

APPLICATION REPORT

Project Name: Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities
Applicant Organization: Support for Families (SFCD)
Awarded Amount: \$272,000
Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

The purpose of this project is to provide information and support that helps Spanish and Cantonese-speaking families of children with developmental disabilities in San Francisco link to GGRC services and other services as needed.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities	
2. Awarded Amount	Applicant Response \$272,000	
3. Organization Type Please check the box that describes your organization	Applicant Response Community Based Organization (CBO), 501(c)(3)	
4. Description of Organization/Group Provide a brief description of the organization/group (organization type, group mission, etc.). Explain what experience your organization has managing a program similar to the proposal and state the outcomes of that program.	Applicant Response Since 1982, Support for Families has provided information, education, and support to families of children with disabilities and special healthcare 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. 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 currently in the middle of our 2020 disparity grant; as described in our reports. Spanish- and Cantonese-speaking families found these services to be very helpful in increasing their understanding of GGRC and its services and we were able to support more families in utilizing POS from GGRC and connect GGRC clients to other general services and resources that result in increasing the families' ability to care for and support their children.	
5. Applicant in Good Standing Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Applicant Response Yes	1
6. Subcontractors in Good Standing 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?	Applicant Response Not Applicable	
Grant Reapplication Information		
Grant Reapplications Only		
1. Grant Number (Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	Applicant Response 19-C40	
2. Project Title	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities	
3. Project Start & End Dates	Applicant Response	
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Start Date: 04/15/2020, End Date: 04/14/2021	
4. Project Duration	Applicant Response	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	12	
5. 2016/2017 Award	Applicant Response	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
6. 2016/2017 Expenses	Applicant Response	
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
7. 2016/2017 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
8. 2017/2018 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
9. 2017/2018 Expenses	Applicant Response	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
10. 2017/2018 Remaining	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
11. 2018/2019 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	\$255,830.00	
12. 2018/2019 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	\$255,830.00	
13. 2018/2019 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
14. 2019/2020 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	\$256,000.00	
15. 2019/2020 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	\$93,235.98	
16. 2019/2020 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.	\$162,764.02	
17. Total Awarded	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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.	\$511,830.00	
18. Initial Proposed Number of People Served	Applicant Response	
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	150	
19. Actual Number of People Served	Applicant Response	
(Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.	We have served 120 people (72 Hispanic and 45 Chinese) in quarter 1 and quarter 2 of our current grant. We are on track to meet our goal by the end of the grant year.	
20. Regional Centers in Catchment Area	Applicant Response	
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Golden Gate Regional Center	
21. Cities Served	Applicant Response	
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	San Francisco	
22. Counties Served	Applicant Response	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	San Francisco	
23. City of Los Angeles	Applicant Response	
(Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.	Not Applicable	
24. Activities to Date	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>(Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.</p>	<p>At the beginning of the project, Support for Families' staff focused on learning how to do virtual training, accessing our phone system remotely and getting staff setup to work in a virtual setting while keeping information confidential. We found a way to continue offering the majority of our services virtually, including our special family events. Once we had our staff set up, they began working individually with families to make sure families had the equipment and training they needed to stay connected with us and the ability to provide consent to work with us. It took a little while to help staff and families become comfortable with virtual training. We provided staff with external training on how to effectively use the new technology, and staff are now feeling very comfortable providing virtual trainings. It also took some time to implement a streamlined system for consent that different community agencies found acceptable. We have mostly solved that and are looking at even easier ways by looking at technology such as docu-sign and different texting applications..</p> <p>Specific Activities include:</p> <p>1) Provide parent-to-parent individualized information, consultation, and navigation assistance in Spanish and Cantonese.