

**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
Care Parent Network	10/16/18
c. Primary contact (Name)	
Kausha King	
d. Mailing address	
1340 Arnold Dr., Suite 115, Martinez, CA 94553	
e. Primary e-mail address	f. Primary phone number
kking@careparentnetwork.org	925-313-0999
g. Secondary contact email address	h. Secondary contact phone number
dpenry@careparentnetwork.org	925-313-0999
i. Brief description of the organization/group (organization type, group mission, etc.).	
<p>Care Parent Network ("Care") has been serving families of individuals with developmental disabilities in Contra Costa County for 26 years as a part of the Family Resource Centers Network of California. Care joined Contra Costa ARC in 1994. Contra Costa ARC has been serving individuals with developmental disabilities since 1965. Care's mission is to empower families of children with special needs (e.g. developmental delays and disabilities) by providing support, consultation and training to help families understand and successfully obtain the services their children require. The foundation of our service model is family empowerment via peer-to-peer, nonjudgmental support that is respectful of each family's individual choices and culture. Our peer-to-peer support model requires us to strive to ensure that our staff reflects the diversity of our county in terms of ethnicities and languages spoken.</p>	

Section II. Proposal Summary

a. Project title	Multicultural Peer-to-Peer Outreach, Training and Support
b. Total amount requested	\$ 300,000
c. Projected number of individuals impacted	1,000
d. Duration of project (months)	24 months Start date: 1//1/19 End date: 12/31/20
e. RC(s) in the project catchment area(s)	Regional Center of the East Bay 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 <i>**If yes, provide the grant number and answer questions "f1" and "f2." If no, skip to question "g."</i>

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	Grant # (CBOs only):
f1. What is the current status of your project?	
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 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
Multicultural Peer-to-Peer Outreach, Training, and Support
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, African-American/Black, Chinese, Asian Indian <input checked="" type="checkbox"/> Language(s): Spanish, Mandarin/Cantonese, Hindi <input checked="" type="checkbox"/> Age group(s): 3 years to 21 years old <input type="checkbox"/> Socioeconomic: <input type="checkbox"/> Other:
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 checked="" 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 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?
Care has staff members who represent 3 of our 4 targeted populations. We have 6 staff members who are Hispanic and who speak Spanish. We have 4 staff members who are African American/black, and we have 1 staff member who is Asian Indian and who speaks Hindi. We propose to hire a staff member who is Chinese and who speaks Mandarin and/or Cantonese. We plan to recruit this new staff member from our pool of mentors who we have trained in peer-to-peer support. In 2017 about 40% of the families we served were Hispanic, 12.5% were African American/black, and 5% were Asian. Care is the lead organizer for Congreso Familiar, an annual conference for Spanish-speaking individuals with disabilities and their families.
6. Explain how the target population(s) are underserved using POS data or other data as supporting evidence.
Public comments from DDS Public Stakeholder Disparity Meetings (Aug.2016) identified cultural barriers as a reason for observed POS disparities for individuals who are Hispanic, African

