

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

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

Section I. Grantee Information and Cover Sheet

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

a. Name of organization/Group	b. Date
Regents of the University of California, Riverside	10-15-18
c. Primary contact (Name)	
Dr. Jan Blacher	
d. Mailing address	
1365 Sproul Hall, 900 University Avenue, Riverside, CA,92521	
e. Primary e-mail address	f. Primary phone number
Jan.Blacher@ucr.edu	(951) 827-3875
g. Secondary contact email address	h. Secondary contact phone number
Katherine.Stavropoulos@ucr.edu	(951) 827-5238
i. Brief description of the organization/group (organization type, group mission, etc.).	
In partnership with the Inland Regional Center, the proposed program is a collaboration between the SEARCH Center and Fiesta Educativa: Established by the Graduate Student of Education at UC Riverside, SEARCH is a family autism resource center, providing autism screening and educational access for underrepresented groups. The focus here is on youth with ASD and ID (or ASD comorbid with ID). Most families who visit SEARCH are Latino, and all are from the Inland Empire - one of the poorest metropolitan regions in the United States. Fiesta Educativa was founded in 1978 as a private nonprofit 501(c)(3) organization with the mission to provide information and training to Latino families on how to obtain services for family members with disabilities.	

Section II. Proposal Summary

a. Project title	Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley
b. Total amount requested	\$ 186,549
c. Projected number of individuals impacted	232
d. Duration of project (months)	24 months Start date: 01/01/19 End date: 12/31/20
e. RC(s) in the project catchment area(s)	Inland Regional Center, Zip Code: 92408 Target zip code(s) for Los Angeles County*:
f. Did your organization receive funding for a project in FY 2017/18?	<input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No **If yes, provide the grant number and answer questions "f1" and "f2." If no, skip to question "g." Grant # (CBOs only):

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f1. What is the current status of your project?	N/A
f2. How is this proposal different from your current project?	N/A
g. Will you be working with one or more CBO(s)?	<input checked="" type="checkbox"/> Yes*** <input type="checkbox"/> No
h. Will the project require aggregate data from the RC(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No

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

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

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

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Attachment A-2

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

1. Project title
Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley
2. Select the target group(s) the project intends to serve and provide a description of each group. Check all that apply.
<input checked="" type="checkbox"/> Ethnicity: Latino families <input checked="" type="checkbox"/> Language(s): English and Spanish <input checked="" type="checkbox"/> Age group(s): Parents of youth with ID and/or ASD from early childhood to the young adulthood <input checked="" type="checkbox"/> Socioeconomic: Low-income families who live in rural areas <input checked="" type="checkbox"/> Other: Youth who display symptoms of intellectual disability and/or autism spectrum disorder
3. Which area(s) of focus does the project meet? Check all that apply.
<input checked="" type="checkbox"/> 1. Increase access to information about services available through the RC system and processes to receiving those services. <input type="checkbox"/> 2. Provide assistance during the intake process. <input checked="" type="checkbox"/> 3. Empower consumers to advocate for needed services. <input checked="" type="checkbox"/> 4. Increase access to services that meet the cultural and linguistic needs of consumers and their families. <input type="checkbox"/> 5. Other (explain):
4. Project Type. Check all that apply.
<input checked="" type="checkbox"/> Translation (equipment, translator services, translating brochures or materials, etc.) <input checked="" type="checkbox"/> Outreach (community events, website or social media design, materials, etc.) <input type="checkbox"/> Workforce capacity (staff training, incentives for bilingual employees, etc.) <input checked="" type="checkbox"/> Parent education (online or in person trainings, workshops, etc.) <input type="checkbox"/> Promotores (para professionals to help develop relationships and trust with the Regional Center) <input checked="" type="checkbox"/> Family/consumer support services (1:1 coaching, enhanced case management, service navigation, etc.) <input type="checkbox"/> Other:
5. What experience does the organization/group have working with the target population?
Please see attached Proposal.
6. Explain how the target population(s) are underserved using POS data or other data as supporting evidence.
Please see attached Proposal.
7. How will the project address the identified POS disparity?
Please see attached Proposal.
8. How is the proposed project unique or different from a current effort (e.g., strategies, activities, goal) in this catchment area? If the project is similar to a current effort, how will the proposed project expand on the current effort?

