

APP LICATI N R PORT

Project Name: Edu ation and support servi es eaching underserved Hispani and Spanish-speaking families in San Mateo Count .

Applicant Organization: AbilityPath

Awarded Amount: \$225,000.00

Funding Announcement Name: m oting Servi e A ess and Equit G ant



PROJ CT UMMARY

The Famil Res u e Center will provide 1:1 parent-to-parent support, pa ent taining, support groups, are binders, and m e that'll support Hispani and Spanish-Speaking families in San Mateo Count . This pr ect will in ease thei knowledge of the s stem of servi es in San Mateo Count , parti ula ly th se available t them th ough the Golden Gate Regional Center, in ease thei abilit t over ome barriers t ac essing servi es, and in ease thei ability to adv ate f servi es f thei hild. This will esult in in eased ac ess t and utilizati n f egiional enter servi es among Hispani and Spanish-speaking children.

APPLICANT TI N	APPLICANT R PON	ATTACHM NT
Applicant ligibilit		
Applicant Information		
1. Project Title	Applicant Response	
What is the ect Title?	Edu ation and support servi es eaching underserved Hispani and Spanish-speaking families in San Mateo Count .	
2. Awarded Amount	Applicant Response	
What is the total amount awarded for the project?	\$225,000.00	
3. rganization Type	Applicant Response	
Choose the esponse that best des ibes u rganization.	Communit Based O rganization (CBO), 501()(3)	1
4. Description of rganization/Group	Applicant Response	
Provide a brief des iption of the rganizati n group. Explain what experien e u rganization has managing a p ect simila t the proposal and state the out omes f that pr ect. You may uplad u br hu e add a website link.	AbilityPat (rmerly C mmunity Gatepat) is a npro itt at as been a c rnerst ne ur c mmunity r 100+ years, providing educati nal, therapeutic, vocati nal, and amily support services r c ildren and adults Our mission is t emp wer people wit special needs t ac ieve t eir ull p tentia t r ug inn vative, inclusive pr grams and c mmunity partners ips F r ver 40 years, AbilityPat 's Famil Res urce Center (FRC) has pr vided training, support groups, parent-t -parent support, utreac , inf rmati n and re erral services t amilies c ildren wit special needs and disabilities We've dem nstrated programmatic expertise and in rastructure to manage multi-year c untymwide First 5 and DDS grants wit successful utc mes, including increasing the number c ildren getting devel pmental screenings and amilies served r m underserved c mmunities During ur irst DDS grant, our number Hispanic amilies served countywide annually increased 66% https://www.smcrc.org	
5. Applicant in Good Standing	Applicant Response	
Is the appli ant in good standing with the Calif nia Sec etar of State, Calif nia F an hise Tax Board, and Calif nia Department of Tax and Fee Administrati n? Please uplad onfi mati n letter(s) pr f of good standing.	Yes	2
6. Subcontractors in Good Standing	Applicant Response	
Are the appli ant's subcontract s in good standing with the Calif nia Sec etar of State, Calif nia F an hise Tax Board, and Calif nia Department of Tax and Fee Administrati n?	Not Appli able	
Grant Reapplication Information		
Grant Reapplications nli		
1. Previous Award(s)	Applicant Response	

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENT												
<p>Did your organization receive DDS grant funding in fiscal year 2019-2020-21? If yes, go to question 2 to complete each column. If no, skip this category and go to category 3.</p>	<p>Yes</p>													
<p>2. Previous Grant Award(s)</p> <p>Since fiscal year 2019, complete a worksheet for each DDS Service Area and Equitable Organization was awarded funding.</p>	<p>Applicant Response</p> <table border="1" data-bbox="483 415 1328 777"> <thead> <tr> <th data-bbox="483 415 703 495">Year Awarded</th> <th data-bbox="703 415 907 495">Project Title</th> <th data-bbox="907 415 1118 495">Grant Number</th> <th data-bbox="1118 415 1328 495">Award Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 495 703 625">2018 (covering 2018-2019)</td> <td data-bbox="703 495 907 625">Outreach and support services reaching underserved East Alameda and Spanish Speaking families</td> <td data-bbox="907 495 1118 625">17-C12</td> <td data-bbox="1118 495 1328 625">\$289,648 for 24 months</td> </tr> <tr> <td data-bbox="483 625 703 777">2020</td> <td data-bbox="703 625 907 777">Outreach and support services reaching underserved East Alameda, Castside and Spanish Speaking families</td> <td data-bbox="907 625 1118 777">19-C12</td> <td data-bbox="1118 625 1328 777">\$267,937 for 24 months</td> </tr> </tbody> </table>	Year Awarded	Project Title	Grant Number	Award Amount	2018 (covering 2018-2019)	Outreach and support services reaching underserved East Alameda and Spanish Speaking families	17-C12	\$289,648 for 24 months	2020	Outreach and support services reaching underserved East Alameda, Castside and Spanish Speaking families	19-C12	\$267,937 for 24 months	
