

**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	
Exceptional Parents Unlimited, Inc. (EPU)	October 1, 2018	
c. Primary contact (Name)		
Lowell J. Ens, Chief Executive Director		
d. Mailing address		
4440 N. First Street, Fresno, CA 93726		
e. Primary e-mail address	f. Primary phone number	
lens@epuchildren.org	559-229-2000	
g. Secondary contact email address	h. Secondary contact phone number	
mpena@epuchildren.org	559-229-2000, ext 209	
i. Brief description of the organization/group (organization type, group mission, etc.).		
When families have a child born with a disability, born prematurely, face chronic illnesses or are struggling with family distress they come to EPU Children's Center to receive the highest quality services, education and compassionate support. Started in 1976 by a small group of parents, it has grown to a staff of more than 100 and has developed a wide range of programs and services in response to the expressed needs of the families in our community.		

Section II. Proposal Summary

a. Project title	Navigating Systems with Families
b. Total amount requested	\$ 250,870
c. Projected number of individuals impacted	325
d. Duration of project (months)	18 months Start date: 01/01/19 End date: 06/30/20
e. RC(s) in the project catchment area(s)) 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):
f1. What is the current status of your project?	

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f2. How is this proposal different from your current project?	
g. Will you be working with one or more CBO(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No
h. Will the project require aggregate data from the RC(s)?	<input checked="" type="checkbox"/> Yes*** <input 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
Navigating Systems with Families
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: Hispanic/Latino <input checked="" type="checkbox"/> Language(s): English, Spanish <input type="checkbox"/> Age group(s): <input type="checkbox"/> Socioeconomic: <input checked="" type="checkbox"/> Other: Autism
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 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 type="checkbox"/> Parent education (online or in person trainings, workshops, etc.) <input checked="" 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?
EPU maintains five programs for children and families and maintains a diverse staff of both parents and professionals who collaborate to meet the individual needs of families. EPU serves nearly 950 multi-lingual and multi-ethnic children and family members weekly through center-based, telephone, or home visitation services. We opened an Inland office site (in San Bernardino) in 2015 to provide Parent Training and Information (federally funded program by the U.S. Department of Education Office of Special Education Programs). Our Parent Training and Information (PTI) center provides parents of children with disabilities birth to 26 years old with advocacy support, one to one consultations, education, and training on Part B of the Individuals with Disabilities Education Act. (continued see attachment B-2)
6. Explain how the target population(s) are underserved using POS data or other data as supporting evidence.

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The Inland Regional Center data from their fiscal year 2016/2017 Disparity Assurance Plan indicates that there were 14,447 clients of Hispanic ethnicity and 28% have no POS, which equates to 4,042 clients. When compared to fiscal year 2015/2016, the disparity was higher by 1.54%. Data also shows a disparity among consumers with Autism. Out of 8,863 consumers with Autism only 5,960 are utilizing their POS. Consumers with Autism are 9.9% more likely not to have a purchased service when compared to other developmental disabilities served by IRC. When compared to fiscal year 2015/2016, the disparity increased by 4.5%.

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

San Bernardino County, with over 2.1 million in population and over 20,000 square miles, running west to the Nevada and Arizona borders, has a large number of underserved areas that have their own unique challenges and characteristics. The vast area with minimal services and a large percentage of minority populations coupled with having a child with a disability equates to many families living in confusion and isolation, often unnecessarily. These factors also contribute to missed opportunities by families to receive the services that they would benefit from. Our goal is to expand services to address these needs in San Bernardino County (SBC) by hiring bilingual staff who are also parents or family members of a person with a disability, living in the identified underserved areas of SBC. More families can be served more effectively by staff who reside in the same communities as the families they serve. Staff will be providing individualized support and resources to the families in their home or in agreed upon locations in their community, depending on their comfort level. EPU will be hiring one full-time and two part-time staff to provide this service.

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?