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

Under the goals of the proposed program, there would be an expansion of SEARCH and Fiesta Educativa in two ways. Although SEARCH has historically served underrepresented families, we recognize that there are many who are not able to obtain services at our location due to time constraints or lack of transportation. Thus, we will open our educational services through two parent conferences at the Palm Desert Center to expand our reach to Latino and/or low-income families in the Coachella Valley area. Further, Fiesta Educativa's administrative headquarters is in the City of Los Angeles and is organized as a series of regional chapters, such as in San Bernardino and Riverside Counties. Fiesta Educativa is already operating in the Inland Empire and as a vendor of Inland Regional Center. However, like SEARCH, their services have not yet reached into the low desert, e.g., Coachella Valley, Palm Desert. Second, while Fiesta Educativa currently offers parent education programs (i.e., APEP) in the Inland Empire, the parent support system for this proposal expands the reach of support well beyond parent education.

Location. With a primary goal to "engage the community in responding to the real and emerging needs of the region," UC Riverside expanded its educational reach into the Coachella Valley with its Palm Desert Center in 2005. UC Riverside's Palm Desert Center, located approximately midway between the western and eastern ends of the Coachella Valley, currently serves as a base for several research programs, and also represents an opportunity for SEARCH to expand its services to a very poor population in great need. Our new center's target population would be primarily low-income families, mostly Latino, living in the Coachella Valley.

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

We have heard from multiple families about the difficulties that they face in finding resources and services for ASD and ID, particularly those families with adolescents and young adults, in the Coachella Valley. As an example, during a focus group in Riverside, CA related to a 16-week behavioral intervention study, one parent drove from the High Desert to attend the focus group. She lamented the lack of services and parent education available near her home, and said that despite the inconvenience and time constraints involved in driving to Riverside weekly, she would be willing to make the trip to help her son get necessary assistance. She expressed that she knows many other families who feel similarly about the lack of available resources in their geographic area, and noted that it should be a priority to expand our services to this location. Similarly, we have had parents call SEARCH asking if we have events in the Desert, and express disappointment and frustration when we tell them that we are currently only available at UC Riverside. Given this data, we feel confident that the proposed programs, will be extremely valuable to children and families in the Coachella Valley.

5. What experience does the organization/group have working with the target population?

The SEARCH Center, Fiesta Educativa, and Inland Regional Center - collaborating partners on this proposal – have extensive experience working with English- and Spanish-speaking Latino families who have children with autism spectrum disorder (ASD) and/or ID, the target population.

SEARCH Center. Providing Support, Education, Advocacy, Resources, Community, and Hope to families who have children with ASD, SEARCH is the University of California system's first established family autism resource center focused on screening and educational access for underrepresented groups. SEARCH's screening service reaches about 100 children a year at no financial cost to families. To date, slightly over 50% of children screened have been Latino and 20% have been Spanish-speaking. Through individual consultations and parent education programs, SEARCH helps affected families understand ASD and learn about appropriate services designed to meet their children's developmental, behavioral, and educational needs in the Inland Empire. With our longstanding history of serving minority families in the region, SEARCH Staff are knowledgeable about services available locally.

Dr. Jan Blacher, Director of SEARCH, grew the concept for the Center out of her 30+ years of research with families of individuals with ASD, ID and other neurodevelopmental disabilities. Funded by the National Institute of Health (NICHD, R01HD034879), her ongoing work has involved hundreds of families in the Inland Empire, many of whom are Spanish-speaking and have children with ID and/or ASD; published studies speak to the role of culture on family adjustment and on cultural and ethnic disparities among Latino/Hispanic populations (as examples: Blacher, 2001; Blacher, Cohen & Azad, 2014; Blacher & McIntyre, 2006). Throughout her productive research career, she has focused on issues of accessing services and appropriate educational programs. Most pertinent to this proposal to DDS is the previously completed work that Dr. Blacher has done on the transition to adulthood (Bolourian, Zeedyk, & Blacher, 2018; Zeedyk, Bolourian, & Blacher, 2018), and the importance of providing services to underrepresented parents during this time. Currently, Dr. Baker is the Principal Investigator of a follow-up study to the NICHD work, involving 100 families, some with young adults with ID (30), some with ASD (30), and some typically developing (40).