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<p>3. Previous Grant Outcomes</p> <p>Provide a brief grant summary for your project from fiscal year 2019-2020 and/ 2020-21.</p>	<p>Applicant Response</p> <p>We have already exceeded most our targets with 5 months remaining in the grant period & we are on track to meet the targets by the end of the grant. We developed a Care Binder in both English & Spanish based on input from families through interviews about their needs to keep track of all their paperwork. We have received excellent feedback: "The binder section is the most useful & the tabs are super well thought out. We get so much paperwork from medical, GGRC, ABA, & the school district so having a place to store everything helps us stay organized. I really appreciate that you sent it so early because getting started with all the services is very demanding." So far we delivered 183 binders, exceeding our target of 120 binders.</p> <p>In 2020, we pivoted quickly to virtual services 1:1 support, training & support groups. Through Q6, we have provided 1:1 support to 466 families, exceeding our target of 190. With 1,986 unique interactions with families, we surpassed our target of 1,700. Our coordinators supported & followed up on cases until families had needs met. A family describes, "The care coordinator was on top of the services. She informed me about what resources are in the community & she made sure I understood the services and was very helpful with all my questions."</p> <p>We collaborated with GGRC to provide virtual trainings for families in English & Spanish and have exceeded our target for the number of Hispanic families that have attended trainings by more than 20%. 74 attended versus a target of 60. With 5 more months in the grant & more trainings scheduled, we expect to exceed this target by 75%+ for 5 months. Families and the virtual sessions more convenient & accessible. This success is reflected in the high engagement in our support groups: our participation (135 parents) & number of groups (19 groups) has already doubled our target number of 60 parents & 10 groups. One parent expressed the tremendous value of this service: "The support group was such a great help because [they] would talk about IEPs. As Latinas we need to fight & we need the right words, we communicate, we would help each other mutually & share what worked & what didn't work. I got special education or behavior. I learned from them, tips from their own experience, that way we're armed so we learn with help." Outreach also shifted during COVID because we haven't been able to do in-person outreach for the past 18 months. We leveraged our partners in local community organizations that still do in-person contact with families, including pediatricians, libraries, community centers, and more. We also did outreach & virtual presentations to preschools & other early learning settings to reach parents & in-home providers. Finally, we are on track to meet our target of 100 children referred to ERC, having met 90% of our target with 5 months remaining.</p>													
<p>4. Project Transition</p> <p>If awarded, how will you ensure project transition into the 2021-22 proposed project? Describe your proposed project expansion/continuation/urgent needs, if any? What activities, measures, target groups are being added? Provide a summary of the differences and reasons when proposing the change.</p>	<p>Applicant Response</p> <p>Building on our track record of success with this program over the last 4 years, we anticipate a strong transition into the new grant cycle. While many of our activities will continue from the previous grant, we are focusing on more intensively on the Hispanic and Spanish-speaking population countywide due to the significant disparities we see in recent POS data. Based on this data, which is reinforced by our staff's observations, we believe there is a significant gap in these families accessing Lanterman services. This will be a focus during both our 1:1 interactions with families as well as in trainings, Early Start transition workshops & support groups. Accessing Lanterman services is important not only for the child's development, but it has long-term impact on their services received as well. Children and eligible Lanterman Act services are more likely to be uneligible for the Medi-Cal Waiver & may be eligible for IHSS & SSI. When we address inequities in accessing Lanterman services, it begins removing inequities to accessing their services. We will also work to ensure that families are aware of services available to them through DDS's newly established provincial eligibility process. We have a strong relationship with GGRC & work closely with them to ensure we are communicating accurate & appropriate information to families about services & processes. Our community-based relationships are already in place in areas of San Mateo County with population of Hispanic and Spanish-speaking families & we have an established reputation as a trusted partner. Staff have already developed relationships with trainers and interpreters, and we have a family-centered approach to identifying training topics, which will continue in the new grant cycle. We have finished developing the Care Binder in English & Spanish. The ongoing work with this is creating the physical binders & distributing them to families. We'll create the new staff for the grant cycle.</p>													