Our approach is unique to other projects currently serving San Bernardino County (SBC), as we are proposing to provide individualized support to families in their homes. No other organization is currently offering this level of individualized services to families in SBC. Through our Parent Training Information Center (PTI), EPU serves 13 California counties, providing us with insight into the needs of families and how to best serve them. Last year we provided assistance to 8,182 families/caregivers through workshops on Special Education, phone support and parent group throughout the 13 counties. We will connect with families identified by Inland Regional Center (IRC) and through outreach events in San Bernardino County (SBC). The ultimate goal is to link individuals with a primary language of Spanish and/or Hispanic ethnicity to Inland Regional Services with the intent to increase POS and improve understanding of systems available to support their children and families. Project Goal: Provide families with individualized support to increase education and understanding on Individualized Program Plan (IPP), Purchase of Service (POS), how to access services and other resources as needed or requested by the parent or client. Objective 1: Provide individualized consultation to 225 families over 18 months. This project will provide 2 individualized consultations per family in their home and/or community. The first visit is to establish parent to parent support and to ensure the families understand the Individual Program Plan (IPP) and POS. Helping families to identify the barriers preventing them from accessing IRC services and taking steps to remove these barriers will assure equitable access and participation in services offered by IRC. Families will be provided with direct assistance to request services from IRC. The Second visit will be a follow-up conversation with the families on how they are feeling about the process and understanding of IRC services. Our

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goal is to help families become stronger self-advocates for their child and/or family member with a disability. Families will be provided information on workshops and resources in their communities. Objective 2: Provide 6 workshops/meetings (per year) to a minimum of 100 families. These workshops would provide opportunity for parent engagement and cover topics such as; understanding developmental disabilities, behavior, transition, IPP process, appeals process, POS, advocacy skills, In Home Support Services, Social Security Income, immigration status concerns, and other workshops identified as a need in the communities. Our model of support for families will follow the foundation of the Strengthening Families approach of the Five Protective Factors. Our goal is to host these workshops/meetings in collaboration with partner agencies in the county so parents can benefit from other expertise in their communities. The goal of the outreach is to increase awareness on services and resources available for families who have concerns about their child's development.

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

EPU is the organization/parent liaison for the Disparities Task Force (DTF) that was established this year by Inland Regional Center. EPU has met monthly since March with the Task Force to go through a series of Regional Center trainings, input meetings, and a Q&A session. EPU has sought input and questions from the community and support group leaders to be addressed by IRC DTF facilitators. EPU attended and gave input at the March 22, 2018 Purchase of Service (POS) Disparity Input Meeting. EPU participated in both the English and Spanish meetings that were held from 5:30-8:00 PM, wherein parents and community members shared barriers to accessing Regional Center services. Additionally, IRC presented on Disparity Data and involvement action items. EPU is continuously in contact with families regarding service needs, barriers and advocacy.

Question 5 continued

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

In the last year we have provided individualized support, education, training and advocacy to about 200 families whose children qualify or may qualify for special education services in San Bernardino County (SBC). Through these activities we've had the opportunity to connect and understand some of the challenges and needs families are facing as they navigate the Regional Center system and school system. We have learned that non-English speaking parents have a greater difficulty in participating fully in the planning for the educational and developmental needs of their children. We have grown in our understanding of these challenges and have been successful in working with families experiencing them-continually refining our approaches as we have learned what works and what doesn't. Yet these successes are accompanied by the recognition of the magnitude of challenges that remain. The PTI work is supported by our Fresno and San Bernardino staff who are all parents or family members of a loved one with a disability. Having an office located within the Inland Regional Center (IRC) has provided EPU with a strong working knowledge of regional center services and has supported various successful collaborations with IRC staff and families that are referred to our program. EPU staff member, Alejandra Rivera has over 15 years of work and personal experience advocating for families of children with disabilities in San Bernardino County. Alejandra has been serving on the CAPTAIN (California Autism Professionals Training and Information Network) committee for four years. She also co-presented with Inland Regional Center staff to provide Service Coordinators with cultural competency training on Hispanic/Latino culture. Just recently this year Alejandra was appointed chairperson of the Exceptional Families Conference Planning Committee. This committee is a collaboration between EPU, IRC, InRoads and parents to plan a first ever bi-lingual conference for parents and caregivers of Inland Regional Center consumers.