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PROJECT INFORMATION**

<p>American/black or Asian. POS expenditures by the Regional Center of the East Bay (RCEB) for children (3-21yrs) are, in fact, significantly less for individuals who are Hispanic, African American/black, or Asian: expenditures are 58%, 92%, and 82%, respectively, of expenditures for individuals who are white (2016/17 data). Comments from Stakeholder Meetings also noted that language is a barrier to accessing regional center services. RCEB data (2016/17) show that POS expenditures for individuals who speak Spanish, Mandarin, Cantonese, or Hindi are 39%, 58%, 59%, and 36%, respectively, of expenditures for individuals who speak English.</p>
<p>7. How will the project address the identified POS disparity?</p>
<p>Please see additional attachment titled "BCareQuestion7"</p>
<p>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?</p>
<p>We are the Family Resource Center for Contra Costa County and only organization providing peer-to-peer support throughout the county to families with children of all ages and all types of developmental delays and disabilities. Peer-to-peer support is vital to families of children with disabilities. Addressing POS disparities requires peer-to-peer connections that lead to community building and support within each community so that knowledge of the regional center system, regional center mandates and the IPP process are readily available and accessible in each community. There are peer-to-peer communities in Contra Costa County that have been built around specific disabilities (e.g., Down syndrome, autism), but Care Parent Network is working to imbed peer-to-peer support in local communities that share culture and language in order to reduce observed inequities related to culture and language.</p>
<p>9. How did your organization collect input from the community and/or target population to design the project?</p>
<p>We continuously collect information, identify issues, and determine gaps in services from comments and concerns that families share us when we meet them in the community and when we work with them one-on-one and in our trainings and support groups. We also collect feedback surveys from families that use our services and participate in our events to determine what information and support families need and to determine how families prefer to access information and support. In addition, as parents of children who have IPPs, we have our own personal experiences trying to understand and access regional center services for our children. We have found, for example, that parents of children 3-21 years old are often told by regional center case managers that there are few or no regional center services available to their children until they age out of school district services. It is obvious to us that families need much more training and support with respect to understanding what the regional center does in order to be able to evaluate what they are told and to be able to advocate for their children. This need for training and support is especially true for families in the underserved communities we are targeting.</p>

Care Parent Network Attachment to form B -- Question 7

We propose to address POS disparities by targeting families of children from age 3 years to 21 years who identify as Hispanic, African American/black, Asian Indian or Chinese. As noted above (#6), these groups were identified as experiencing cultural and/or linguistic barriers to receiving Regional Center services. We have selected families with children in this age range because providing training and support for these families, starting as early as possible, is absolutely vital if they are to be able to envision what adult life may be like for their children and to plan effectively for their children's transitions to adult life. Directing our services at families of children who are 3-21 years old will help to reduce POS disparities now and when they become adults.

We propose a two-year project for two reasons. First, successful outreach, particularly to underserved communities, requires time to develop a community presence and trust even when individuals doing the outreach are members of the communities themselves. Secondly, we are proposing to hire a new staff member in order to better serve the Chinese community in Contra Costa County. Over the past two years we have purposefully increased the size and diversity of our staff with underserved populations in mind. As part of this proposed program we will increase the diversity of our staff still further by hiring a staff member who identifies as Chinese and who speaks Mandarin and/or Cantonese. We need sufficient time for hiring and training a new staff member and helping them develop materials and trainings in Mandarin and/or Cantonese.

We propose to provide peer-to-peer services within the context of our whole family empowerment model to help families of existing consumers in our targeted populations increase their knowledge of and access to regional center services that will, in turn, help to reduce POS disparities. "Peer-to-peer services" means that Care staff who are members of the targeted populations will be providing the services to ensure that families' cultures and preferred means of communication and interaction are respected.

We propose a program to address POS disparities that has three components: (1) family training with follow-up individualized support, (2) facilitated community-based support groups, and (3) trained community mentors. Our goals are to increase awareness and understanding of Regional Center services, to increase family confidence as participants in the IPP process, to build community among families of children with disabilities, and to build community capacity for support.

(1) Family training with follow-up individualized support -- We propose to hold at least six Family Nights Out each year, two for families that identify as African American, two for families that identify as Hispanic, one for families that identify as Indian, and one for families that identify as Chinese. The Family

Nights Out will use a whole-family model that we are currently using very successfully with families that identify as African American and Hispanic and that have children receiving special education services in the Oakley Elementary Union School District. A Family Night Out is typically planned as follows: Families receive invitations to the Family Night Out with information about the purpose of the event. We make it clear that the entire family is invited to participate and provide information about activities for children, teens, and adults. The event is held in the early evening to accommodate family members' schedules as best as we can. Since the Family Night Out typically encompasses a mealtime, we provide food. Including the entire family makes it easier for families to participate, and it helps strengthen the family unit. Providing food makes it much more likely that families will be interested in attending. The event begins with food and social time so that families can get to know each other. Then the participants are divided by age, with children and teens going off to activities planned specifically for them. For example, children may play games or do arts and crafts, and teens may be introduced to skills to support self-advocacy. Parents and other adults will receive training on what the regional center is and does (i.e., its mandate and services) and on the IPP process. As parents of RCEB consumers ourselves, we know that providing training and information is only the first step in empowering families. Therefore, after each Family Night Out, Care Parent Network staff members will follow up individually with each family to provide the information and continued support needed to help them be active partners with their Regional Center case managers in developing goals for their children and identifying needed services. This follow-up support is not time-limited. Support by Care staff will be on-going to meet the specific needs of each family and to keep families up to date with information about the Regional Center and its programs.