<p>General Application</p>														
<p>Proposal Summary</p>														
<p>1. Project Type</p> <p>Choose the project type that best describes your activities from the list below:</p>	<p>Applicant Response</p> <p>Community Connection</p>													
<p>2. Duration of project</p>	<p>Applicant Response</p>													

Choose the duration of the project.	24 months										
3. Regional Centers	Applicant Response										
Choose the Regional Center(s) that the project will serve. Check all that apply.	Golden Gate Regional Center										
4. Counties Served	Applicant Response										
List the counties the project proposes to serve. Check all that apply.	San Mateo County										
5. City of Los Angeles	Applicant Response										
If the project proposes to serve the City of Los Angeles, list the zip codes the project will serve.	Not Applicable										
6. Community Based Organizations	Applicant Response										
Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.	Ability Path believes in building long, trusting relationships within all communities - with families & providers. We are continually working with organizations throughout the county to reach families & make connections to help them. Through both formal & informal partnerships, we collaborate with health care providers, libraries, diaper distribution programs & more. Staff regularly participates in multi-agency meetings, ensuring we are a united force in RC & community services.										
7. Multiple Organizations	Applicant Response										
Does the project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.	No										
8. Strategies and Sustainability	Applicant Response										
How will you expect to continue its work after the grant funding has concluded?	Our FRC staff is under the umbrella Family Support Services (FSS) department within AbilityPath, which includes our work with the community. We are currently working with the community to ensure our work continues beyond the grant period.										
1. Ethnic Groups Served	Applicant Response										
Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" "Other" use comment section to list specific groups.	Hispanic										
Applicant Comment											
2. Ethnic Group(s), Language(s) and Number of Individuals Served	Applicant Response										
For each ethnicity group, provide the number of individuals you expect to serve and the related language(s).	<table border="1"> <thead> <tr> <th>Ethnic Group(s)</th> <th>Individuals Served</th> <th>Language(s)</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>500</td> <td>Spanish</td> </tr> <tr> <td>Hispanic</td> <td>410</td> <td>English</td> </tr> </tbody> </table>	Ethnic Group(s)	Individuals Served	Language(s)	Hispanic	500	Spanish	Hispanic	410	English	
Ethnic Group(s)	Individuals Served	Language(s)									
Hispanic	500	Spanish									
Hispanic	410	English									
3. Age Group(s) Served	Applicant Response										
Select all Age Groups the project will serve.	Three to 21, Birth to Three (Early Start)										

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT
Applicant Comment		
Project Application		
Project Application		
<p>1. Project Summary and Organizational Experience</p> <p>Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what the project will accomplish and how it will benefit the community served. In your answer, include what experience your organization has working with the target population?</p>	<p>Applicant Response</p> <p>The target population is Hispanic parents of children ages 0-21 in San Mateo County who are at risk for a developmental delay and/or have been identified as having a special need. This project will increase their knowledge of the system services, particularly those available through GGRC, and increase their ability to overcome barriers to accessing services and to advocate for services. This will result in increased access to and utilization of regional center services among Hispanic and Spanish-speaking children.</p> <p>Although the FRC has served families for 40 years, we began targeted work to reach Hispanic and Spanish-speaking families five years ago with great success. We enhanced our program design to include a community-based programming model to reach underserved communities based on gaps identified through our service data. We expanded to East Palo Alto, then to Half Moon Bay, opening two satellite offices in these cities with large Hispanic populations. We make it a priority to hire staff who live in or have existing connections in these hard-to-reach communities; 100% of our current program staff are Hispanic and bi-lingual in English & Spanish. The FRC emphasizes family-centered strategies, including coordination of care & delivery services; recognizing the unique needs of the