Fiesta Educativa, Inc. With forty years of experience, Fiesta Educativa is among the leading disability advocacy organizations working on behalf of Latino families. Fiesta Educativa is a private nonprofit 501(c)(3) organization with the mission to provide information and training to Latino families on how to obtain services for family members with disabilities. Fiesta Educativa serves adults, children, and infants with disabilities, and provides training in English and Spanish to its target population. Furthermore, Fiesta Educativa has partnered with Inland Regional Center to help reduce the disparities identified among Latino/Hispanic consumers with autism. Fiesta Educativa hosts monthly the Autism Parent Education Program (APEP), which trains parents of youth with ASD on such topics of types of available services, service provisions, and how to access them. Data from Fiesta Educativa indicates that APEP has trained 48 Spanish-speaking and 25 English-speaking parents in the Inland Empire; 25 additional parents are in process of completing the program. *In the current proposal, SEARCH,*

Fiesta Educativa, and Inland Regional Center aim to increase the number of parents who receive education and support services, specifically in the Desert region and Coachella Valley. In addition, we aim to broaden the target population to include young adults with ID as well as (or in addition to) ASD. The target youth will be at various stages in the transition process, e.g., still in high school, actually in the process of transition (in or approaching their last year of high school), or early post-transition.

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

Impact of Autism and ID in the Desert and Coachella Valley. Today, 1 in 59 children will be affected with autism (Christensen et al., 2016). While autism occurs in all racial, ethnic, and socioeconomic groups, there are over 10,000 reported cases of autism just in the Inland Empire counties alone (San Bernardino and Riverside counties) – more than almost half the states in the United States. It is estimated to cost approximately \$17,000 to \$21,000 more per year to care for a child with ASD compared to a child without ASD; the cost of lifelong care can be reduced by two-thirds with early screening, diagnosis, and intervention (Autism Society, 2015). Up to one half of these individuals with have ID.

Only 60 miles east of Riverside is the Coachella Valley, a region of approximately 440,000 people, known as a retirement and vacation center, including such resort towns as Palm Springs, Rancho Mirage, and Palm Desert. While this area has long been associated with great wealth, one third of its residents lack health insurance and 48.7% of children under 17 live in poverty. Ethnic/racial minority families in this region also have lower educational attainment, are more likely to live in poverty, and earn less income. These figures suggest a significant need to improve access and utilization of health care services in the Coachella Valley, not just at the time of diagnosis but throughout the schooling years and into adulthood.

Socioeconomic and Racial/Ethnic Disparities for Target Population. The population increase in Riverside County can be partly attributed to the expansion of the Coachella Valley area. Coachella Valley's health and healthcare delivery systems fare poorly compared to other regions in California. Based on the 2018 SocioNeeds Index, a measure of socioeconomic need that is correlated with poor health outcomes, Coachella Valley has a 99.2 index score out of 100, and surrounding cities in the Inland Empire have equally high scores (American Community Survey, 2018).

Approximately 60% of Riverside and San Bernardino County residents are underrepresented minorities (U.S. Census Bureau, 2016), including Hispanic/Latino. Approximately 22% of residents are foreign born, of which 54% are not U.S. citizens, and 40% speak a language other than English at home. Among those speaking another language, one in every three households speaks Spanish (U.S. Consensus Bureau, 2016). *Ensuring that information about developmental disabilities, health care service information is accessible and shared in Spanish is important to reducing disparities and improving receipt of services.*

Healthcare System for Target Population. As of 2018, Riverside County ranks among the poorest performing counties in the U.S. on aspects of clinical care, including care from a primary physician or mental health provider (County Health Rankings, 2018). Access to care providers increases the likelihood that community residents will

have routine developmental screenings and early identification of problems like intellectual disability or autism.

This proposal will address some of these challenges to our target population by bringing information on intellectual disability and autism spectrum disorders to this region in a culturally sensitive manner – to inform and to educate, and to provide outreach to existing stakeholders and to link families to existing services.

Inland Regional Center (IRC) - Purchase of Service (POS) Data. Across all ages, IRC predominantly serves Hispanic (30.4%) and White (26.3%) families. POS data shows a relatively even per capita expenditure for these ethnic groups -- \$1,006 and \$1,021, respectively. According to a publically available presentation on “Exploring Equity in Regional Center Services,” IRC has established a goal to “work closely with Fiesta Educativa” in order to “reach the Spanish-speaking population associated with the regional center,” and to “increase education to clients and parents with intent to increase purchase of service.” Based on this report, IRC’s target clients in this effort include those with no POS, including clients with an autism diagnosis (32.8%), who speak Spanish (26.0%) and are of Hispanic/Latino background (28.0%). One of Fiesta Educativa’s core program’s (APEP) is listed as the recommended course for Hispanic parents of children with autism. (*Exploring Equity in Regional Center Services*).