</p> <p>During our current grant:</p> <p>71 unduplicated Cantonese and Spanish speaking families whose children are GGRC clients received individualized services</p> <ul style="list-style-type: none"> • Cantonese: 26 • Spanish: 45 <p>20 of those families above received individualized support with specific GGRC related issues:</p> <ul style="list-style-type: none"> • Cantonese: 4 • Spanish: 16 <p><i>In addition 12 families are in the process of GGRC assessment to see if they are eligible</i></p> <ul style="list-style-type: none"> • Cantonese: 1 • Spanish: 11 <p>2) Plan and implement workshops in Spanish and Cantonese to provide a series of workshops in Spanish and Cantonese specifically on understanding and utilizing GGRC services.</p> <p>We have completed 5 Workshops, 3 Cantonese and 2 Spanish.</p> <p>Workshop topics: Living Options, What are Respite Services?, What are my options for day activities?</p> <p>3) Plan and conduct outreach activities in Spanish and Cantonese:</p> <p>In order to reach families that may not have been connected with us online, we mailed family resource kits in Spanish, English and Chinese to families in our database. The kit included PPE and a packet of information. We also handed out 500 these kits in English, Spanish and Cantonese at a food give away in Hunters Point, in order to reach families who may not have known about our services. Link to Spanish Resource Kit: https://static1.squarespace.com/static/577ff8daf7e0abcffe355807/t/5ef51783b6b55750e73dad6d/1593120696686/COVID+Packet_SP.pdf Link to Chinese Resource Kit: https://static1.squarespace.com/static/577ff8daf7e0abcffe355807/t/5ef5181123fd837c61a5a086/1593120823536/COVID+packet_CH.pdf</p> <p>During this grant period, we began translating our Info Digest, which gets sent out once a month, in Spanish and in Chinese. We also added a translation option to our website. We also added a page on our website dedicated to Covid-19 information all in Spanish, https://www.supportforfamilies.org/coronavirusresources/espanol and separate page all in Chinese, https://www.supportforfamilies.org/coronavirusresources/chinese</p> <p>4) Conduct evaluation activities</p> <p>It has been challenging to conduct and get back surveys in a virtual setting. Although we have put a lot of emphasis on the importance of families filling out a survey after a workshop, the percentage of people who fill them out has been lower than normal. We also had some technical challenges figuring out how to use survey monkey and correctly distribute the surveys. It has been especially challenging to implement the FES survey. Prior to shelter-in-place, we would have volunteers come to our office and call families to ask the survey questions. It was important that we used volunteers so feedback could remain anonymous and staff would not be asking question to people they had worked with. We have been unable to use volunteers because we cannot provide personal contact information to the volunteers and they have been unable to come into the office. To address this, we have recently switched to a new survey tool called Form Assembly. This will make it easier for staff to distribute and for families to respond to surveys in multiple languages.</p> <p style="text-align: center;">We are only in the beginning of our third quarter and we are on track to complete all of our activities.</p>	
<p>25. Project Impact & Outcome</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.</p>	<p>We are finding that families are especially needing support regarding understating and navigating systems during shelter in place and distance learning, as information is constantly changing. There are two documents attached. One shows the actual survey answers from workshop participants who are Spanish and Cantonese speaking. The other document shows an overview of responses from English, Spanish, and Cantonese speakers who attended the same workshops. Based on these responses, we know that families are increasing their knowledge after attending our workshops and finding the information that is being present useful.</p> <p>One story that demonstrates our impact on supporting families with their immediate needs: Spanish speaking mom of a teenage daughter, age 15yo, first connected with Support for Families in August 2019. Daughter has a rare genetic disorder that causes mental health and judgement concerns, as well as is at risk for intellectual decline. Daughter has an IEP in place and is a Golden Gate Regional Center (GGRC) client.</p> <p>Recently, mom reached out to FRS to share that there were multiple incidents over the summer that resulted in safety concerns and made mom feel like she needed to quit her job to watch her daughter full time, since her daughter is at home doing distance learning. FRS had just learned that their Family Resource Center Director had met virtually with the Chief of Special Education and one of the GGRC Directors to discuss updates and changes between both agencies to support children with disabilities during shelter in place. Due to this discussion and sharing of information, the FRS was able to listen to mom's concerns and give information about respite care services as well as childcare services that she may be eligible for from GGRC to support her daughter. FRS also supported mom in connecting with her GGRC case worker to request encouraged mom to reach out to her GGRC case worker to ask about childcare and respite care hours; historically mom has had challenges around following up with the case worker.</p> <p>The case manager was able to approve hours for childcare to support mom in continuing to work. The case manager also was able to explain to mom why respite hours are not typically available during the school day, and mom should reach out to the school district to request in-person one to one support. Unfortunately, at this time San Francisco Unified School District is unable to provide any in-person supports due to shelter in place. The GGRC case worker also agreed to go with mom to her daughter's next IEP meeting to support mom's request for in-person one to one support. If mom is denied and exhausts all generic resources, the GGRC case worker reported, due to extenuating circumstances of distant learning and shelter in place, she can put in another request for respite hours to support caring for her daughter's safety. The FRS staff will continue to provide support to mom ongoing as well as fostering a collaborative relationship between mom and the case worker.</p>	<p>2</p>
