

**FY 2019/20 DISPARITY FUNDS PROGRAM
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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 (New and Reapplications)

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)		September 30, 2019
c. Primary contact (Name)		
Juno Duenas		
d. Mailing address		
1663 Mission Street, Suite 700, 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
jgoyos@supportforfamilies.org		415-282-7494
i. Brief description of the organization/group (organization type, group mission, etc.). Include experience your organization has had managing a program similar to the proposal, and the outcomes of that program.		
<p>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.</p> <p>In 2018 GGRC contracted with Support for Families to provide disparity services. As part of that contract, SFCD worked as a subcontracted partner with GGRC on a successful project to assist non-English speakers in understanding and utilizing Regional Center services. In 2019 SFCD received a Disparity Grant from DDS to provide training and individualized navigation assistance in Spanish and Cantonese. We are still in the process of that grant; as described in our reports and below. Spanish- and Cantonese-speaking families found these services to be very helpful in increasing their understanding of GGRC and its services.</p>		
j. If you check the CBO box, describe how your organization meets the definition of a CBO.		
We are a 501c3, EIN 94-2819062. See attached IRS letter.		

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

If the organization is applying to continue a previously awarded project, complete this section in addition to all other required sections and attachments. Complete this section if your proposal will continue a previously awarded project without changes to the target population, geographic area, activities, or objectives; **OR**, if your proposal will expand a previously awarded project into other target populations, geographic areas, activities, or objectives. **After completion, continue to Section III.**

Summary Information

a. Grant Number: 18-C40	
b. Project Title: Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities	
c1. Start Date: 03/01/2019	c2. End Date: 02/28/2020
d. Total Project Duration (in months): 12	

Fiscal Information

Fiscal Year (FY)	e. Awarded*	f. Expended
FY 2016/17	e1. \$	f1. \$
FY 2017/18	e2. \$	f2. \$
FY 2018/19	e3. \$255,830	f3. \$151,467
Total	e4. \$255,830	f4. \$151,467
g. Amount Remaining (e4 – f4): \$		

**If your project was a multiyear project that was fully funded during one FY, enter the total amount of funding in that corresponding FY. For example, if a 2-year project was fully funded in FY 2016/17, then the amount awarded should be included in e1. Projects that received funding in more than one FY, should enter the awarded amounts for each corresponding FY.*

Project Information

h. Number of individuals originally proposed to be impacted	50 per year
i. Actual number of individuals impacted by the project and why it is higher or lower than the proposed number.	The project is continuing; this is just first quarter data. <ul style="list-style-type: none"> • 4 families attended a workshop • 3 children attended child care • 79 families received individualized services • 10 families were linked to POS We believe we are on track to meet our target.
j. RC(s) in the project catchment area(s)	Golden Gate Regional Center
k. List the city(ies) your project has served:	San Francisco

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I. List the county(ies) your project has served:	San Francisco
m. If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) served*:	n/a
n. Provide a detailed explanation of project activities to date. What has the project accomplished to date?	
<p>In the first quarter:</p> <ul style="list-style-type: none"> • 4 families attended 2 part series parent-to-parent trainings • 3 children participated in child care • 79 unduplicated Cantonese and Spanish speaking families whose children are GGRC clients received individualized services <ul style="list-style-type: none"> • Cantonese: 24 • Spanish: 55 <p>10 of those families above received individualized support with specific GGRC related issues:</p> <ul style="list-style-type: none"> • Cantonese: 2 • Spanish: 8 <p><i>In addition</i> 10 families are in the process of GGRC assessment to see if they are eligible</p> <ul style="list-style-type: none"> • Cantonese: 2 • Spanish: 8 	
o. Provide a detailed explanation of project impacts and outcomes to date. Attach data as well as success stories to demonstrate project outcomes and impact.	
<p>We received 7 surveys at each training, 14 total; results are below. Percentages are based on 14 responses.</p> <ul style="list-style-type: none"> • 100% said: Helped increase my knowledge of my child's needs or disability • 85% said: Helped increase my feelings of support • 100% said: Helped increase my knowledge of resources or services • 100% said: Helped provide strategies to effectively advocate for my children and or participate in the decision-making • 100% said: Increased my ability to communicate with professionals <p>In addition, of 9 Cantonese-speaking families who completed pre- and post Family Empowerment Surveys, 100% reported significant positive change on all measures including ability to work with professionals (pre score: 1.7; post score 4.7) and understanding services that their children are involved in (pre score 1.5; post score 4.4).</p> <p>An anecdotal example of impact (also detailed in our narrative): A Spanish-speaking mother called the Support for Families phone line looking for support for her 15 year old daughter who had been diagnosed with epilepsy. The mother was referred to SFCD by a friend who had just graduated from a workshop we provide called Abriendo Puertas. This</p>	