In terms of transition-aged youth and young adults with ASD, there is a significant “service cliff” which occurs once young adults transition to independence. According to a 2012 study, nearly 80% of young adults with ASD still live at home, 40% report never having contact with friends, and almost half do not have employment or postsecondary training (Shattuck et al., 2012). *The current proposal focuses on young adults with ID and ASD (with or without ID) and will support these populations via outreach, educational events, and parent support systems.*

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

Recognizing the prevalence of autism among minority families living in poor regions of Riverside County, as well as the pervasiveness of ID, the purpose of the current project is to increase access to education and supports for Latino families who have such youth and who live in the rural area of the Coachella Valley. The long-term goal is to empower families to advocate for needed services, and to utilize culturally relevant practices to support families in their understanding and navigation of regional center services. *Specifically, the proposed program will cover two years, each year consisting of a parent conference as an educational modality and a parent support system (described below) to residents of the Coachella Valley region. The programs offered in Year 1 and Year 2 follow the same model, but are different in the themes that guide each year’s activities: Early Childhood (Year 1), and Transition-Aged Years (Year 2).* See Attachment C for Schedule of Activities in each year.

Phase 1 (Year 1 & 2). Community Outreach and Program Promotion. During the first 4 to 6 months of each year of the award, SEARCH, Fiesta Educativa, and Inland Regional Center will engage in Community Outreach and Program Promotion to notify families in the Coachella Valley of upcoming opportunities related to activities of this program. Extensive community engagement is also necessary to build trusting relationships with minority families, as research suggests that Latino families have a higher distrust of care providers than White families (Armstrong, Ravenell, McMurphy, &

Putt, 2007). In addition, a study conducted at the UC Davis Center for Reducing Health Disparities found that Latino families reported an overall lack of exposure to professionals and providers that kept them from seeking services. *Thus, our presence in the Coachella Valley during Phase 1 will help bridge the service gap.*

Strategies used for increasing participation of minority families will be based on research (Zamora et al., 2016), which suggests (a) partnering with community-based organizations that serve these families, (b) engaging in in-person discussions with parents at local events and centers, and (c) having a culturally and linguistically available member of the program available to answer questions. At SEARCH, we have implemented such strategies to increase the diversification of our programs, and we propose to do so for the current project in the following ways: (a) By partnering with Fiesta Educativa, we will open pathways that connect us with English- and Spanish-speaking Latino parents of children with ASD and ID (See Letter). (b) SEARCH staff will visit local schools that serve transition-age youth with ID and ASD. (c) SEARCH staff will solicit the help of local disability or autism networks (see Letter from Coachella Valley Autism Society) to identify families of children and youth with ID and/or ASD who are interested in receiving education and parent support. Once families are identified, we will be able to speak one-on-one to families (by phone or in-person) about program opportunities. (d) SEARCH, Fiesta Educativa, and Inland Regional Center include personnel who are fluent in written and oral Spanish. This will minimize language barriers in our outreach efforts, and will be instrumental to the subsequent program components. Other means of program promotion will include creating relevant information (in English and Spanish) that will be available on websites, social media, and through mailed letters.

Phase 2 (Year 1 & 2). Parent Conference with a focus on Early Childhood.

After developing new and coordinating with existing family and community partnerships in the area (Phase 1), a Parent Conference will be offered to *all* families of youth with ID and/or ASD from the greater Coachella Valley region, held at the Palm Desert campus.

The conference will provide an educational modality for parents, focusing on critical issues related to ID/ASD and early childhood in Year 1; Year 2 will focus on the transition-to-adulthood. The conference will host a keynote speaker, as well as several panels and Q & A sessions. SEARCH, Fiesta Educativa, Inland Regional Center and possibly other collaborators will participate in conducting the educational program. Sessions covered by SEARCH may include general information about a diagnosis of ID/ASD, basic behavior management strategies, college/career planning, and crucial transitions (e.g., to early school years; to adolescence; to young adulthood). Sessions covered by Fiesta Educativa may include special education law, the Individualized Education Plan (IEP), self-advocacy, and parent supports. Sessions covered by Inland Regional Center may include eligibility, enrollment, and provision of services for individuals with ASD (e.g., early start: 0-3 years; transition: 16-22 years).

The conference will also provide a direct pathway for parents of children with ID/ASD to participate in the Parent Support System (Phase 3) in the Coachella Valley. We will have tables designated for parents at the conferences to visit and to speak with coordinators from SEARCH and Fiesta Educativa about the Parent Support System. At that point, if parents decide that they are interested in participating, they may provide their contact information so that program coordinators can follow up.