<p>26. Project Objectives</p> <p>(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Support for Families has always worked in collaboration with GGRC, and we are interested in partnering more at the staff level so that staff has points of contact to make referrals to. This would include bringing GGRC Case Manager staff to a SFCD staff meeting. We want to help strengthen GGRC's communication and hand off with the school district (SFUSD).</p> <p>Support for Families have been partnering with GGRC and SFUSD to create an orientation guide (Crossing the bridge) that is in English, Spanish and Chinese to assist with the transition from GGRC early start services to SFUSD services. This is one of the transitions that families often experience and its not only a transition of services, but also a transition of teams and a time of transition for children developmentally. Moving forward we want to provide workshops to families in partnership with GGRC and SFUSD to support a positive transition and ensure families have the information and preparation they need.</p> <p>We will continue to provide individualized services to support families in navigating and accessing GGRC services.</p>	
<p>27. Project Transition</p> <p>(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.</p>	<p>Applicant Response</p> <p>Our new project will help us adapt even more to the current reality of providing service completely virtually. We are working on making sure even more of our materials are translated and all of our workshops are presented with an even mixture of English with Spanish and Cantonese interpretation as well as workshops being presented in Spanish and presented in Cantonese. We have found there is an even greater need during our current pandemic to provide peer to peer support and information and education. we are able to reach even more individuals with our webinars. We will be recording many of our webinars and posting them on our website for families to watch on their own time and providing resources on our website.</p> <p>Our measures are staying the same but our approach is shifting as we are adapting to providing support and education in a virtual setting. We are also looking to add a Spanish speaking social worker as part of this project to provide an additional layer of support through short term case management, with an emphasis on high needs-homelessness, food insecurity, trauma</p> <p>In the current climate, policies and funding is constantly changing so our main goal is to ensure that our staff is up to date on the most current information so that can be disseminated in the most timely, accurate, culturally and linguistically sensitive way to families, so they can make the best decisions for their children. We are able to provide this up to date information because our Support Services Director stays in constant contact with GGRC Directors.</p>	
<p>General Application</p>		
<p>Proposal Summary</p>		
<p>1. Individuals Impacted</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Enter the projected number of individuals impacted.	150	
2. People Served	Applicant Response	
What is proposed number of people projected to be served?	150	
3. Duration of project	Applicant Response	
What is the duration of the project? Enter Start & End Dates.	Start Date: 04/15/2021, End Date: 04/14/2022	
4. Duration of project (months)	Applicant Response	
What is the total duration of project in months?	12	
5. Regional Centers	Applicant Response	
List all Regional Centers in the project catchment areas.	GGRC	
6. Cities Served	Applicant Response	
List the city or cities your project proposes to serve.	San Francisco	
7. Counties Served	Applicant Response	
List the county or counties your project proposes to serve.	San Francisco	
8. City of Los Angeles	Applicant Response	
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
9. Community Based Organizations	Applicant Response	
Will you be working with one or more Community Based Organization?	No	
10. Regional Center Data	Applicant Response	
If you plan to use regional center data for your project, indicate what steps you will take (or already have taken) to acquire it. For example, completing a data agreement, completing a data request, meeting with RC to discuss data availability/timelines, etc.	Support for Families will not need to use regional center data for our project. Our data is based on surveys, evaluations, and following up with families to know the results of the barriers that were addressed. We utilize Salesforce database to enter client intake information as well as track the work that we are supporting the client with - i.e submitting paperwork for a Regional Center assessment. Additionally, we track external and internal referrals and outcomes. We collect quantitative family stories and utilize our clients and parent mentors to share their experiences of support from SFCD and successes in connecting with community resources. We use the Family Empowerment Tool in order to evaluate parental capacity and needs; we also have an internal survey to gather program feedback.	
