

**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:** \$290,000

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



**PROJECT SUMMARY**

The purpose of this project is to provide information and support that helps Black/African American, Spanish and Cantonese-speaking families of children with developmental disabilities in San Francisco link to GGRC services and other services as needed through community connections and parent mentors.

APPLICANT INFORMATION	APPLICANT RESPONSE
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**Applicant Information**

<b>1. Project Title</b> What is the exact Title?	<b>Applicant Response</b> Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities
<b>2. Awarded Amount</b>	<b>Applicant Response</b> \$290,000
<b>3. Organization Type</b> Choose the response that best describes your organization.	<b>Applicant Response</b> Community Based Organization (CBO), 501(c)(3)
<b>4. Description of Organization/Group</b> Provide a brief description of the organization/group. Explain what experience your organization has managing a project similar to the proposal and state the outcomes of that project. You may upload your brochure to add a website link.	<b>Applicant Response</b> Since 1982, Support for Families has provided information, education, and support to families of children with disabilities and special health care needs, and the Support for Families is to ensure that all families of children with any kind of disability special health care need have the knowledge and support to make informed choices. In 2018, GGRC contracted with Support for Families to provide disability services to assist non-English speakers in understanding and utilizing Regional Center services and SAE grant funds to provide training and individualized navigation assistance in Spanish and Cantonese. At GGRC's public meeting they shared expenditures in FY2019-2020 compared to FY2018-2019. Authorizations: Asians (\$26,113 vs \$22,293); Latinx (\$19,84 vs \$17,366).
<b>5. Applicant in Good Standing</b> Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? Please upload confirmation letter(s) proof of good standing.	<b>Applicant Response</b> Yes
<b>6. Subcontractors in Good Standing</b> 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?	<b>Applicant Response</b> Not Applicable

**Grant Reapplication Information**

<b>Grant Reapplications</b>			
<b>1. Previous Award(s)</b> Did your organization receive DDS grant funding in fiscal year 2019-2020-21? If yes, go to question 2 to complete each column. If not, skip this category and go to category 3.	<b>Applicant Response</b> Yes		
<b>2. Previous Grant Award(s)</b> Since fiscal year 2019, complete a row for each DDS Service Access and Equity grant your organization was awarded funding.	<b>Applicant Response</b>		
	<b>Year Awarded</b>	<b>Project Title</b>	<b>Grant Number</b>
	2019	Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities	19-C40
2020	Building Bridges to Services for San Francisco's Underserved Language and Cultural Communities	20-C40	
<b>3. Previous Grant Outcomes</b>	<b>Applicant Response</b>		