Phase 3 (Year 1 & 2). Parent Support System. Parent mentors are recognized as a best practice for the provision of care for families of children with special needs (Association of Maternal and Child Health Programs, 2009). The Parent Support System will be provided to parents of youth with ID/ASD who attend the parent conference or who have been contacted by program coordinators as a result of community outreach and program promotion efforts. (The number of parents who are recruited for the Parent Support System from these two sources will be recorded to monitor outcomes of program activities). Mentees will have the unique opportunity to be matched with a trained, experienced parent of a child or youth with ID and/or ASD.

Spanish-speaking trained parent mentors will have graduated from the Autism Parent Education Program (APEP), a vendored program under Inland Regional Center that offers a 16-hour program designed to educate parents and to foster support networks. Thus, parent mentors will be recruited from a pool of APEP graduates from the Inland Empire, rather than graduates located outside of the Inland Empire (e.g., Los Angeles County). This matching strategy ensures that mentors can relate to geographic barriers to services, as well as to make it feasible for mentor and mentee pairs to meet. Mentors and mentees will also be matched based on preferred language (English/Spanish), as well as age range of the child with ASD.

The SEARCH team will also be available to mentor parents in all aspects of ID and transition and will dedicate at least one bilingual fellow (doctoral student) to this effort. The SEARCH team member will locate parents of young adults with ID who desire mentors and provide either parent mentors or SEARCH consultation.

During first month of Phase 3, program coordinators will contact interested mentees and will connect them with parent mentors. Each mentor will be matched with 2 mentees. Mentors will then be accountable to arrange an initial meet-and-greet in person, followed by at least 2 phone calls per month over the course of 3 months (for a total of about 6 contacts). These activities will be conducted by both SEARCH team members and APEP.

The topics of these sessions will be semi-structured as mentors will provide education based on their training, but also will allow mentees to discuss matters most pertinent to their current lives. SEARCH Staff will also be available to serve as secondary supports during any of the sessions, if needed. For example, SEARCH Staff will be available to assist parents through the IEP or IPP processes. SEARCH Staff will also disseminate advanced information about issues pertaining to having a youth or young adult with ID who is going through transition. The Parent Support System will be available to both Spanish- and English-speaking families, as our targeted population also includes English-Speaking Latino families. Parent mentors will be compensated for their time (See Budget Narrative).

Target Population and Objectives. Families will qualify for program activities regardless of immigration status, time in the country, services received, country of origin, socioeconomic status, or status as regional center consumers. All components of the proposed project will be *free* to families in the Coachella Valley. All materials will be provided in *English and/or Spanish*, based on the preferred language of the parents and children. All Latino and/or low-income families of children with ID and/or ASD in the Coachella Valley will be invited to participate in program activities. By the end of the project, we will achieve the following measurable objectives, among others:

- We expect 100+ families to attend each conference, thus increasing knowledge and awareness about ID/ASD, appropriate service access, and issues across early childhood through the transition to adulthood in the Coachella Valley.
- We expect that a minimum of 32 parents will participate in the parent support system across the two-year project, thus providing an expanded network of families who have children with ASD and helping to empower them to advocate for services.
- As eight months of the project involves community outreach and program promotion, we expect far more families will be reached than these modest estimates.

Data collected in Year 1 will be used to inform and guide program activities in Year 2. All data will be compiled, analyzed after each phase, and presented as reports to the program teams. Based on reports of results of the program components and stakeholder feedback, the Project Directors (Drs. Jan Blacher and Katherine Stavropoulos) will work with key partners at Fiesta Educativa (Irene Martinez) and Inland Regional Center (CJ Cook and Lilliana Garnica) to modify aspects of the program. Further, these prepared reports will comply with the reporting requirements, will include the required data, and will be submitted to DDS quarterly.