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family has been in the U.S. for 4 years. The daughter had a history of extensive seizures as well as developmental disabilities and orthopedic impairments. She needed around the clock support to help her with basic self-care routines such as taking a shower, combing her hair, feeding herself, etc. She was in the San Francisco Unified School District, but had never been referred to the Regional Center. We provided individualized support and listened to her concerns and helped her prioritize. The mother was afraid to apply for any federal programs. The SFCD Spanish-speaking Family Resource Specialist (FRS) was able to reassure her that the Regional Center and IHSS would not report to immigration. The FRS gave the mother a note pad and helped her learn to track her child's needs. The FRS helped the mother contact GGRC and GGRC has followed up with both the FRS and family: the family now has an assessment appointment. Both parents also attended the SFCD transitional IEP clinic. The father reported that he is starting to feel some sense of relief, knowing that there is help for his child and support as she transitions into adulthood.

p. 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.

Our objectives have been to provide families with education about the Regional Center, and individualized navigation support in Spanish and Cantonese. We are now in the 2nd Quarter of our current project and scheduling the 8 trainings, one which is a partnership with GGRC. We are continuing to provide individualized services. Objectives that have not yet been met will be met during the next 2 quarters.

q. If awarded, how will your current project transition into the 2019/20 proposed project?

It will be a smooth transition as we have the staff trained and we have spent time doing planning to get the program up and going.

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Section III. Proposal Summary (New and Reapplications)

a. Project title	Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities
b. Total amount requested	\$ 511,658.96 over 2 years
c. Projected number of individuals impacted	150 yr; 300 over 2 yrs
d. Duration of project (months)	24 months Start date: 03/01/20 End date: 02/28/22
e. RC(s) in the project catchment area(s)	GGRC
f. List the city(ies) your project proposes to serve:	San Francisco
g. List the county(ies) your project proposes to serve:	San Francisco
h. If your project proposes to serve the City of Los Angeles, list the zip code(s) and/or community your project will serve*	n/a
i. Will you be working with one or more CBO(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No
j. 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 and data sharing.

