plans and implements workshops and trainings for families
Support Services Director	\$ 33.65	2080	0.075	\$ 5,250.00	\$ 1,417.50	\$ 6,667.50		\$ 6,667.50	Coordinates and supervises Family Resource Specialists
Communications Manager	\$ 28.85	2080	0.15	\$ 9,000.00	\$ 2,430.00	\$ 11,430.00		\$ 11,430.00	Provides outreach and information materials to families in three languages. Provides social media outreach in three languages.
childcare providers	\$ 24.00					\$ 3,456.00		\$ 3,456.00	Provide care for children while families attend consultations with an FRS or workshops. Average hourly wage is \$24; estimate of 144 hours (3 staff x 48 hours per yr)
Subtotal Personnel						\$ 199,925.00	\$ -	\$ 199,925.00	
Operating Expenses									
Translation						\$ 8,000.00		\$ 8,000.00	Translation of outreach materials, information materials
Project Supplies						\$ 3,500.00		\$ 3,500.00	refreshments for families at trainings, office supplies for staff
Project facility costs						\$ 8,000.00		\$ 8,000.00	office occupancy for project staff, trainings
Printinc/copying						\$ 600.00		\$ 600.00	outreach and informational materials
Communications:						\$ 2,400.00		\$ 2,400.00	phone, internet, social media
Operating Exp Subtotal						\$ 22,500.00		\$ 22,500.00	
Subtotal						\$ 222,425.00		\$ 222,425.00	
Admin/ Indirect Expenses (15%)						\$ 33,363.75		\$ 33,363.75	Finance, Bookkeeping, Insurance, Audit
TOTAL						\$ 255,788.75	\$ -	\$ 255,788.75	