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This worksheet shows the schedule of activities from 2019 Quarter 1 to Quarter 3.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
and program promotion); Prepare and submit Quarterly Progress Report									
Parent Conference (Year 1): Identify and invite key representatives from IRC and FE to present on educational topics at the conference; Identify 1-2 parent mentors to be available at the Parent Conference for attending families to meet and interact with	SEARCH Directors/Staff; IRC Staff; FE Staff and Parent Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Conference (Year 1): Develop and organize all materials, including stakeholder feedback survey, meant for distribution during the conference; Translate all materials to English and Spanish	SEARCH Directors/Staff; FE Staff; IRC Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold Parent Conference at Palm Desert Center (Year 1);	SEARCH Directors/Staff; FE Staff; IRC Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This worksheet shows the schedule of activities from 2019 Quarter 1 to Quarter 3.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Have sign-up sheets for attendees to provide their contact information if interested in participating in upcoming Parent Support System; Collect stakeholder feedback and post-surveys at the end of event									

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

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

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

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This worksheet shows the schedule of activities in 2019 Quarter 3 to Quarter 4.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Parent Conference (Year 1): Compile and analyze data (e.g., results from stakeholder feedback survey; count the number of parents who attended the event); Prepare and submit Quarterly Progress Report	SEARCH Directors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Support System (Year 1): Recruit parent mentors from pool of APEP graduates in the Inland Empire; Document information relevant for mentor/mentee matching (e.g., geographic location, primary language, child age)	SEARCH Staff; FE Staff and Parent Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Parent Support System (Year 1): Contact and recruit parent mentees (from outreach efforts and parent conference)</p>	<p>SEARCH Staff</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Parent Support System (Year 1): Co-develop any materials to be distributed during three-month support period, including informational sheets for parent mentees and pre-post mentorship survey</p>	<p>SEARCH Staff; FE Staff and Parent Mentors</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Parent Support System (Year 1): Initiate contact with parent mentees indicating who their parent mentor will be, and providing relevant information about the Parent Support System (e.g., format, length of time, how SEARCH Staff will be available to parent mentees to provide support); Pre-surveys will be included</p>	<p>SEARCH Staff</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Parent Support System (Year 1): In-person initial meeting with parent mentor and mentee pairs; Mentor</p>	<p>FE Parent Mentors</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>and mentee pairs to meet by phone at least twice a month over the next three months</p>									
<p>Parent Support System (Year 1): Distribute and collect post-surveys from parent mentees; Debrief with parent mentors about program quality and improvement; Compile and analyze data; Prepare and submit Quarterly Progress Report</p>	<p>SEARCH Directors and Staff; FE Parent Mentors</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Community Outreach & Program Promotion (Year 2): Determine logistics of Conference (e.g., date/time) and confirm with key liaisons from FE and IRC; Create online event page (e.g., through free Eventbrite ticketing system) in order to track registration and distribute pre-survey</p>	<p>SEARCH Staff</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

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

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This worksheet shows the schedule of activities from 2019 Quarter 4 to 2020 Quarter 2.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Community Outreach & Program Promotion (Year 2): Make any changes to materials (i.e., flyers, blurbs for social media) based on stakeholder feedback from Year 1 program activities; Translate all materials to English and Spanish; include specific information (e.g., date/time, link to register) about upcoming Parent Conference	SEARCH Staff; FE Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Outreach & Program Promotion (Year 2): Distribute developed materials via email and social media; Promote program activities at local schools and	SEARCH Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This worksheet shows the schedule of activities from 2019 Quarter 4 to 2020 Quarter 2.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
autism networks (e.g., visit with school staff in the district and parent programs through Coachella Valley Autism Network); Distribute to parents from Year 1 who provided their contact and consented to being contacted in the future; Include any additional community networks/relationships developed through Year 1 efforts									
Community Outreach & Program Promotion (Year 2): Identify Latino/Hispanic parents of children with autism in the Coachella Valley who are potential IRC consumers (i.e., the 3 consumer groups affected by a disparity in IRC services); Distribute program	IRC Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This worksheet shows the schedule of activities from 2019 Quarter 4 to 2020 Quarter 2.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
materials (English/Spanish) via email and mailed letters to notify them of upcoming opportunities									
Community Outreach & Program Promotion (Year 2): Compile and analyze data (e.g., Count the number of parents who contacted program coordinators as a result of community outreach and program promotion); Prepare and submit Quarterly Progress Report	SEARCH Directors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Conference (Year 2): Identify and invite key representatives from IRC and FE to present on educational topics at the conference; Identify 1-2 parent mentors to be available at the Parent Conference for	SEARCH Directors/Staff; IRC Staff; FE Staff and Parent Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This worksheet shows the schedule of activities from 2019 Quarter 4 to 2020 Quarter 2.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
attending families to meet and interact with									
Parent Conference (Year 2): Develop and collect all materials, including stakeholder feedback survey, meant for distribution during the conference; Make any changes based on feedback from Year 1; Translate all materials to English and Spanish	SEARCH Directors/Staff; FE Staff; IRC Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hold Parent Conference at Palm Desert Center (Year 2); Have sign-up sheets for attendees to provide their contact information if interested in participating in upcoming Parent Support System; Collect stakeholder feedback and post-surveys at the end of event	SEARCH Directors/Staff; FE Staff; IRC Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This worksheet shows the schedule of activities from 2019 Quarter 4 to 2020 Quarter 2.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Parent Conference (Year 2): Compile and analyze data (e.g., results from stakeholder feedback survey); Prepare and submit Quarterly Progress Report	SEARCH Directors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