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k. Project Type Selection(s)		
Select your <u>one primary</u> project type.	Select your <u>one secondary</u> project type (if applicable).	Select your <u>one tertiary</u> project type (if applicable).
<input type="checkbox"/> Translation (equipment, translator services, translating brochures or materials, etc.) <input 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 type="checkbox"/> Parent education (online or in person trainings, workshops, etc.) <input checked="" type="checkbox"/> Promotora (Peers educating community members about access RC services) <input type="checkbox"/> Family/ consumer support services (1:1 coaching, enhanced case management, service navigation, etc.)	<input type="checkbox"/> Translation <input type="checkbox"/> Outreach <input type="checkbox"/> Workforce capacity <input checked="" type="checkbox"/> Parent education <input type="checkbox"/> Promotora <input type="checkbox"/> Family/ consumer support services	<input type="checkbox"/> Translation <input type="checkbox"/> Outreach <input type="checkbox"/> Workforce capacity <input type="checkbox"/> Parent education <input type="checkbox"/> Promotora <input checked="" type="checkbox"/> Family/ consumer support services
l. Target Population (Race/Ethnicity)		
Select all groups the project will serve	Proposed Number of Individuals Impacted by the Primary Project Type	
<input type="checkbox"/> African American		
<input type="checkbox"/> Cambodian		
<input checked="" type="checkbox"/> Chinese	120 over 24 months	
<input type="checkbox"/> Filipino		
<input checked="" type="checkbox"/> Hispanic	180 over 24 months	
<input type="checkbox"/> Hmong		
<input type="checkbox"/> Indian		
<input type="checkbox"/> Japanese		
<input type="checkbox"/> Korean		
<input type="checkbox"/> Mien		
<input type="checkbox"/> Native American		
<input type="checkbox"/> Pacific Islander (list):		
<input type="checkbox"/> Vietnamese		
<input type="checkbox"/> Other (list):		
m. Target Population: Language (select all groups the project will serve)		
<input checked="" type="checkbox"/> Cantonese <input type="checkbox"/> Hmong <input type="checkbox"/> Indian	<input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin	<input type="checkbox"/> Mien <input type="checkbox"/> Russian <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Tagalog <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other (list):
n. Target Population: Age Group (select all groups the project will serve)		
<input checked="" type="checkbox"/> Birth up to Three (Early Start) <input checked="" type="checkbox"/> Three to Five <input checked="" type="checkbox"/> Three to 21	<input checked="" type="checkbox"/> 16 to 21 <input checked="" type="checkbox"/> 22 and older <input type="checkbox"/> Other (list):	

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Section IV. Proposal Certification

Proposer's (applicant) Certification: I certify that the information attached is true and correct.

Authorized by (print name): Juno Duenas

Organization: Support for Families of Children with Disabilities

Signature: *Juno Duenas* Date: 09/30/2019

Collaborative Proposals Only**

Sub-grantee (subcontractor) Certification: I certify that the information attached is true and correct.

Subcontractor 1:
Authorized by (print name): _____

Organization: _____

Signature: _____ Date: _____

Subcontractor 2:
Authorized by (print name): _____

Organization: _____

Signature: _____ Date: _____

Subcontractor 3:
Authorized by (print name): _____

Organization: _____

Signature: _____ Date: _____

Subcontractor 4:
Authorized by (print name): _____

Organization: _____

Signature: _____ Date: _____

**As applicable. If more subcontractors are needed, complete additional copies of this section.

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Project title
Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities
1. What experience does the organization/group have working with the target population?
<p>Our target population is Spanish- and Cantonese-speaking families of children with developmental disabilities in San Francisco. SFCD has provided information, education, and support services to these families and others with children who have special needs since 1982. More than 2,700 (unduplicated) families used one or more of our services last year alone. Staff and volunteers (including trained volunteer Peer Parent Mentors) have the cultural and language expertise to work with the 20% of our families who speak Spanish as their primary language and the 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. GGRC contracted with Support for Families in 2018 to provide disparity services. As part of that contract, SFCD worked as a subcontracted partner with GGRC on a successful disparity project to assist non-English speakers in understanding and utilizing Regional Center services. In 2019 SFCD received a Disparity Grant from DDS to provide training and individualized navigation assistance in Spanish and Cantonese. We are still in the process of that grant; as described in our reports and Attachment A2. Our evaluations show that Spanish- and Cantonese-speaking families found these services to be very helpful in increasing their understanding of GGRC and its services.</p>
2 Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.
<p>According to GGRC's 2019 POS report:</p> <ul style="list-style-type: none"> • POS data for ages 0 and older show a higher rate of authorization and expenditures for people who are white and Black/African American compared to all other ethnicities, including Hispanic and Asian. • People who are Hispanic have the lowest rates of Purchase of Service Authorizations and expenditures. • People who are of white ethnicity receive a higher amount funding for POS authorizations and expenditures than other ethnic groups, with the widest gap being between white and Hispanic. <p>Reasons for these disparities cited by families include: Difficulty understanding the complex service system • Lack of awareness or comfort with discussing needs • Fear of speaking up for service needs or language needs • May be concerned that speaking up will impact current services • Fear of working with "government funded" services • Assumptions that regional centers are government agencies • Shortage of culturally sensitive and/or bi-lingual service providers • Cultural values may be incompatible with seeking regional center services or traditional service delivery.</p> <p>As described below, SFCD's Disparity project address these needs by offering navigation help and support from culturally and linguistically competent peer parents in a welcoming family</p>

