

**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	Central Valley Outreach and Education
b. Total amount requested	\$ 217,755
c. Projected number of individuals impacted	700
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)	Central Valley Regional Center (CVRC) 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."
f1. What is the current status of your project?	Grant # (CBOs only):

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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
Central Valley Education and Outreach
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: Native American, Latino, African-American <input checked="" type="checkbox"/> Language(s): English, Spanish <input checked="" type="checkbox"/> Age group(s): 0-21 <input checked="" type="checkbox"/> Socioeconomic: 0-400% FPL <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 type="checkbox"/> 2. Provide assistance during the intake process. <input checked="" type="checkbox"/> 3. Empower consumers to advocate for needed services. <input 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 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?
<p>Founded in 1976, Exceptional Parents Unlimited (EPU) started as a support group for Fresno County parents who had given birth to babies with major lifelong disabilities. Today, EPU provides five vital programs to children ages 0-26 and families with all types of special needs—whether that means developmental delays, physical disabilities, babies born prematurely, children with emotional and behavioral challenges, or families in distress. Staff is comprised of 115 individuals including psychologists, physical, occupational and speech therapists, child development specialists and parents who are a resource to other parents. EPU serves nearly 950 multi-lingual and multi-ethnic children and family members weekly through center-based, telephone, or home visitation services. It has worked closely with the Central Valley Regional Center since its inception, providing early intervention and related services.</p>
6. Explain how the target population(s) are underserved using POS data or other data as supporting evidence.

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Of the total US Census population in the six counties, Native Americans range from 2.5% to 4.4%. African-Americans range from 1.1% (Mariposa Co.) to 7% (Kings Co.) and Hispanics range from 11.4% (Mariposa Co.) to 64.7% (Tulare Co.) Services by race/ethnicity for African-Americans and Hispanics are in line with these general population figures: African-American at about 5.5% of those served and Hispanics at 53%. However, Native Americans do not match proportionally. Native Americans receiving services are just 0.4%, at least five times under what you might expect in the population of those served. There are 9 tribal lands in the region, but about 75% live in urban areas. There is also POS disparity for other groups. The African-American POS disparity for those ages 0-2 is significant at 56.9% utilized and for ages 3-21 at 79% utilized. Hispanics are 68.8% age 0-2 and 75.8% age 3-21 utilizing services. The Other/Multicultural is 63.8% POS for ages 0-2 and 72.4% ages 3-21.

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

Trust and cultural sensitivity is key to working with our Native American population. There is a longstanding lack of trust of government agencies, along with historical trauma, that impacts the lack of service use. EPU has spent the past year strengthening its partnership with a local Native American organization and tribes to deepen the relationship and develop trust.

Outreach and education for all groups will focus first on developing a basic understanding of signs and symptoms of different types of disabilities in workshops in the six counties. In some cases this may be an informational workshop. This outreach will occur through partnership with other organizations and agencies in the counties, as well as relationships already established or in process of being nurtured. At the conclusion of the initial workshop, parents will be asked if they would like more information on services and to meet again for peer support or discussion. From those positive responses, culturally appropriate Family Cafes will be organized, using parents as partners in the café development. In other cases, the Family Cafes will be the primary method to engage with, identify and educate parents through other parents and staff on signs and symptoms of developmental delays or disability.

A key element in many communities' implementation of Strengthening Families has been the use of café-style conversations among parents and caregivers on issues most pertinent to families. These cafés are modeled after World Café and is currently being promoted by CA Department of Public Health (CDPH), Maternal, Child and Adolescent Health (MCAH) through the national initiative called Project LAUNCH (Linking Actions to Unmet Needs of Children). Family Café's are a community-based practice that was first developed by parent leaders as part of Strengthening Families Illinois in 2007. It brings parents together in small groups, providing safe, non-judgmental opportunity to strengthen parenting skills through meaningful, reflective conversations and peer-to-peer learning. This has been identified as an effective strategy for supporting and building caregivers' and parents' knowledge and understanding of child development as well as community resources to strengthen parent and family protective factors and resilience.