family (especially low-income families); parent-to-parent support; and using innovative, collaborative approaches to improve outcomes. Our program model is based on strong interpersonal relationships with families and providing tailored services in a culturally relevant manner. Delivering services in a culturally relevant and trauma-informed way is critical to our success and a key focus area of AbilityPath. Our primary strategy for this project is 1:1 systems navigation support by bi-lingual staff, including at the transition period (30-36 months). This is the most effective way to support the target population because their needs are varied and complex. We will provide a monthly support group for Spanish-speaking parents of children with special needs to increase connection and information sharing about systems navigation. We will also offer families a Care Binder in English or Spanish to help them keep track of their child's documents, insurance, appointments, care providers and more related to their diagnosis and services. We will provide quarterly trainings and workshops in both Spanish and English on topics related to systems navigation and accessing regional center services. To support awareness, utilization of FRC services, and participation in trainings, we will conduct a six-month social media advertising campaign during each year. Parents learn our services through our outreach, referrals from their providers, and through warm and soft referrals from our developmental screening program. We know that it takes time, authentic engagement, and demonstrated results to build trusting relationships in the Hispanic community, and we have demonstrated our ability to reach and serve this group.</p>	
<p>2. Data and Community Input</p> <p>Explain how the target population(s) are underserved using RCOS data or other data as supporting evidence of the disparity. In your answer, include how your organization used input from the community and/or target population to design the project?</p>	<p>Applicant Response</p> <p>We are focusing on families and children because of the significant potential to improve long-term outcomes; GGRC also reports lower utilization rates among children when compared to adults (61.4% birth to age 2 & 72.4% ages 3 to 21 years, compared to 87.6% adults). Hispanic families are the largest group among consumers ages birth to 2 years and their utilization rate is similar to other populations but remains low at only 62.8%. Among children ages 3 to 21 years, the Hispanic population has the largest consumer count (526) and the second largest utilization rate (62.8%), yet their per capita expenditures and per capita authorized services are approximately 50% of the amount their white peers (\$6,482 expenditures & \$8,405 authorized Hispanic consumers, compared to \$11,497 expenditures & \$16,276 authorized white consumers). There are similar trends among Spanish-speaking consumers compared to their populations with 50 or more consumers ages 3 to 21 years.</p> <p>Our FRC solicited input and feedback from families, including our Spanish-speaking families, through annual surveys in English and Spanish. We analyze results based on language to identify differences in needs, preferences, and trends. When we develop programs we conducted interviews with Spanish-speaking parents to make sure their voices are heard and incorporated. Examples include feedback on our Care Binders and soliciting input and requests for future design of our Spanish support group.</p>	
<p>3. Uniqueness</p> <p>How is the proposed project unique (different from a previously funded grant (e.g., strategies, activities, and objectives) in the proposed regional center catchment area? If the project is similar to a previously funded grant listed on the Department's website, how is the proposed project different?</p>	<p>Applicant Response</p> <p>Other programs funded by the DDS SAE grant in the Bay Area have significantly different geographic and population targets than our program. Our project is unique in the proposed catchment area. First, the program focuses on countywide in-reach Hispanic families of children with disabilities to provide intensive 1:1 support to connect services. Successfully reaching underserved families in San Mateo County requires an informed and targeted approach, and investment in time with families and providers to build trusting relationships. Based on our relationships and trust built, we are uniquely positioned to better reach the Hispanic community and to listen to their needs, understand their lived experiences, and bridge the cultural and systems divide. Second, our program, as a community-embedded design, makes our services and staff more accessible to underserved communities with populations of Hispanic families. Through our program leverages our extensive network relationships with in-reach providers, community and GGRC, which is a critical element of the 1:1 support we provide to families and our outreach. We've nurtured a close relationship with GGRC staff, creating opportunities for them to train families directly in services available to them through Early Start and Lanterman Act and collaborative rating with their Cultural Diversity Specialist. Our extensive network provider contacts throughout San Mateo County ensures that we can connect families to the right service to meet their needs.</p>	