APPLICANT INFORMATION	APPLICANT RESPONSE
<p>vide a brief summary of your project outcomes for the year 2019-20 and/ or 2020-21.</p>	<p>Support for Families nearly met all of the goals of the 2019/2020 grant. One outcome that was not met was the number of outreach activities created. We were increased our efforts by sending mailings and reaching out to partner organizations electronically, which resulted in increased attendance by having a broader reach. The other outcome met our Family Empowerment Survey. We had implemented this outcome obviously by having volunteers meet our office and make phone calls to families. Because system involving our Salesforce database and new phone system, to allow volunteers to make phone calls and enter data offline, while ensuring that families' personal information anticipated, but now have even more surveys being utilized with our new, streamlined system. As part of the grant, we provided 10 workshops in Spanish and Cantonese with knowledge skills, based on the workshop. 60 Spanish speaking families and 16 Cantonese speaking families received referrals to generic services and 133 Cantonese speaking support as part of this project.</p> <p>We began our 2020-2021 grant in May and just completed our 2nd quarter. So far, we have supported 53 Spanish and Cantonese speaking families who are receiving center navigation services parents attend workshops focused on GGRC services, in Spanish and Cantonese. We have had 9 Spanish speaking parents become parent mentors and 10 Spanish speaking parents have four sessions on parent advocacy. 16 Spanish speaking families are signed up for the next session of Project Leadership. Spanish speaking mentors also began meeting virtually weekly as Covid-19.</p> <p>GGRC services workshop evaluation exercises:</p> <p>"This workshop was very helpful, since I have felt the assessors at GGRC don't provide direct information about what they offer, and have had to request a new assessor."</p> <p>"I really valued the explanation of generic services and what other types of services that GGRC can provide. I feel that those services remain hidden."</p> <p>(The best part about the workshop was) The expert tips shared by the presenter that focused on real situations and roadblocks, and how one can navigate them with greater effectiveness!</p>
<p><b>4. Project Transition</b></p> <p>If awarded, how will you continue transition into the 2021-22 proposed project? Does your proposed project expand on previous activities, measure, or target users are being added? Provide a summary of the differences and reasons why you are making the change.</p>	<p><b>Applicant Response</b></p> <p>This project will help SFCD transition from a transitional service model where we help families connect to services to a transformational model where we meet their needs. SFCD is in the process of changing how we do business and devoting time and resources to develop the internal and external partnership.</p> <p>The current grant program focuses on Spanish and Cantonese speaking families, we are going to expand our target population to also include the Black/African American population, to a more focused community center initiative. We are looking at the community center program as a professional development for their time. Far too often untapped communities are asked to participate in studies, focus groups, interviews, and surveys that do not provide payment or transparent communication, and respect and acknowledgment of the value stakeholders bring. The CC program is designed to improve access and quality Cantonese speaking, and Latinx communities using a framework that is driven by members of these communities. The program will release the vulnerability with transferable skills to help support their communities, and commensates them monetarily for their time.</p>
<p><b>General Application Proposal Summary</b></p>	
<p><b>1. Project Type</b></p> <p>Choose the priority that best describes your activities from the list below:</p>	<p><b>Applicant Response</b></p> <p>Community Center</p>
<p><b>2. Duration of project</b></p> <p>Choose the duration of your project.</p>	<p><b>Applicant Response</b></p> <p>12 months</p>
<p><b>3. Regional Centers</b></p> <p>Choose the Regional Center(s) that you prefer to serve. Check all that apply.</p>	<p><b>Applicant Response</b></p> <p>Golden Gate Regional Center</p>
<p><b>4. Counties Served</b></p> <p>List the county counties you expect to serve. Check all that apply.</p>	<p><b>Applicant Response</b></p> <p>San Francisco County</p>
<p><b>5. City of Los Angeles</b></p> <p>If you expect to serve the City of Los Angeles, list the zip codes you prefer to serve.</p>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>
<p><b>6. Community Based Organizations</b></p> <p>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.</p>	<p><b>Applicant Response</b></p> <p>Not Applicable</p>
<p><b>7. Multiple Organizations</b></p> <p>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.</p>	<p><b>Applicant Response</b></p> <p>No</p>
<p><b>8. Strategies and Sustainability</b></p> <p>How will you perpetuate its work after the grant funding has concluded?</p>	<p><b>Applicant Response</b></p> <p>We are focusing on coalition building through parents who become mentors, take Leadership training, and participate in committees/forums. These empowered adults continue through a new 3-year grant SFCD just received from Maternal Child and Adolescent Health (MCH), to create an inter-agency council, that will bring together with special health care needs along with the families they are serving. Having a common council will break down community silos and build up a system, create a network serving them to leave a greater, positive long-term impact on children, youth, and families. GGRC will be one of the many agencies involved. Parent voice and the community council. The community connector program has also become an integral aspect of SFCD's new strategic plan.</p>
<p><b>Target Population</b></p>	
<p><b>1. Ethnic Groups Served</b></p>	<p><b>Applicant Response</b></p>

APPLICANT INFORMATION	APPLICANT RESPONSE
<p>Select the ethnicity group(s) the project will serve. From "Indian", "Pacific Islander", "Slavic" or "Other" use comment section to list selected groups.</p>	African American, Chinese, Hispanic
<p>Applicant Comment</p>	Cantonese Speaking, Spanish Speaking

2. Ethnic Group(s), Language(s) and Number of Individuals Served	Applicant Response		
<p>For each ethnicity group, provide the number of individuals you expect intends to serve and the related language(s).</p>	Ethnic Group(s)	Individuals Served	Language(s)
	Black/African American	65	English
	Hispanic	80	Spanish
	Chinese	20	Cantonese

3. Age Group(s) Served	Applicant Response
<p>Select all Age Groups the project will serve.</p>	Three to Five, Three to 21
<p>Applicant Comment</p>	