(2) Facilitated community-based support groups – Family Nights Out will help families connect and begin to share experiences and support each other. We plan to build on those initial connections to develop community-based support groups to build community among families of children with disabilities and to increase community capacity for support. Support groups provide a safe space for families to share information and challenges related to raising children with disabilities and empower families by letting them know that they are not alone in their experiences. Support groups also provide a forum for continued training related to meeting the needs of children with disabilities. Support groups will help address POS disparities as venues for information exchange and training related to regional center services -- they will empower families with knowledge and confidence to help them ensure that the needs of their children with disabilities are met. Support groups will be open to families that connect with us through the Family Nights Out and to families that connect with us in other ways. Initially, support groups will be facilitated by Care staff, but as we train community mentors (see #3 below) they will take over facilitation so that support groups are truly imbedded in the communities they serve. We find that support

groups are most successful when they are formed around commonalities like culture, language, and children's age. We currently see a community need for a support group for parents/caregivers who are African American and who have children under the age of 5 years. We also see a need to expand support opportunities for fathers/male caregivers. The support groups we form will grow out of identified needs of the families that we work with as part of this project.

(3) Trained community mentors – Community-based peer mentors will provide individualized support to families in their communities, and they will facilitate community-based support groups. Community-based peer mentors will help to address POS disparities by building a network of support and information that is available and accessible to families in their local communities. Care Parent Network has a program to train mentors in nonjudgmental, peer-to-peer support that has been very successful over the years. However, we definitely need to increase the diversity of our mentors, and this proposed project should help us do that. Our curriculum for training mentors is currently available in both English and Spanish. We will need to translate it into Mandarin and/or Cantonese as part of this proposed project. We may translate the mentor curriculum into Hindi if that is needed. In our county most individuals who speak Hindi also tend to speak English well, so it is cultural considerations rather than language that tend to be most important to address for this population. We will identify prospective peer mentors from among the families we are serving, including families that have connected with us through our proposed Family Nights Out and support groups.

We will use targeted outreach through direct mailings, social media, community presentations, and resource fairs to connect with families to inform them of our services related to helping families understand and benefit from Regional Center services. We will reach out to families in our own database, and we will partner with RCEB to reach out to families who have not been in contact with us.

We propose to serve 200 families in each year of the project. At least 100 of these families will be new to Care Parent Network and our services. The remainder of the families may have already been connected with Care, but we will provide additional services targeted at increasing understanding of and access to regional center services.

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: Multicultural Peer-to-Peer Outreach, Training and Support									
		2018	2019				2020		
Activity	Staff	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19	Q1 1/1/20-3/30/20	Q2 7/1/19-9/30/20	Q3 10/1/19-12/31/20
Execute grant agreement	Program Director	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hire and train proposed new staff (Cantonese/Mandarin)	Program Director/Family Support Coordinator	<input type="checkbox"/>	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of materials for proposed new identified target group (Cantonese/Mandarin)	Family Support Specialist (who identifies as Cantonese/Mandarin), Family Support Coordinator and Family Support Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop outreach Materials for targeted groups (flyers, sign-in sheets, resource sheets)	Family Support Assistant	<input type="checkbox"/>	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Multicultural Peer-to-Peer Outreach, Training and Support									
		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	7/1/19-9/30/20	10/1/19-12/31/20
Publicize via social media, Bulletin, and hold outreach meetings for families who identify as African American, Hispanic, Asian Indian and Cantonese/Mandarin	4 Family Support Specialists (who are members of targeted groups)	<input type="checkbox"/>	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate logistics for trainings, facilities community based support groups, family night out events (location, time, date, and resource materials)	Family Support Coordinator and Family Support Assistant	<input type="checkbox"/>	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Nights Out Events		<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	x	x
RCEB/Care Information Presentation	RCEB and Care Parent Network staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>
Community Based Support Groups/Mentors	Family Support Specialist		x	x	x	x	x	x	x