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

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This sheet shows the schedule of activities from 2020 Quarter 2 to Quarter 3.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Parent Support System (Year 2): Recruit parent mentors from pool of APEP graduates in the Inland Empire; Document information relevant for mentee matching (e.g., geographic location, primary language, child age)	SEARCH Staff; FE Staff and Parent Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Support System (Year 2): Contact and recruit parent mentees (from outreach efforts and parent conference)	SEARCH Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Support System (Year 2): Co-develop any materials to be distributed during three-month support period, including informational sheets for parent mentees and	SEARCH Staff; FE Staff and Parent Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This sheet shows the schedule of activities from 2020 Quarter 2 to Quarter 3.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
pre-post mentorship survey									
Parent Support System (Year 2): Initiate contact with parent mentees indicating who their parent mentor will be, and providing relevant information about the Parent Support System (e.g., format, length of time, how SEARCH Staff will be available to parent mentees to provide support); Pre-surveys will be included	SEARCH Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Support Sytem (Year 2): In-person initial meeting with parent mentor and mentee pairs; Mentor and mentee pairs to meet by phone at least twice a month over the next three months	FE Parent Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley [Attachment C - This sheet shows the schedule of activities from 2020 Quarter 2 to Quarter 3.]									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Parent Support System (Year 2): Distribute and collect post-surveys from parent mentees; Check in with with parent mentors to debrief; Prepare and submit Quarterly Progress Report	SEARCH Directors and Staff; FE Staff andh Parent Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET

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

Project Title: Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley		
Measures of Outcomes	Type of Measure(s). Check all that apply.	Activity To Be Measured; Data Collection Method
	<input checked="" type="checkbox"/> Count	Community Outreach and Program Promotion: (1) Frequency of school visits/community meetings held; (2) This number will be compared between Year 1 and Year 2 to determine if we are successful in advancing relationships in the district and community. Parent Conferences: (1) Number of community members who attend parent conferences. Parent Support System: (1) Number of parents who contact program coordinators with interest in the Parent Support System; (2) Number of parents who indicate hearing about the program through outreach efforts vs. parent conferences; (3) Number of parent mentees who are matched with a parent mentor.
	<input type="checkbox"/> POS	
	<input checked="" type="checkbox"/> Pre/post survey/assessment	Parent Conferences: (1) Pre-post surveys will be collected from families regarding their knowledge of information presented, including of general ID/ASD knowledge and regional center services. Parent Support System: (1) A measure of parental well-being will be collected pre-post participation in the mentor program; (2) Pre-post tests of mentorship will be obtained to ascertain perceived support and guidance, and level of satisfaction, provided by the program.

	<input checked="" type="checkbox"/> Stakeholder feedback	Parent Conferences: (1) Families will be asked to complete surveys regarding their knowledge of information presented, including of regional center services. (2) All program materials will be in English and in Spanish, and families will be asked about the accessibility of these materials through distributed surveys.
	<input checked="" type="checkbox"/> Materials	Handouts and online access to resources, as needed, at each point of contact. These will be available at Parent Conferences and to contacts with parent mentors, as well as during interactions with local schools and autism networks, where information (e.g., about the transition to adulthood and the role of regional centers) will be provided.
	<input type="checkbox"/> Other: PLEASE DESCRIBE:	

PROJECT BUDGET WORKSHEET

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

Organization Name		
The Regents of the University of California, Riverside		
Project Title		
Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley		
Project Duration (start and end date)		
Start Date: 01/01/2019	End Date: 12/31/2020	Number of Months: 24