11. First Project Type Selection	Applicant Response	
Select your first project type.	Community Connector (Example: Promotora or Navigator)	
12. Second Project Type Selection	Applicant Response	
Select your second project type (if applicable).	Parent Education (online or in person trainings, etc)	
13. Third Project Type Selection	Applicant Response	
Select your third project type (if applicable).	Family/consumer support services (coaching, enhanced CM)	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
14. Multiple Organizations Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.	Applicant Response No	
15. Leverage & Strategies Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project. How will your project continue its work after the grant funding has concluded?	Applicant Response Even after the grant, we will continue the partnerships, continue to bring training to staff and continue to funnel information from GGRC to staff and thus disseminate to families. 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. These empowered advocates will continue to be agents within the community through our Spanish-speaking Parent Mentor Program. They will join together with SFCD and GGRC to make sure our children reach their potential.	
Target Population		
1. Target Groups Served Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups. Applicant Comment	Applicant Response Chinese , Hispanic	
2. Number of Target Group Served For each target group selected in previous question, list number served.	Applicant Response Hispanic- 90 Chinese- 60	
3. Languages Select all Languages the project will serve. If you select "Other" please list all languages. Applicant Comment	Applicant Response Cantonese , Spanish	
4. Age Groups Served Select all Age Groups the project will serve. If you select "Other" please list groups. Applicant Comment	Applicant Response Three to Five , Three to 21	
Project Application		
Project Application		
1. Project Summary	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served.</p>	<p>The purpose of this project is to provide information and support that helps Spanish and Cantonese-speaking families of children with developmental disabilities in San Francisco link to GGRC services and other services as needed.</p> <p>We will support families in getting connected to GGRC/getting an assessment, as well as continue to provide information and support throughout their journey to help access different POS services. We will also continue supporting the the whole family by connecting them to generic services that build parental capacity and decrease risk factors overall. By assisting with issues such as housing, food, childcare, and mental health, the parent will have an increased capacity to take care of and advocate for the well-being of their child.</p> <p>The project will have four main components:</p> <p>1) Provide parent-to-parent individualized information, consultation, and navigation assistance in Spanish and Cantonese.</p> <p>-This will be provided by our Bilingual, Spanish/English and Cantonese/English- speaking Family Resource Specialists(FRS), education coordinators, and social worker, who are also parents of children with special healthcare needs or disabilities. The social worker will provide an additional layer of support through short term case management, with an emphasis on high needs - homelessness, food insecurity, trauma</p> <p>2) Plan and implement workshops in Spanish and Cantonese:</p> <p>-Partner with Disability Rights California to provide a series of workshops in Spanish and Cantonese specifically on understanding and utilizing GGRC services.</p> <p>3) Plan and conduct outreach activities in Spanish and Cantonese:</p> <p>-During shelter in place, outreach activities will consist of reaching out and advertising our program to partner agencies, emailing our infodigest with all of our services in Spanish and Chinese, and mailing family resource packets in Spanish and Chinese.</p> <p>4) Conduct evaluation activities</p> <p>-The evaluations will consist of distributing surveys directly after a workshop has concluded and sending out the Family Empowerment Survey plus questions specifically about our services, to every family a few months after receiving an intake with Support for Families.</p>	
<p>2. Organization Experience</p> <p>What experience does the organization/group have working with the target population?</p>	<p>Applicant Response</p> <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. 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 and 2020 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. 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>	
<p>3. Underserved Target Populations</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>Applicant Response</p> <p>Based on parental protective factors, we know that building parental capacity and resilience as well as understanding their child's development, sets the parents and the children up for success. Based on our data from our Family Empowerment Surveys, post GGRC workshops and individualized services, we have concluded that the information and support from Support for Families has increased the parental and capacity of knowledge.</p> <p>In 2019, Spanish speaking parental capacity increased after receiving services from Support for Families: Cantonese: 2.8 to 3.5; Chinese: 3.3 to 4.4 (Family Domain) Cantonese: 3.4 to 4.4; Spanish: 2.7 to 3.4 (Service Domain)</p> <p>Based on the 2019 SF DPH Community Health Needs assessment, Latinx and Asian communities have a higher risk of homelessness, food insecurities and limited access to other basic needs. When these high risk communities also have a child with a disability, there can be additional barriers to break down to gain access to developmental services for their children.</p> <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>SFCD's project address these needs by offering navigation help and support from culturally and linguistically competent peer parents in a welcoming environment; in addition, workshops in three languages help de-mystify the Regional Center for families who may have misconceptions about its work and services.</p>	