Project Title: Multicultural Peer-to-Peer Outreach, Training and Support									
		2018	2019				2020		
Activity	Staff	Q4 10/1/18- 12/31/18	Q1 1/1/19- 3/31/19	Q2 4/1/19- 6/30/19	Q3 7/1/19- 9/30/19	Q4 10/1/19- 12/31/19	Q1 1/1/20- 3/30/20	Q2 7/1/19- 9/30/20	Q3 10/1/19- 12/31/20
Gather pre-test/post test data for community trainings, Family Night Out Events, RCEB/Care presentation	Program Director		<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	x	<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: Multicultural Peer-to-Peer Outreach, Training and Support		
Measures of Outcomes	Type of Measure(s). Check all that apply.	Activity To Be Measured; Data Collection Method
	<input type="checkbox"/> Count	1. Conduct 6 Family Nights Out events (total of 12 events) 2 African American families 2 Hispanic families 1 Asian Indian 1 Chinese 2. Conduct RCEB/Care informational meeting (total of 2) 3. Family participation (Count of how many families in attendance at all events, trainings, informational meetings and community-based support groups) 4. One-to-one follow-up interviews (identified needs being addressed, goal developing, self advocacy skills developed) Care staff peer-to-peer support model. (Care Parent Network database). Help families complete RCEB assessment paperwork and/or other forms required to access services. Follow up on request status. 5. Track and breakdown the number of events and participants by targeted groups, language spoken area of the county they live in (if information provided) and age of child. Create and utilize sign-in sheets for all events. Input one-to-one support in database. RCEB data reports

	<input type="checkbox"/> POS	
	<input checked="" type="checkbox"/> Pre/post survey/assessment	Develop and conduct pre-surveys to measure knowledge of RCEB services before and post-surveys for families after trainings, presentations and Family Night Out events. Develop evaluations for families participating in community-based facilitated support group. Conduct assessments of services for families receiving one-to-one support.
	<input checked="" type="checkbox"/> Stakeholder feedback	Feedback from community leaders collaborating in Family Night Out events (using our whole family model). Gather new data from Regional Center on increased and/or improved services as reported by families, increased awareness and understanding as a result of community events held as a part of this project
	<input checked="" type="checkbox"/> Materials	Publish informational flyers about RCEB and eligibility in languages we are targeting. Coordinate distribution of materials with RCEB (Labels created by RCEB for printing). Develop materials to be distributed at each event; track the number of materials distributed at each event. Surveys and evaluations pre and post. Flyers to be uploaded to social media.
	<input checked="" type="checkbox"/> Other: PLEASE DESCRIBE:	<p>1. Feedback from families participating in events, community-based support groups, trainings, and meetings on the effectiveness of increased understanding based on materials distributed.</p> <p>2. Changes reported by families in POS services</p>

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
Care Parent Network
Project Title
Multicultural Peer-to-Peer Outreach, Training and Support
Project Duration (start and end date)
Start Date:1/1/2019 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: Kausha King Title/Position: Program Director x Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 23%	\$ 18,644	\$ 18,644	\$ 37,288
Name: Tarassa Humphrey Title/Position: Family Support Coordinator x Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 32%	\$ 20,328	\$ 20,328	\$ 40,656
Name: Angela Gattis Title/Position: Family Support Specialist x Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 35%	\$ 21,933	\$ 21,933	\$ 43,866
Name: Malika Shareef Title/Position: Family Support Specialist x Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 18%	\$ 9,465	\$ 9,465	\$ 18,930
Name: Shital Agrawalla Title/Position: Family Support Specialist <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 15%	\$ 7,670	\$ 7,670	\$ 15,340
Name: Lily Montano Title/Position: Family Support Assistant x Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 15%	\$ 7,104	\$ 7,104	\$ 14,208
Name: TBD Title/Position: Family Support Specialist <input type="checkbox"/> Existing Position or x New Position	\$ 31,551	\$ 31,551	\$ 63,102