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Jan Blacher Title/Position: PI/Director <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .075	\$24361	\$26202	\$50563
Name: Katherine Stavropoulos Title/Position: PI/Co-Director <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .125	\$16001	\$17211	\$33212
Name: Yasamine Bolourian Title/Position: PostDoc <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .083	\$5518	\$5967	\$11485
Name: TBD Title/Position: GSR/Project Assistant I <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .04	\$2001	\$2143	\$4144
Name: TBD Title/Position: GSR/Project Assistant II <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .04	\$2001	\$2143	\$4144
Name: TBD Title/Position: GSR/Project Assistant III <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .04	\$2001	\$2143	\$4144
Name: TBD Title/Position: GSR/Project Assistant IV <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .04	\$2001	\$2143	\$4144
Salary/Wages and Benefits Total	\$53884	\$57952	\$111836

Operating Expenses			
Instructional Items (event, handouts, flyers, meetings, pens, paper)	\$8702	\$1000	\$9702
In-State Travel	\$1050	\$1050	\$2100
Consultants (speakers, translators)	\$4500	\$4500	\$9000
Food & Refreshments for Attendees/Participants	\$8750	\$8750	\$17500
Facility Rental & Fees for Event	\$2000	\$2000	\$4000
Advertising & Outreach (handouts, flyers)	\$700	\$700	\$1400
Parent Mentor Stipends	\$3600	\$3600	\$7200
Operating Expenses Total	\$29302	\$21600	\$50902

Administrative Expenses (Indirect costs, up to 15%)			
Facilities & Administrative (F&A)	\$12178	\$11633	\$23811
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$12178	\$11633	\$23811
Project Budget Total	\$95364	\$91185	\$186549

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

Proposer (applicant):

Authorized by (print name) Tim Wolfe, Sr. Contract & Grant Officer:

Signature:  Date: 11/30/2018

Sub-grantee (subcontractor)**

Authorized by (print name): _____

Signature: _____ Date: _____

**As applicable

PROJECT BUDGET NARRATIVE WORKSHEET

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

Organization Name		
The Regents of the University of California, Riverside		
Project Title		
Increasing Awareness and Support for Parents of Youth with ID and/or ASD in the Desert and Coachella Valley		
Project Duration (start and end date)		
Start Date: 01/01/2019	End Date: 12/31/2020	Number of Months: 24

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position: PI/Director	Oversee the project, manage the budget, mentor staff, and ensure that the project goals and objectives are accomplished.
Title/Position: PI/Co-Director	In coordination with the Director, manage staff, facilitate events, and ensure that the project goals and objectives are accomplished.
Title/Position: PostDoc	In coordination with the Director and Co-Director, supervise staff, participate in recruitment, develop materials, coordinate/conduct events/meetings.
Title/Position: Project Assistant I	Create materials (flyers, sign-in sheets, etc.), recruit participants, and coordinate events/meetings.
Title/Position: Project Assistant II	Create materials (flyers, sign-in sheets, etc.), recruit participants, and coordinate events/meetings.
Title/Position: Project Assistant III	Create materials (flyers, sign-in sheets, etc.), recruit participants, and coordinate events/meetings.
Title/Position: Project Assistant IV	Create materials (flyers, sign-in sheets, etc.), recruit participants, and coordinate events/meetings.

Operating Expenses – Line Item	Description
Instructional Items (event, handouts, flyers, meetings, pens, paper)	Sign-in sheets, flyers, handouts, meeting materials, writing instruments for participants, paper for events, etc. utilized during the term of and in performance of the grant agreement for events/meetings for grant participants.
In-State Travel	Per diem and travel costs for grantee staff to travel to grant-related events/meetings within the State of California (e.g., airfare, bus, train, rental cars,

	personal vehicle mileage, lodging and food costs).
Consultants (speakers, translators)	Costs and fees for speakers and translators that will participate in grant-related events/meetings.
Food & Refreshments for Attendees/Participants	Food and beverage costs for consumers, potential consumers, and their families in grant-related events/meetings.
Facility Rental & Fees for Event	Costs associated with rental of a space for a events/meetings for participants
Advertising & Outreach (handouts, flyers)	Costs associated with creating flyers, documents, advertisement, etc. for events and activities to connect the community with services.
Parent Mentor Stipends	Costs for 16 total parent mentor stipends (\$450/ each) for their time and effort as a buddy parent.

Administrative Expenses – Line Item	Description
Facilities & Administrative (F&A)	Costs associated with building maintenance/ janitorial, administrative and fiscal systems, hiring, purchasing, and general items to carry out the activities of the grant-related project.

Proposer (applicant):

Authorized by (print name): Tim Wolfe, Sr. Contract & Grant Officer:

Signature:  Date: 11/30/2018

Sub-grantee(subcontractor):**

Authorized by (print name): _____

-

Signature: _____ Date: _____

**As applicable.