The Strengthening Families framework is a research informed approach to increase family resilience, enhance child development and reduce the likelihood of child abuse and neglect through the promotion of the five protective factors. Family cafés provide a unique opportunity for authentic parent engagement where café themes and questions are relevant, generative, thought provoking and appropriate based on prospective parents' and community needs. The cafes are a way to strengthen existing relationships, cultivate a sense of community, build parent engagement, educate each other, become support for each other, build trust between providers and parents, and identify broader educational needs for the community. Cafés are carefully

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designed, structured discussions that use the principles of adult learning and family support. These are highly sustainable with training reinforcement, institutional support and a commitment to an approach that engages and affirms parents as leaders.

A Family Café could, for example, be designed and publicized around the question "How do I know if my child is developing all right?" This is an overarching question. That question along with others would be at the tables for discussion and recording, whether through pictures or words. An early question in the process might begin with "What concerns do you have about any of your children?" Based on answers, handouts for early year developmental milestones, or identifying specific symptoms could lead to a discussion with the EPU staff member at the table with the parents about that symptom. A later question might be "Where could you go to find out what kind of help might be needed for a child not meeting developmental milestones?" While regional center may be a consideration, it is also the opportunity to bring up different resource types for different diagnoses or resourcing to get a more in depth assessment completed.

Subsequent café themes regarding services will be based on the identified questions and needs for different diagnoses in any one area. Autism is anticipated to be significant, along with speech and language delays. Staff will spend time with CVRC and other providers to become very familiar with the different services and the process to receive them to share in the sessions. While CVRC materials may be used, other supplemental handouts will be developed. In addition, staff will be familiar with other types of needs and resources not covered at CVRC, such as mental health or trauma responsive services. EPU offers many types of services, but also refers out to a vast array of providers through its One Call for Kids child development info-line, providing staff with a wealth of available information when needed.

Family Café approach is inherently respectful in eliciting and communicating the group's wisdom and harvesting culturally responsive design for parents by parents. We recognize that historical, institutional and systemic discrimination is still prominent and critically important matter in American life where the significant impact of this is being felt, experienced and seen more prominently by the African American, Native American and immigrant communities. Family Café approach will provide the space and opportunity to address disparity in service utilization rate for the targeted populations by supporting meaningful engagement in working together to envision a healthier and more connected communities for our vulnerable families. This peer-to-peer learning and sharing process creates a natural environment for families to feel empowered, informed and energized in working together and grow stronger in their journey of special parenthood.

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?

The Family Café is a new model for Fresno County, supported through Fresno County's Department of Public Health (DPH). EPU is initiating implementation of this model at the urban Neighborhood Resource Center, in partnership with The Fresno Center, in FY 2018/2019 through a different local contract. Fresno County is the only county of the six in the Central Valley region to be part of the 2015-2019 California Project LAUNCH. Guided by a unique federal level partnership among four agencies, it is focused on promoting "the wellness of young children ages birth to 8 by addressing the physical, social, emotional, cognitive, and behavioral aspects of their development." Since The Fresno Center currently contracts with CVRC to address needs in the Hmong American community, EPU will focus its outreach and education effort on the other POS

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disparity populations. However Family Cafés will be utilized for all populations, including Hmong (although the Hmong outreach will not be paid for through this proposal, use the same staff, nor be counted.) No other counties presently use the Family Café approach with parents of children with disabilities.

This project focuses primarily on the early and essential steps for parents to learn about identifying signs and symptoms of developmental delays and disabilities. Since many EPU staff are parents themselves of children with special needs, trust is gained quickly with the parents attending, since they share a common bond. This then leads to a higher likelihood for action that results from educating them on services available in the region for their children. EPU already provides general IDEA advocacy workshops for parents on how to navigate the school system, which provides information on Individual Educational Plans (IEPs) and Special Education in schools. This project focuses much earlier in the process for a parent of a disabled child, who may not yet realize the child has concerns that might benefit from early intervention. This is especially important for the African-American community age 0-2 population and the Native American at all age levels. In addition, a brochure sensitive to Native American culture will be developed for use to share additional information to families.