<p>4. Input from Community</p>	<p>Applicant Response</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>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 service</p> <p>We have updated our Family Resource Center survey that is sent out to every family a few months after they receive an intake with one of our Family Resource Specialists. The new survey allows families to provide specific programmatic feedback.</p>	
<p>5. Improve Access</p> <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>Applicant Response</p> <p>Support for Families Family Resource Specialists (FRS) are staff members who are also parents of children with disabilities and special healthcare needs; they have personal experience that can help other families normalize the experience of having a child with disabilities. FRS staff respond to families on the phone, by email and provide consultation to community organization. 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. 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.</p> <p>Our project aims to improve the quality by offering workshops, information and materials in multiple languages as well as bilingual staff.</p>	
<p>6. Support RC's Recommendations</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>Applicant Response</p> <p>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 GGRC 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.</p> <p>In addition, at least 8 workshops per year (four 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 Adult day programs</p> <p>Here is just one of many stories that illustrate the impact of this project and how we partner with other groups: Mom and her two children – ages 3 and 5 both with ASD – were brought in by staff from Asian Women's Shelter where they had been living for 1-week. Mom had just fled an abusive partner and had no supports in place. The 5-year old girl had been out of school for several months and the 3-year old boy had not been diagnosed or received any early intervention services. Mom's first language is Japanese and reported feeling very isolated and overwhelmed. The Family Resource Specialist connected mom with Support for Families' Parent Mentor Coordinator, who connected her to a Japanese speaking mentor, who is also an ASD specialist. Mom and the mentor have continued weekly chats.</p> <p>SFCD staff collaborated with mom, Asian Women's Shelter, and U.C.S.F. Infant-Parent Program to triage the family's needs and come up with a plan. During the bi-weekly collaborative meetings, staff worked closely with the parent to come up with a plan to get her children assessed and in school, and apply for Medi-Cal.</p> <p>SFCD referred the children to GGRC and when the family was able to get into permanent housing in San Mateo – helped move their case to the GGRC San Mateo office. Working closely with the parent, SFCD staff helped parent apply to the San Mateo School District and request IEP assessments. By mid-September, when SFCD staff did a warm handoff of the case to Parent Helping Parents, the children had been assessed and approved for GGRC, enrolled in school and starting the IEP process, and enrolled in Medi-Cal.</p>	
<p>7. Project different or unique</p> <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>Applicant Response</p> <p>Community Gatepath is the other CBO in the GGRC catchment area, however they are serving families in East Palo Alto. Support for Families is serving Spanish and Chinese speaking families in San Francisco.</p> <p>SFCD is the only San Francisco FRC and we serve a greater age range which includes self-advocating adults.</p>	
<p>8. Activities & Measures to Achieve Goal</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<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. Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</p>	<p>This project will 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. We will do this by partnering with organizations such as GGRC and Disability Rights California to provide information to families through trainings and individualized informational consultation and navigation assistance. By utilizing native speaking staff members who are also parents of children with disabilities, real or perceived barriers will be broken that may have prevented families from receiving information or utilizing services. SFCD staff will be able to follow up with families and support them throughout a sometimes long process of receiving services. We will conduct evaluation activities to understand if families have increased their knowledge and understanding. The surveys will also help us understand the most common barriers as they are being reported. By implementing outreach activities in Spanish and Cantonese, we will be able to reach families who may have not been aware of our services.</p>	
<p>9. Measures</p> <p>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?</p>	<p>Applicant Response</p> <p>Our project demonstrates a model that allows us to support families in multiple ways while uplifting the services of our partner agencies. By providing information through workshops, individualized support through Family Resource Specialists or a social worker, who can provide an additional layer of support through short term case management, with an emphasis on high needs - homelessness, food insecurity, trauma, and then looking at survey data in real time, we will be able to respond to feedback and make changes as needed. We will continue to work closely with GGRC to disseminate information and identify pain points or a lack of understanding that could prevent families from receiving needed services.</p>	
<p>10. Budget Narrative</p> <p>Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative.</p> <p>The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.</p>	<p>Applicant Response</p>	<p>1</p>
<p>Proposal Certification</p>		
<p>1. Applicant & Regional Center Discussion</p>		
<p>If you are a CBO, have you discussed your proposal with the RC(s)?</p>	<p>Applicant Response</p> <p>Yes</p>	<p>1</p>
<p>2. Applicant Certification</p>		

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>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.)</p>	<p>Yes</p>	
<p>Applicant Comment</p>		