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resource center environment; in addition, workshops in three languages help de-mystify the Regional Center for families who may have misconceptions about its work and services.

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

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 disabilities. FRSs 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.

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

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. 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. The FRS will continue to stay with the family until the IFSP or IPP implementation process has identified potential services. 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. Trainings include:

- Respite and Personal Assistance
- Supported Living Services and Independent Living Services
- Supported Work Programs

Providing free childcare as well as refreshments and travel reimbursements while families attend FRS consultations and workshops removes an additional barrier to accessing services.

Here is just one of many stories that illustrate the impact of this project:

A Spanish-speaking mother called the Support for Families phone line looking for support for her 15 year old daughter who had been diagnosed with epilepsy. The mother was referred to SFCD

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by a friend who had just graduated from a workshop we provide called Abriendo Puertas. This family has been in the U.S. for 4 years. The daughter had a history of extensive seizures as well as developmental disabilities and orthopedic impairments. She needed around the clock support to help her with basic self-care routines such as taking a shower, combing her hair, feeding herself, etc. She was in the San Francisco Unified School District, but had never been referred to the Regional Center. We provided individualized support and listened to her concerns and helped her prioritize. The mother was afraid to apply for any federal programs. The SFCD Spanish-speaking Family Resource Specialist (FRS) was able to reassure her that the Regional Center and IHSS would not report to immigration. The FRS gave the mother a note pad and helped her learn to track her child's needs. The FRS helped the mother contact GGRC and GGRC has followed up with both the FRS and family: the family has an assessment appointment next week. Both parents also attended the SFCD transitional IEP clinic. The father reported that he is starting to feel some sense of relief, knowing that there is help for his child and support as she transitions into adulthood.

5. How is the proposed project unique or different from a current disparity grant funded effort (e.g., strategies, activities, goals) in the proposed catchment area? If the project is similar to a current disparity grant funded effort, how will the proposed project expand on the current effort?

Of previously funded DDS Disparity projects serving the GGRC catchment area, SFCD is the only one providing disparity services to Cantonese speakers as well as Spanish-speakers. It is also unique in that it offers ongoing support and additional services (e.g., support groups, peer mentors, social work services, additional workshops and family recreational and social events) that families may need as they become involved with the Regional Center.

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 SFCD's Parent Mentor and Leadership training. Through this training (shown to be highly 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.

The project will continue to provide SFCD's individualized information and support services by offering Spanish- and Cantonese-speaking families increased opportunities to work with trained peers who speak their languages and share their culture. 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.

In addition, 4 workshops per year (2 each per year in our target languages) will offer families an introduction to the Regional Center. These workshops are based on areas of need identified in the POS report and include: Respite and Personal Assistance, Supported Living Services and Independent Living Services, and Supported Work Programs.

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Having a presence in the community, implementing 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 and refreshments while families attend consultations or workshops removes an additional barrier to accessing services.

6. 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.

7. Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project.

We have found that as families gain knowledge and become informed they have an innate desire to give back and help others. They want to help other families learn to access and navigate service systems, and they are invested in improving those systems and services. We have been especially gratified to see our Spanish- and Cantonese-speaking families become Parent Mentor volunteers, take Leadership training, and participate in community committees and forums. They become empowered advocates and learn to use their voices to keep a light on the issues. They will join together with SFCD and GGRC to make sure our children reach their potential.