In addition, EPU has developed a large cadre of partnerships in San Bernardino County. These agency partnerships include; Somos Una Voz, Angeles con Futuro, Behavioral Autism Therapies, Angeles Especiales, Educate.Advocate, Autism Society Inland Empire, Autism Spectrum Intervention Services and Training, Autism Assessment Center, University Center on Developmental Disabilities at Cal State SB, State Council on Developmental Disabilities, Chino Youth Museum, WonderLab, Center for Autism and Related Disorders-Ontario, Inland Regional Center, Down Syndrome Association, Down Syndrome Family Resource Center, Early Start Family Resource Network, Learning Disabilities Association, City of Fontana, San Bernardino Unified Special Education Local Planning Area, California Autism Professionals Training and Information Network Region 10, Inland Empire Disabilities Collaborative, California

Children's Services, Mental Health Systems Inc, CASA, Redlands Yucaipa ROP, Rolling Start, Rocking my Disabilities, Inland Empire Health Plan, California Partnership, and Inland Congregations United for Change. The collaborative model of working with established community agencies in San Bernardino County removes many geographical barriers to serving families in such a vast and sparsely populated county. It builds local capacities and contributes to increasing the knowledge and understanding of Regional Center Services throughout the county. The model taps into the talents, resources, and expertise of the many individuals in the local communities served.

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: Navigating Systems with Families									
		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
Conduct 9 workshops/meeting throughout San Bernardino County	Project Coordinator and Parent Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Data collection of home/communtiy visits and workshops.	Project Coordinator and Data Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<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"/>	<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"/>	<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

Project Title: Navigating Systems with Families									
		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
Develop sign-in sheet and family contact tracking form. Develop pretest/post-test to measure change in knowledge and use of regional center services	Program Manager, Project Coordinator and Data Coordinator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide initial and follow-up in-home or community visit to a minimum of 225 families (18 months)	Parent Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prepare and submit quarterly report to DDS	Program Manager and Project Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 – 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: Navigating Systems with Families		
Measures of Outcomes	Type of Measure(s). Check all that apply.	Activity To Be Measured; Data Collection Method
	<input checked="" type="checkbox"/> Count	<ul style="list-style-type: none"> - Number of participants served at home and/or community by each Parent Partner (unduplicated) - The number of individuals served by the Parent Partners who request IRC services and who are approved. - Date, location, topic, and number of participants attending each workshop
	<input checked="" type="checkbox"/> POS	Change in average of POS expenditures in San Bernardino for the target population before and after project.
	<input checked="" type="checkbox"/> Pre/post survey/assessment	<ul style="list-style-type: none"> - Develop and conduct Pre/Post surveys for participants participating in home visits and/or community visits with Parent Partner. We will measure the change in response of the participants knowledge and understanding of IRC services and their ability to communicate effectively for needed services. - 85% of participants who respond to workshop evaluations will rate the quality of the training by giving a rating of 4 or 5 on a 5-point Likert scale
	<input checked="" type="checkbox"/> Stakeholder feedback	Each activity will provide an opportunity for feedback. We will report the feedback to regional center and on DDS report.

	<input checked="" type="checkbox"/> Materials	List of print materials and presentations produced by the project
	<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		
Exceptional Parents Unlimited, Inc. (EPU)		
Project Title		
Navigating Systems with Families		
Project Duration (start and end date)		
Start Date: 01/01/19	End Date: 06/30/20	Number of Months: 18

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Alejandra Rivera Title/Position: Project Supervisor <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): .25	\$15409	\$8232	\$23641
Name: N/A Title/Position: Parent Partner <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.75	\$37208	\$19346	\$56554
Name: N/A Title/Position: Parent Partner <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.67	\$28415	\$14199	\$42614
Name: N/A Title/Position: Parent Partner <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.67	\$28415	\$14199	\$42614
Name: Marlene Pena Title/Position: Program Manager <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.05	\$4028	\$1986	\$6014
Name: Nicole Stidham Title/Position: Data Management Coordinator <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .05	\$2632	\$1446	\$4078
Name: Title/Position: <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE):	\$	\$	\$
Salary/Wages and Benefits Total	\$116107	\$59408	\$175515

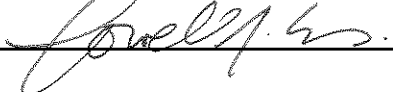
Operating Expenses			
Purchased Services	\$1900	\$600	\$2500
General Liability Insurance	\$750	\$375	\$1125
Equipment	\$3600	\$0	\$3600
Communications	\$2880	\$1440	\$4320
In-State Travel	\$1500	\$750	\$2250
Mileage	\$13430	\$7320	\$20750
Other - Cont. on Attachment pg 3	\$6000	\$4000	\$10000
Operating Expenses Total	\$30060	\$14485	\$44545