<p>4. Improve Equity and Service Access</p> <p>How will you help to improve equity, access, and education barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>One of the significant actors in the inequities experienced by Hispanic children is the lack of information that Hispanic parents receive about Lanterman services. Hispanic parents in our support groups regularly report they're unaware of Lanterman services and the timely and transitional nature of Early Start, compared to our English-speaking support groups who express great knowledge. This anecdotal information is borne out in the disparity data. Our work will help address the inequities in authorized services among Hispanic children in the GGRC catchment area. We'll use multiple strategies to increase Hispanic parents' knowledge about regional center services. Our staff are trained in Lanterman services and have relationships with GGRC staff to facilitate referrals to Lanterman and Early Start services. We work with transition-age families during our 1:1 meetings and workshops to increase their understanding of services and address barriers that prevent them from accessing those services. Our support groups are safe environments where Hispanic parents share expertise with each other and develop relationships with families who can help bridge communication gaps. When GGRC staff have difficulties in reaching families, which is another chronic barrier in families connecting to services, our program and particularly these DDS-funded positions also provide a range of information to address families' basic needs, all while helping them to prioritize their child's developmental needs.</p>	
<p>5. Support of RC Plan</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>How does this project support the RC plan to promote equitable and reduce disparities in the proposed community area? If you are a RC, how does this project support your recommendations and plan to promote equitable and reduce disparities in the community area? How will you collaborate with their organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Key takeaways from the 2021 GGRC POS Data Meeting are that many families have difficulty understanding program staff & communicating; this includes language barriers which also impacts families in the report, the Hispanic population as the lowest rate of POS authorization & expenditures. In the 2020 POS Data Meeting report, data shows that White consumers receive a higher amount of POS authorization & expenditures than their ethnic groups; the widest gap is between White & Hispanic. This project addresses many of these issues, including reducing language barriers & lack of access to communication with regional centers. It also aligns with the recommendations in the report to develop future services including: "community outreach to build relationships with existing community members," & "building relationships with existing community members with relationships with individuals who are not currently using POS-funded services." The FRC has strategies to address disparities that include providing 1) education & assistance with systems navigation, 2) peer resource sharing, 3) 1:1 support, 4) developmental screenings, 5) referrals to best meet the needs of families. We understand the needs of families & how to best serve them, including collaborating with their organizations. For example, we are partnering with PARCA & Speech Goals for training.</p>	
<p>6. Project Activities</p> <p>Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.</p> <p>Clearly and specifically state how the schedule of activities demonstrates the steps that the project will take to achieve its stated objective and measures.</p>	<p>Applicant Response</p> <p>This program has several elements that will support our primary strategy is to provide 1:1 systems navigation support by bi-lingual staff, including during the crucial transition period 30-36 months. This is intensive, family-centered, and trauma-informed work by our staff will help families identify their own needs & priorities using motivational interviewing techniques, information & resources to families for their consideration, provide educational about Early Start & Lanterman services & the broader system services in San Mateo County, & support families to make informed choices & advocate for their child's needs. An important element is developing trust with the family; we work to do that by offering bi-lingual Hispanic parents children with special needs who can understand their lived experience, have awareness of cultural values around child-rearing, & we have knowledge of the system services. Staff are trained to provide information & education about the importance of things like early intervention & also the flow of the family's leading role in their child's support relationship can last for many months. We get consistent feedback from families that it is slow, family-centered approach allowed them the space & information they needed to access services.