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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

Year 1 Goal: Provide information and support that helps Spanish- and Cantonese-speaking families of children with developmental disabilities link to GGRC services and other services as needed.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
Plan and conduct outreach activities in Spanish and Cantonese	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Information and Resource Manager; Program Coordinator S; Translation Services	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input checked="" type="checkbox"/> Materials developed <input checked="" type="checkbox"/> Other: PLEASE DESCRIBE: online media <input type="checkbox"/> Not applicable	Number of completed outreach materials (various media) and activities in Spanish and Chinese.	ongoing materials and efforts each quarter that result in participation by target families	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21
Plan and implement workshops in Spanish and Cantonese, with childcare for participants	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Education Director; Family Resource Specialists; Child Care providers	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input checked="" type="checkbox"/> Other: PLEASE DESCRIBE: attendance; child care us <input type="checkbox"/> Not applicable	number of trainings in each language; number of individuals attending number of families using childcare while they attend workshop	4 Trainings for Spanish Speaking families 4 Trainings for Cantonese Speaking families a minimum of 8 families for each training; (see below for evaluation survey measures)	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
Provide parent-to-parent individualized information consultation, and navigation assistance in three languages	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Support Services Director; Spanish and Cantonese-speaking Family Resource Specialist	<input checked="" type="checkbox"/> Count <input checked="" type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable	We will count the numbers of unduplicated families served whose children are GGRC clients We will count the number of unduplicated families served who we assist with something GGRC related	150 unduplicated families per year. (See below for survey/assessment measures)	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21
Conduct evaluation activities	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Education Director; Support Services Director; Program Coordinators	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input checked="" type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable	Number of post-workshops surveys distributed and collected. Number of pre/post Family Empowerment Surveys (FES) distributed and collected. Results of those surveys.	At least 85% of families responding to the workshop survey will report an increase in knowledge or skills. At least 85% of families completing the FES will report an increase in competency as a result of services provided.	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21
	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21		<input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21
	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21
	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
			<input type="checkbox"/> Not applicable			
	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20- 9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20- 9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21
	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20- 9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20- 9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21
	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20- 9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20- 9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 01/01/21 – 3/31/21		<input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 01/01/21 – 3/31/21

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

Applicant Name and Address		Year 1 Annual Budget		
Support for Families of Children with Disabilities 1601 Mission				
Line No.	PERSONNEL-Salary and Benefits	Annual Salary	Annual FTE to Disparity Grant (Percentage)	Annual Cost to Disparity Grant
1	Name: Myrna Kelly, Olga Madonado, JoAnna Van Brusselen, Julia Zeuli Title/Position: Family Resource Specialist Spanish Speaking	Existing Position New Position		
		\$155,272.00	35%	\$54,345.20
2	Benefits:	\$41,923.44	35%	\$14,673.20
3	Name: Lisa Yee, Kristine Thai, Vacant Position Title/Position: Family Resource Specialist Cantonese Speaking	Existing Position New Position		
		\$87,360.00	50%	\$43,680.00
4	Benefits:	\$23,587.20	50%	\$11,793.60
5	Name: Joe Goyos Title/Position: Education Program Director	Existing Position New Position		
		\$85,000.00	12%	\$10,200.00
6	Benefits:	\$22,950.00	12%	\$2,754.00
7	Name: Caitlin McNamara Title/Position: Support Services Program Director	Existing Position New Position		
		\$85,000.00	15%	\$12,750.00
8	Benefits:	\$22,950.00	15%	\$3,442.50
9	Name: Spencer Anderson, Magaly Carranco, Martha Barrera, Kristina Tan, Zai Huang, Megan O'Connell Title/Position: Child Care Provider	Existing Position New Position		
		\$74,013.20	10%	\$7,401.32
10	Benefits:	\$19,973.56	10%	\$1,997.36
11	Name: Sean Lowry, Mary-Jane Roebuck, Linda Tung, Matilde Begliomini Title/Position: Program Coordinators	Existing Position New Position		
		\$141,856.08	10%	\$14,185.61
12	Benefits:	\$38,301.14	10%	\$3,830.11
13	Name: Christina Share Title/Position: Information & Resource Manager	Existing Position New Position		
		\$37,440.00	20%	\$7,488.00
14	Benefits:	\$10,108.80	20%	\$2,021.76
15	Name: Title/Position:	Existing Position New Position		\$0.00