Administrative Expenses (Indirect costs, up to 15%)			
Indirect (14%)	\$20463	\$10347	\$30810
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$20463	\$10347	\$30810
Project Budget Total	\$166630	\$84240	\$250870

*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): Lowell J. Ens, CEO

Signature:  Date: 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name): _____

Signature: _____ Date: _____


**As applicable

Operating Expenses			
Program Supplies-Instructional Items	\$2800	\$1400	\$4200
Program Supplies-Food	\$1200	\$600	\$1800
Outreach Materials	\$2000	\$2000	\$4000
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Operating Expenses Total	\$6000	\$4000	\$10000

Administrative Expenses (Indirect costs, up to 15%)			
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$	\$	\$
Project Budget Total	\$	\$	\$

*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): Lowell J. Ens, CEO
 Signature:  Date: 10/16/18

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		
Exceptional Parents Unlimited, Inc.		
Project Title		
Navigating Systems with Families		
Project Duration (start and end date)		
Start Date: 01/01/19	End Date: 06/30/20	Number of Months: 18

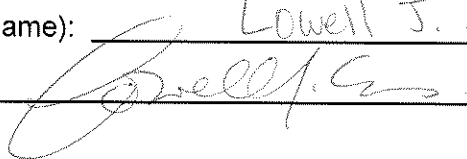
Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position: Program Manager	Oversee the project, manage the budget, and ensure the project goal and objectives are accomplished
Title/Position: Project Supervisor	Responsible to ensure implementation of project requirements, assign referrals, create new workshops, conduct workshops, develop pre/post test measures, and ensure that all other service deliveries and data collections are met.
Title/Position: Parent Partner	Provide individual assistance to families, assess the needs of the family, and provide information, resources, and training. Maintain accurate records of all contacts with families and professionals.
Title/Position: Parent Partner	Provide individual assistance to families, assess the needs of the family, and provide information, resources, and training. Maintain accurate records of all contacts with families and professionals.
Title/Position: Parent Partner	Provide individual assistance to families, assess the needs of the family, and provide information, resources, and training. Maintain accurate records of all contacts with families and professionals.
Title/Position: Data Management Coordinator	Maintains project data collection, develops standard operating procedures, and designs and updates data collections instruments. Summarizes and submits data collected from projects to Program Manager.
Title/Position:	

Operating Expenses – Line Item	Description
Purchased Services	Network Administration (\$100/mo). Annual Single Audit (\$700) in year 1
General Liability Insurance	General Liability insurance budget at \$62.50 per mo.
Equipment	3 Laptop computers with cases (\$3,000) , 3 printers (\$300), 3 cell phones (\$300) for 3 Parent Partners

Communications	Cell phone & internet service for 3 Parent Partners budgeted at \$80 per month
In-State Travel	Per diem and travel costs for staff to travel to agency and grant-related meetings and trainings within the State of California.
Mileage	Mileage reimbursement at IRS rate of .545 for travel to client homes by Parent Partners. Year one budget based on 290 visits x .545 x 84.98 miles per visit = \$13,430. Year 2 (6 months) based on 160 visits x .545 x 83.95 miles per visit = \$7,320
Program Supplies, Outreach Materials	Program Supplies-Instructional Items includes pens, paper, printed materials for workshops and home visitation, printer cartridges, and office supplies budgeted at \$233.34 per month for a total of \$4,200 for 18 months. Program Supplies-food includes snacks and beverages totaling \$200 per workshop for 6 workshops in year 1 (\$1,200) and 3 workshops in year 2 (\$600). Outreach materials such as printed brochures, flyers, etc. budgeted at \$4,000 (\$2,000 in each year).

Administrative Expenses – Line Item	Description
Accounting Services	Preparing budgets, invoices, tracking grant revenues & expenses, accounts receivable, financial reports
Human Resources	Hiring, benefit administration, Implementing HR laws and practices
Payroll & Accounts Payable	Payroll processing, purchasing & accounts payable
Chief Executive Officer	Agency and program oversight
Occupancy Cost	Rent, utilities, janitorial service, communications, for Administrative staff serving all agency programs

Proposer (applicant):

Authorized by (print name): Lowell J. Ens, CEO
 Signature:  Date: 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name): _____