**Project Application**

Project Application	Applicant Response
<p><b>1. Project Summary and Organizational Experience</b></p> <p>Provide a clear and concise summary that includes a defined target population, target area, and project design. Specifically describe what you expect 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>The target population is parents, caregivers, and family members of children with disabilities from Spanish speaking, Cantonese speaking and Black/African American (attachment). In an effort to reach a diverse representation of families, we will look to engage individuals from a cross-section of the following populations within the city (Caucasian, homelessness, emotional instability, mental health issues, foster care), LGBTQ families, Children with Chronic Health Issues, Fathers, Single Parents, We will identify individuals within this target population to be trained as Community Connectors to serve some of these individuals will already be utilizing SFCD services in San Francisco that support children with disabilities. Community Connectors will be recruited in neighborhoods based on community (Black/African American, Cantonese) include 3-5 members, 1 SFCD staff member, 1 SFCD board member, and a consultant-all representing the same community, to create an affinity group. The following:</p> <ul style="list-style-type: none"> <li>Relationship Building (3-5 relationship building workshops acknowledging past harm and experiences)</li> <li>Training and Preparation (Community Connectors will be trained as community organizers as well as receive technical training on parent advocacy, disability)</li> <li>Action Plans (Community Connectors will create a SEND (Strengths, Experiences, Needs, Desires) analysis for their community and network and map out)</li> <li>Community Organizing and Implementation (Community Connectors will provide information and support to members of their community)</li> </ul> <p>In addition to the Community Connector program, SFCD will partner with Disability Rights California to provide a series of webinar trainings focused on GGRC services through these trainings and the outreach efforts of the community connectors, they can be supported by our Family Resource Specialists for any barriers to service in the clinical setting. SFCD's Family Resource Specialists are able to provide peer support since they are parents of children with disabilities and speak Spanish.</p> <p>As a result, more families from the identified communities will access services from SFCD, GGRC, and other agencies within San Francisco; SFCD will have a program and share with partner agencies; parents/caregivers will have new skills and resources to support their own community.</p>

2. Data and Community Input	Applicant Response															
<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>According to GGRC's data: 35% of Black/African American, 35% of Hispanic, and 40% of Asians served by GGRC don't have a POS, compared to 33.7% of white utilization (\$26,113 authorization and \$21,046 expenditures) Black is 85.5% utilization (\$46,151 authorization and \$39,440 expenditures) and Hispanic is 79.30% utilization (\$59,369 authorization and \$51,738 expenditures)</p> <p>According to the San Francisco School District, in San Francisco, 45% of special education students live in low-income neighborhoods. Non-English learners, as well as overrepresented in special education in San Francisco:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">Special Education Students in SFUSD 2020-2021</th> </tr> <tr> <th></th> <th>All children and youth in SFUSD</th> <th>SF children/youth in special education</th> </tr> </thead> <tbody> <tr> <td>Hispanic/Latino</td> <td>27%</td> <td>35%</td> </tr> <tr> <td>African American</td> <td>8%</td> <td>14%</td> </tr> <tr> <td>Chinese</td> <td>36%</td> <td>21%</td> </tr> </tbody> </table> <p>We collected feedback from families through a 2-month follow-up survey, as well as through evaluations after every workshop. We also collect information regarding</p>	Special Education Students in SFUSD 2020-2021				All children and youth in SFUSD	SF children/youth in special education	Hispanic/Latino	27%	35%	African American	8%	14%	Chinese	36%	21%
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3. Uniqueness	Applicant Response