The part-time staff hired will be located in Merced/Mariposa Counties, Fresno/Madera Counties, and Tulare/Kings Counties. In addition, the current EPU staff member engaging with the Native American population will be included part-time in this project. She will participate in the workshops/Family Cafes as appropriate and introduce new staff members to the tribes and organizations where she has gained trust. A total of 40 workshops and 20 Family Cafes will be held during the 18 month timeframe. Significant effort will be made to hire ethnically-culturally appropriate staff members, to cultivate cultural humility and responsive approach when designing and facilitating the cafés and nurturing the relationship with the African-American parents living in the urban area. Additionally, bilingual Spanish speakers will be recruited to help monolingual parents in building trust with various ethnic groups.

Utilizing existing trusted relationships with organizations and public agencies built from years working in the region will assist with parent recruitment. In addition, new relationships and partnerships will be developed, especially in Mariposa and Merced Counties. Family Cafés provide a unique opportunity for families to grow stronger from the inside out. The transformative conversations nurture the spirit of family and not only promote child and family wellness, prevent violence and fight oppression, these give hope, create effective parent leaders and help overlooked communities thrive.

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

EPU currently does and has worked with parents whose children have disabilities, and experience challenges faced in supporting their children's growth, learning and development. In addition, many staff themselves are parents of a child with disabilities, so their perspective was key in the development of this proposal. CVRC has also utilized EPU facilities to host annual feedback sessions in order to reach more parents, and this information also helped to inform the design, along with CVRC data.

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.*

[illegible]

Project Title: Central Valley Education and Outreach									
		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 7/1/19-9/30/19	Q3 10/1/19-12/31/19
targeted population to build partnerships for workshops and Family Cafes									
Prepare and submit quarterly report to DDSs	Program Manager/ Data Management Coordinator	<input type="checkbox"/>	<input checked="" 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 – 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: Central Valley Outreach and Education - Page 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
Hold Family Cafes	Outreach Specilist	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold Workshops throughout the 6 counties	Education Resource Specialist / Outreach Specialist	<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 and input from workshops and cafes	Data Management Coordinator	<input 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"/>
Data from CVRC regarding new services used	CVRC and New Hires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<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"/>

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: Central Valley Outreach and Education		
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"> - Date, location, topic, and number of participants attending each workshop and Family Café's - Number of participants referred by Central Valley Regional Center to Family Café's and Workshops. (unduplicated)
	<input checked="" type="checkbox"/> POS	Change in average of POS expenditures in the Central Valley 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 Family Café's. We will measure the change in response of the participants knowledge and confidence in asking for, accepting, and accessing resources and supports. The survey will also collect the increase rates of engagement through the provision of an emotionally safe space for families to share what they know, what they don't know, and what they would like to learn more about without feeling judged. - 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	Family Café's include stakeholder feedback from the various discussions.

	<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.		
Project Title		
Central Valley Outreach and Education		
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: 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): .05	\$4028	\$1986	\$6014
Name: Nicole Stidman Title/Position: Data Management Coord <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: Krista Rose Title/Position: Education Resource Specialist <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.10	\$3799	\$2530	\$6329
Name: Martha Harris Title/Position: Outreach Specialist <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0	\$21261	\$11044	\$32305
Name: N/A Title/Position: Outreach Specialist <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.75	\$34530	\$18077	\$52607
Name: N/A Title/Position: Outreach Specialist <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.75	\$34530	\$18077	\$52607
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	\$100780	\$53160	\$153940

Operating Expenses			
Purchased Services	\$1800	\$600	\$2400
General Liability Insurance	\$700	\$350	\$1050
Equipment	\$3400	\$0	\$3400
Rent/Utilities	\$7200	\$3600	\$10800
Communications	\$1800	\$900	\$2700
Mileage	\$3270	\$1635	\$4905
Other -Travel, Program & Outreach Supplies	\$7330	\$4490	\$11820
Operating Expenses Total	\$25500	\$11575	\$37075

Administrative Expenses (Indirect costs, up to 15%)			
Accounting Services, Payroll & Accounts Payable	\$6807	\$3488	\$10295
Human Resources	\$3221	\$1650	\$4871
Data System Administration	\$3516	\$1802	\$5318
Chief Executive Officer	\$1631	\$836	\$2467
Clerical support	\$2506	\$1284	\$3790
	\$	\$	\$
Administrative Expenses Total	\$17680	\$9060	\$26740
Project Budget Total	\$143960	\$73795	\$217755