</p> <p>All families are ready for need is level of intensive interaction. There are ways we support families with a lighter form of short-term interaction. We will provide a monthly virtual support group for Spanish-speaking parents of children with special needs who serves a dual purpose of reducing feelings of isolation & is a natural setting for parents to share their expertise about systems navigation, tips for parenting children with special needs, etc. For example, the virtual platform removed barriers such as work schedules, transportation & childcare, & added the benefit of parents being able to attend.</p> <p>We will also offer families a Care Binder in English & Spanish that helps keep track of their child's multiple documents, insurance, appointments, care providers, & more related to their diagnosis & services, helping to reduce the stress of managing their paperwork & removing barriers that get created by missing documents. In addition, we will provide quarterly trainings & workshops in both Spanish & English on topics related to systems navigation & accessing regional center services. These overlapping programs for families create many points of entry to meet families where they are.</p> <p>To support awareness, utilization of FRC services, & participation in trainings, we will conduct a six-month social media ad campaign during each year. Ads will be in Spanish & we can target specific audiences. The trainings will also be posted as events on social media & be shared to reach a larger audience. Past social media ad campaigns targeted at Spanish-speaking families for AbilityPath's Help Me Grow program have had high engagement.</p>	
<p>7. Project Measures</p> <p>Before answering this question, applicants must enter performance measures into the Activities Template located in the middle tab directly above.</p> <p>Are you proposing measures appropriate to track the project's objective and activities? Explain how your proposed measures 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>AbilityPath's FRC is a data-driven department that continually analyzes results and uses numeric data to measure impact and also identify gaps in services; for example, we expanded our services in southern San Mateo County after identifying our numbers served in that region were not proportionate to the population living there. In addition to measuring our reach and quantity of activities and interactions, we conduct an annual survey of families receiving 1:1 support to gauge whether our services helped them increase their knowledge of services available for their child. We also conduct surveys after each training. Surveys help us understand whether families are increasing knowledge about the regional center services that their child might be eligible for and whether they have improved their ability to advocate for services for their child. Both of these directly align with our overarching objective to increase Hispanic and Spanish-speaking parents' knowledge of GGRC services and their navigation process. They are able to better access and utilize an equitable way to use the POS for their child. Furthermore, we conduct annual focus group interviews with our Spanish Support group participants to collect qualitative data and understand what the group is meeting their needs. Finally, through our case management database, we will track the number of Hispanic & Spanish-speaking families supported with a Regional Center referral for Early Start or Lanterman services.</p>	
<p>8. Budget Template and Narrative</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.</p> <p>In the Budget Template, explain how the proposed budget is consistent with the stated purpose/objective and activities, and learn and on-site explain how the proposed expenditures support the overall project design and proposed outcomes.</p> <ul style="list-style-type: none"> Budget Template example is located at Attachment C. Budget Details and Rest of the Budget are available here. 	<p>The project design is based on our experiences & feedback from Hispanic & Spanish-speaking families. We know that direct service, community-based, family-centered work for bi-lingual coordinators helps create the trusted relationships that assist families in identifying children with delays & connecting them to assessments, as well as address barriers to accessing services. The project budget is primarily personnel costs for two (2) FRC coordinators to carry out the proposed activities, which are critical to meeting the complex and individualized needs of families to fully access and utilize regional center services. The coordinators will be bilingual staff who are parents of children with special needs and can establish trust and connections with Hispanic