APPLICANT TITN	APPLICANT RESPONSE
<p>How is the proposed unique difference from a currently funded grant (e.g., strategies, activities, and benefits) 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 difference?</p>	<p>The outcomes will play more on parents to provide each and information instead of staff led. As part of SFCD's new racial equity, diversity and inclusion strategic planning strategies to develop authentic partnerships. Community members will be involved in all aspects of the project, including identification of their training needs, development of the development of community programming plan based on their data analysis. Staff and board members will provide comment, support, and assistance to professional development of their time and receive a certification of completion once they complete the training portion of the project. SFCD has developed a SEND community-entered strategy to help target communities identify their strengths, experiences, needs, and desires. This process will help generate data that SFCD will use to make system changes to our organization and provide data to external partners. Specifically, CC will use this data to transform programming to be responsive to the communities needs and desires. Unlike a traditional SWOT analysis, our SEND analysis is strengths based and enters focus solely on Families residing in San Francisco.</p>
<p><b>4. Improve Equity and Service Access</b></p> <p>How will you ensure equitable access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p><b>Applicant Response</b></p> <p>This program advances equity by shifting decision-making power at SFCD to families from communities that have not been served by Suñtfo Families and the SF disability advocates for children with disabilities hold invaluable expertise in how available services and supports meet the needs of families, how they are accessed, and how they will be used. Tapping into this expertise breaks down the traditional hierarchy of decision-making that assigns authority first to organizational leaders, then to management and frontline staff. The CC model reflects the inequitable value additionally placed on professional designation and formal education over lived experience by eating organizational structure partners, the connections and their communities. Leadership of the project will lie with members of San Francisco communities that have been historically excluded in grant recommendations designed by individuals who will be affected by them the most. The emphasis on lived experience eases assessment opportunities for systems change for excluded in program and policy decisions. This initiative recognizes the uniqueness of each community and family.</p>
<p><b>5. Support of RC Plan</b></p> <p>How does this project support the RC plan to promote equity and education disparities in your selected catchment area? If you are a RC, how does this project support recommendations and plan to promote equity and education disparities in your home area? How will you collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p><b>Applicant Response</b></p> <p>This project will support GGRC's plan to promote equity and reduce disparities by providing targeted outreach to families through peer networks, as well as the California service alliance on Tips on Getting Quality Regional Center Services, and direct support from SFCD staff on navigating systems.</p> <p>Suñtfo Families' Executive Director has started meeting monthly with the Executive Director of the 2nd Family Resource Center's in GGRC's catchment area.</p> <p>These meetings have helped identify common needs among the agencies and initial discussions for collaborative trainings. As community connections begin to fall outside of San Francisco, which will naturally foster partnerships.</p>
<p><b>6. Project Activities</b></p> <p><b>Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.</b></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><b>Applicant Response</b></p> <p>SFCD has determined three main activities for this program:</p> <ol style="list-style-type: none"> <li>1. Recruit and train community connectors</li> <li>2. Parent leaders (community connectors) will engage the broader community</li> <li>3. SFCD and Community connectors will collect evaluations and feedback through a SEND (Strengths, Experiences, Needs, Desires) analysis</li> </ol> <p><b>B focus on these activities we will be working towards establishing authentic partnerships with our most marginalized families, specifically African communities, in order to bring about organizational, community, and institutional changes that positively impact these communities. B properly increase capacity to better provide appropriate services to meet family needs while decreasing the impact of toxic stress and racial inequalities. We impact and partnership strategies to maximize social investment. We will achieve these goals through cultural humility, building authentic partnerships three activities represented the 5 phases that we have identified to create a successful community connector program.</b></p> <p><b>Phase 1) Relationship building - through affinity groups that engage an external consultant, we aim to acknowledge the hard that has occurred in relationship strong connections and partnerships</b></p> <p><b>Phase 2) Training, Preparation &amp; Action Plans - through technical trainings such as interviewing, facilitation, and advocacy, parents will be prepared community</b></p> <p><b>Phase 3) Community organizing and Info Gathering - Community connectors will provide trainings, information and resources to members of their community for Families to receive enhanced service navigation and/or clinical support.</b></p> <p><b>Phase 4) Analysis and Next Steps - Community connectors will work with SFCD to provide feedback and data to better inform programming and program</b></p> <p><b>Phase 5) Reflection &amp; Evaluation - We see the community connectors program as an ongoing feedback loop that will constantly change and improve</b></p>
<p><b>7. Project Measures</b></p> <p><b>Before answering this question, applicants must enter performance measures into the Activities Template located in the middle tab directly above.</b></p> <p>Are you proposed measures appropriate to track the center's benefits and activities? Explain how you 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><b>Applicant Response</b></p> <p>Our proposed activities reflect a structure that is needed to provide a successful program while also leaving room for the eating of training to individuals with the community are leading the work with the community, but are also being provided a high level of support by SFCD staff including two social workers, board members, executive director the community connections as a way to build alliances throughout the city while utilizing Suñtfo Families as the backbone of information, resources, and support.</p> <p>We recognize that there is a disparity in the way that families in the African American, Spanish and Cantonese speaking communities access RC services. One of these communities in accessing RC services is to provide assistance in how to navigate these resources in these targeted languages. Our plan is to continue our work with the access RC services. Based on the strong attendance of these workshops this past year we will be increasing our workshop total to 10 weeks including self-service provided by the RC like espite, adult day activities, independent living support etc. They will also be navigating issues such as understanding the Self-Determination program (SD) designed to give individuals and families more control in determining their service plan.</p>
<p><b>8. Budget Template and Narrative</b></p>	<p><b>Applicant Response</b></p>