Benefits:				\$0.00
Personnel Subtotal				\$190,562.66

OPERATING EXPENSES				
16	Translation Services			\$10,000.00
17	Project Supplies			\$6,000.00
18	Printing/Copying			\$1,300.00
19	Technology (communications, IT, Licensing Fee)			\$8,500.00
20	Occupancy			\$16,500.00
21	Transportation/Travel Reimbursement			\$2,000.00
22				
23				
24				
	Operating Subtotal			\$44,300.00

ADMINISTRATIVE/INDIRECT COSTS				
25	Admin/Indirect (9%)			\$21,137.64
26				
27				
28				
29				
30				
	Administrative/Indirect Cost Subtotal			\$21,137.64
	TOTAL (rounded to nearest dollar)			\$256,000

MAXIMUM AWARD

\$256,000

PROJECT BUDGET NARRATIVE WORKSHEET

The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment D-1).

Organization Name
Support for Families of Children with Disabilities (SFCD)
Project Title
Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities
Project Duration (start and end date)
Start Date: 5/01/2020 End Date: 4/30/2021 Number of Months: 12

Salary/Wages and Benefits

Line Number	Line Item	Description of Position Duties and FTE Allocation for Title/Position AND Description of Benefits
1	Title/Position: Family Resource Specialists - Spanish Speaking	.35 fte for this project; Provides outreach and individualized information and support to Spanish-speaking families
2	Benefits: 27%	includes medical, dental, FICA etc.
3	Title/Position: Family Resource Specialists - Cantonese speaking	.5 fte for this project; Provides outreach and individualized information and support to Cantonese-speaking families
4	Benefits: 27%	includes medical, dental, FICA etc.
5	Title/Position: Education Program Director	.12 fte for this project; Project supervision and reporting; Plans and implements workshops and trainings for families
6	Benefits: 27%	includes medical, dental, FICA etc.
7	Title/Position: Support Services Program Director	.15 fte for this project; Coordinates and supervises Family Resource Specialists
8	Benefits: 27%	includes medical, dental, FICA etc.
9	Title/Position: Child Care Provider	.1 fte for this project; Provides care for children while families attend consultations with an FRS or workshops.
10	Benefits: 27%	includes medical, dental, FICA etc.
11	Title/Position: Program Coordinators	.1 fte for this project; Provide program support including scheduling, mailings, database, reporting assistance.
12	Benefits: 27%	includes medical, dental, FICA etc.
13	Title/Position: Information and Resource Manager	.20 fte for this project; Provides outreach and information materials to families in three languages. Provides social media outreach in three languages
14	Benefits: 27%	includes medical, dental, FICA etc.

Operating Expenses

Line Number	Line Item	Description
15	Translation Services	Translation of outreach materials, information materials
16	Project Supplies	refreshments for families at trainings, office supplies for staff, materials
17	Printing/Copying	duplication of outreach and informational materials
18	Technology	communications, IT, Licensing Fees for phone, internet, social media
19	Occupancy	office occupancy for project staff, trainings

PROJECT BUDGET NARRATIVE WORKSHEET

The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment D-1).

Line Number	Line Item	Description
20	Transportation	travel reimbursement (e.g., bus tokens, parking cards) for families attending workshops
21		

Administrative/Indirect Costs

Line Number	Line Item	Description
22	Administrative/Indirect	9% for shared costs including Finance, Bookkeeping, Insurance, Audit