and Spanish-speaking families. These staff provide 1:1 support, conduct outreach, lead support groups, coordinate trainings, distribute Care Binders, and survey/interview families to get feedback on our services. Together, these services will increase Hispanic and Spanish-speaking parents' knowledge of GRRC services & the navigation process so they are able to better access and utilize an equitable POS for their child. We have significant experience providing these types of services & based on our past work we believe it will require 1.5 FTE to reach the number of people and engage in the number of interactions proposed. Since the bi-lingual coordinators are parents of children with special needs, we understand they tend not to have the capacity to fill a 1.0 FTE role, which is why we set aside two (2) FTE. Furthermore, they all must have individuals in their team who reside in various connections to multiple areas of the county. Other personnel costs include marketing to directly support the social media ad campaign. The non-personnel costs include materials for the English & Spanish Care Binders that are a tremendous resource for families to organize information that helps them access services.</p> <p>The rent for our Half Moon Bay office will ensure we can have a local presence & staff conveniently located on the eastside where there is a large Hispanic population. We possess, FRC staff works at a variety of locations, including their home, community-based locations, & our three different physical sites throughout the county. Cell phones increase their flexibility & accessibility to families. The six-month social media ad campaign will help us reach new families on a platform they are already using. Costs include marketing personnel to create & manage the campaign, as well as the direct costs for the ads. Resources are provided in English & Spanish to best meet the needs of families. Translation into Spanish is a key component to addressing this barrier. Costs will include simultaneous translation trainings, as well as translation of social media ads & other marketing materials. Indirect costs include management & administrative expenses.</p>	
<p>9. Budget Costs</p> <p>Explain how the proposed budget costs are clearly associated with the project activities and objective and confirm that the budget does not include non-allowable costs or costs funded by other sources.</p>	<p>Applicant Response</p> <p>The project budget costs are clearly associated with the proposed project activities and overarching objective by having bi-lingual staff provide services in a family-centered, culturally-sensitive, and trauma-informed approach. Our survey data from our Spanish-speaking families shows 86% Strongly Agree. Agree that our program increased their knowledge of services and services for their child.</p> <p>The project budget is primarily personnel (two (2) FTE bi-lingual FRC coordinators) to take out the proposed activities, which are critical to meeting the complex and individualized needs of families to fully access and utilize regional center services.</p> <p>The non-personnel costs include materials for the English and Spanish Care Binders that will be distributed to families, rent for Half Moon Bay office in order to reach families where they are, cell phones and services for the two staff included in this proposal so they have flexibility and accessibility to families, and social media advertising costs. Translation is also a key expense to ensure equity and that we reach Spanish-speaking families.</p> <p>Ability is invested in trauma-informed practices throughout the organization, and our staff is regularly trained in topics such as cultural sensitivities, anti-bias, motivational interviewing, and trauma-informed care. Our FRC staff continues to receive these trainings, and through both the training and our effective practice we are going through the process to continually embed this in our work. Staff time is included in the budget but any direct training costs are leveraged from other funding.</p> <p>Finally, our indirect costs include management and administrative expenses.</p> <p>The budget does not include non-allowable costs or costs funded by other sources.</p>	
<p>Proposal Certification</p> <p>Certification</p>		
<p>1. Confirm Proposal Discussion with RC(s)</p> <p>CBOs are required to discuss their proposal with each RC(s) the CBO is intending to serve. If you are a CBO, have you discussed your proposal with each RC you are intending to serve?</p>	<p>Applicant Response</p> <p>Yes</p>	
<p>2. RC Contact</p>	<p>Applicant Response</p>	

<p>CBOs are required to submit their application on behalf of the Department and to each RC(s) that the CBO is intending to serve. If you are a CBO, state the name(s) of the contact person(s) at each RC you have discussed your proposal with.</p>	<p>Eli Zigman - Golden Gate Regional Center</p>	
<p>3. Applicant Certification</p> <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.</p>	<p>Applicant Response</p> <p>Yes</p>	
<p>Applicant Comment</p>		