APPLICANT INFORMATION	APPLICANT RESPONSE
<p><b>Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.</b></p> <p>In your Budget Template, explain how the proposed budget is consistent with the stated project objective and activities, and clearly and concisely explain how the proposed expenditures support the overall design and proposed outcomes.</p> <ul style="list-style-type: none"> <li>Budget Template example is located at Attachment C.</li> <li>Budget Details and Restrictions are available <a href="#">here</a>.</li> </ul>	<p>Personnel includes:</p> <ul style="list-style-type: none"> <li>Direct service staff (who are also parents of children with disabilities) who will be recruiting and supporting community connectors, and providing enhanced services <ul style="list-style-type: none"> <li>Spanish speaking Family Resource Specialists (Julia, Desiree, Roxana, Myra, Olga, JoAnna)</li> <li>Cantonese speaking Family Resource Specialists (Lisa)</li> <li>Family Resource Specialist supporting black community (Dennis, Gillian) <ul style="list-style-type: none"> <li>Total of .35 FTE</li> <li>24% of compensation includes medical, dental, FICA etc.</li> </ul> </li> </ul> </li> <li>Direct service staff who will be recruiting potential community connectors and providing short term clinical support to families engaged by community connector <ul style="list-style-type: none"> <li>Social Worker: .5 English Speaking and .5 Spanish speaking</li> <li>Social Worker Benefits: 24% of compensation; includes medical, dental FICA etc.</li> </ul> </li> <li>Education Program Director connector with Disability Rights California and plan and implement workshop/trainings <ul style="list-style-type: none"> <li>.13 FTE</li> <li>24% of compensation; includes medical, dental, FICA etc.</li> </ul> </li> </ul> <p>Operating Expenses include:</p> <ul style="list-style-type: none"> <li>Out of pocket staff and trainings</li> <li>Technology communications, IT, Licensing Fees for phones, internet, social media</li> <li>Supplies for trainings (office supplies, refreshments, out of pocket and informational materials)</li> <li>Translation of out of pocket materials, interpretation for in-person virtual meetings and events</li> <li>Parents stipends for 10 community connectors at \$25/hour for 20 hours each connector</li> <li>Equity consultant that represents the community and provides relationship building workshops.</li> </ul>
<p><b>9. Budget Costs</b></p> <p>Explain how the project 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><b>Applicant Response</b></p> <p>This budget consists of all of the needed expenses that align with the objectives identified in our Activity Template. Our personnel include 2 part time have noted, that we are aiming to outreach to families with complex needs, many of these families will need additional support that fall in the realm of their own disabilities or mental health conditions that hinder their ability to navigate services on their own, making it very difficult to access services for them. We want to make sure that connectors and the families are well supported. We also have funding for the SFCD staff that will be working directly with our new connectors. We have included stipends to support the Community Connectors and funding for equity consultants to work directly with the community workshops. We have also provided an adequate amount of funding to support needs around providing meetings with the connectors such as translation.</p> <p>This budget only includes allowable expenses and does not include other funding sources.</p>
<p><b>Proposal Certification</b></p>	
<p><b>Certification</b></p>	
<p><b>1. Confirm Proposal Discussion with RC(s)</b></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><b>Applicant Response</b></p> <p>Yes</p>
<p><b>2. RC Contact</b></p> <p>CBOs are required to submit their application directly to the Department and to each RC(s) attached 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><b>Applicant Response</b></p> <p>Eric Zigman, GGRC</p>
<p><b>3. Applicant Certification</b></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 proposal and agrees to their assigned activities, measures, and the budget.</p> <p>Applicant Comment</p>	<p><b>Applicant Response</b></p> <p>Yes</p>