<input type="checkbox"/> Full Time Equivalent (FTE): 62%			
Salary/Wages and Benefits Total	\$ 116,695	\$ 116,695	\$ 233,390

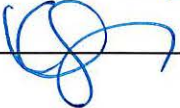
Operating Expenses			
Travel	\$ 1,700	\$ 1,700	\$ 3,400
Occupancy	\$ 8,500	\$ 8,500	\$ 17,000
Phone	\$ 520	\$ 520	\$ 1,040
Postage	\$ 200	\$ 200	\$ 400
Copier Lease	\$ 775	\$ 775	\$ 1,550
Supplies	\$ 750	\$ 750	\$ 1,500
Printing	\$ 2,800	\$ 2,800	\$ 5,600
Operating Expenses Total	\$ 131,940	\$ 131,940	\$ 263,880

Administrative Expenses (Indirect costs, up to 15%)			
Admin Expense Allocation	\$ 18,060	\$ 18,060,	\$ 36,120
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$ 18,060	\$ 18,060	\$ 36,120
Project Budget Total	\$ 150,000	\$ 150,000	\$ 300,000

*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): KAUSTHA King

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
Care Parent Network
Project Title
Multicultural Peer-to-Peer, Outreach, Training and Support
Project Duration (start and end date)
Start Date: 1/1/2019 End Date: 12/31/2020 Number of Months: 24

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position: Kausha King	Hire proposed new staff. Track project progress and analyze results, complete and submit quarterly reports and final report to DDS
Title/Position: Tarassa Humphrey	Train proposed new staff. Coordinate logistics for trainings, Family Night Out events, community support groups and mentors. Provide peer-to-peer support, outreach and training to African American families of children with disabilities who are identified as RCEB clients or who have been identified as qualifying for RCEB services.
Title/Position: Angela Gattis	Provide peer-to-peer support, outreach, (community events and family nights out) and training (including mentor) to Hispanic families of children with disabilities who are identified as RCEB clients or who have been identified as qualifying for RCEB services.
Title/Position: Malika Shareef	Provide peer-to-peer support, outreach, (community events and family nights out) and trainings (including mentor) to African American families of children with disabilities who are identified as RCEB clients or who have been identified as qualifying for RCEB services.
Title/Position: Shital Agrawalla	Provide peer-to-peer support, outreach (community events and family nights out), and trainings (including mentor) to Asian Indian families of children with disabilities who are identified as RCEB clients or who have been identified as qualifying for RCEB services.

Title/Position: Lily Montano	Support Family Support Specialist, coordinate logistics for training's and facilities they will be held at. Organize Family Night Out events. Develop materials (flyers, sign-in sheets and resources)
Title/Position: TBD	Provide peer-to-peer support, outreach (community events and family nights out) and training (including mentor) Cantonese/Mandarin families of children with disabilities who are identified as RCEB clients or who have been identified as qualifying for RCEB services.

Operating Expenses – Line Item	Description
Travel	Actual mileage reimbursement @ \$.545 per mile
Occupancy	Includes rent, utilities, janitorial, security, building maintenance and property insurance.
Phone	Allocation of the annual phone bill including the FAX line.
Postage	Actual postage used for this program.
Copier Lease	Allocation of the annual copier lease
Supplies	Supplies needed for program operation.
Printing	Copies used for this program

Administrative Expenses – Line Item	Description
Admin Expense Allocation	Percentage of Administrative overhead including but not limited to Accounting, Payroll, Insurance, etc.

Proposer (applicant):

Authorized by (print name): KAUSTHA King

Signature:  Date: 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name): _____

Signature: _____ Date: _____

**As applicable.