*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: _____

Lowell J. Ens

Date: 1/24/19

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		
Central Valley Outreach and Education		
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	Responsible for the accomplishment of goals, objectives and timelines required by this project. Create new workshops, develop pre/post test measure and ensure that all other service deliveries and data collections are met.
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: Education Resource Specialist	Create new workshops and provide outreach and workshops for Native American families. Provide guidance and training to Outreach Specialist on culturally sensitive and appropriate outreach strategies on how to best engage Native American families to participate in Family Café's
Title/Position: Outreach Specialist	Conduct outreach activities, workshops, and family café's within assigned county or counties. Maintain accurate records of all contacts with families and professionals.
Title/Position: Outreach Specialist	Conduct outreach activities, workshops, and family café's within assigned county or counties. Maintain accurate records of all contacts with families and professionals.
Title/Position: Outreach Specialist	Conduct outreach activities, workshops, and family café's within assigned county or counties. Maintain accurate records of all contacts with families and professionals.
Title/Position:	

Operating Expenses – Line Item	Description
Purchased Services	Network Administration (\$100/mo x 18 mos. = \$1,800) plus annual Single Audit (\$600) in year 1
General Liability Insurance	General Liability Insurance budget at \$58.34 per mo. x 18 months = \$1,050

Equipment	2 laptop computers for new Outreach Specialists budgeted at \$1,000 each (\$2,000), 2 projectors for presentations budgeted at \$600 each (\$1,200), 2 cell phones for 2 new staff budgeted at \$100 each (\$200)
Rent & Utilities	Rent & Utilities for 2 new offices in Merced/Mariposa and Tulare/Kings Counties budgeted at \$300 a month each for a total of \$10,800 (\$300 x 2 x 18 mo)
Communications	Cell phones for 3 Outreach Specialist's budgeted at \$50 per month x 18 mos. x 3 = \$2,700
Mileage	Mileage reimbursement for staff to travel to workshops and Family Cafés budgeted at 150 miles x IRS rate of .545 per mile x 60 workshops/café's for a total of \$4,905 (40 workshops/café's in year 1, 20 in year 2)
Other: Travel, Program & Outreach Supplies	see attachment of second E-2 form

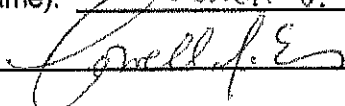
Administrative Expenses – Line-Item	Description
Accounting Services, Payroll & Accounts Payable	Preparing budgets, invoices, tracking grant revenues & expenses, accounts receivable, accounts payable, payroll and financial reports
Human Resources	Hiring, benefit administration, Implementing HR laws and practices, safety officer
Data System Administration	Agency data system oversight & maintenance
Chief Executive Officer	Agency and program oversight
Clerical support	Clerical support for all administrative functions

Proposer (applicant):

Authorized by (print name):

Lowell J. Ens, CEO

Signature: _____



Date: 1/24/19

Sub-grantee (subcontractor):**

Authorized by (print name): _____

Signature: _____

Date: _____

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		
Central Valley Outreach and Education		
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: [REDACTED]	[REDACTED]
Title/Position: [REDACTED]	[REDACTED]
Title/Position: [REDACTED]	[REDACTED]
Title/Position: [REDACTED]	[REDACTED]
Title/Position: [REDACTED]	[REDACTED]
Title/Position: [REDACTED]	[REDACTED]
Title/Position: [REDACTED]	[REDACTED]

Operating Expenses - Line Item	Description
Travel	Per diem and travel costs for staff to travel to main office in Fresno to meet with Supervisor for grant-related meetings and staff training. This includes day trips to main office in Fresno and overnight stays if needed. (\$1,570)
Program Supplies-Instructional Items & Food	Program Supplies-Instructional Items includes pens, paper, printed materials, for workshops and Family Cafe's, printer cartridges, and office supplies budgeted at \$77.50 per workshop/cafe x 40 in year 1 = \$3,100. Year 2 (20 workshops/cafe's x \$77.50 per workshop/cafe = \$1,550). Program Supplies-food includes snacks and beverages totaling \$60 per workshop/cafe for 40 workshops/cafe's in year 1 (\$2,400) and 20 workshops x \$60 in year 2 (\$1,200).
Outreach Materials	Design and production of outreach materials such as printed brochures, flyers, etc. budgeted at \$2,000 (\$1,000 in each year).
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]