

**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 type="checkbox"/> Community Based Organization (CBO), 501(c)(3)	<input checked="" type="checkbox"/> CBO, non-501(c)(3) <input type="checkbox"/> EIN or <input type="checkbox"/> No EIN
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a. Name of organization/Group	b. Date
Familias First	10/15/18
c. Primary contact (Name)	
Alba Novoa, MA, BCBA	
d. Mailing address	
222 E. Las Tunas Dr, San Gabriel, CA 91776	
e. Primary email address	f. Primary phone number
anovoa@familiasfirst.com	323-715-6387
g. Secondary contact email address	h. Secondary contact phone number
rtello@familiasfirst.com	213-706-6315
i. Brief description of the organization/group (organization type, group mission, etc.).	
<p>Familias First has been a Regional Center vendor since 2002. We currently have over 150 employees of which approximately 80% are bilingual in the English and Spanish languages. Our commitment to serving diverse communities is seen by our dedication to training our staff to be cultural-competency from the hiring process and throughout their employment. Our mission is to provide quality services to multicultural families. Familias First has formed successful partnerships with Southern California Regional Centers, serving clients from infancy into adult age. In 2017, through our partnership with the San Gabriel/Pomona Regional Center (SG/PRC), Familias First was subcontracted to develop a project to address the disparity of POS found in their catchment area. Our agency authored the Navigating the Regional Center System (NRCS) project which was funded by the Department of Developmental Services (DDS).</p>	

Section II. Proposal Summary

a. Project title	The Parent Empowerment Project (PEP) Talk: Discussing accessibility of services for our diverse communities
b. Total amount requested	\$ 580,712.05
c. Projected number of individuals impacted	300+ families

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d. Duration of project (months)	12 months Start date 12/1/18 End date: 12/31/19
e. RC(s) in the project catchment area(s)	SG/PRC, ELARC, SCLARC, IRC Target zip code(s) for Los Angeles County*: 90640, 90660, 90032, 90063, 90065, 91776, 90270, 90059, 90201, 90723, 91706, 91731, 91766, 91765, 90601, 91744, 92315, 92506, 92307, 92553
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> Grant # (CBOs only):
f1. What is the current status of your project?	N/A
f2. How is this proposal different from your current project?	N/A
g. Will you be working with one or more CBO(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No
h. Will the project require aggregate data from the RC(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No

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

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

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

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1. Project title
The Parent Empowerment Project (PEP) Talk: Discussing accessibility of services for our diverse communities
2. Select the target group(s) the project intends to serve and provide a description of each group. Check all that apply.
<input checked="" type="checkbox"/> Ethnicity: Latino, White <input checked="" type="checkbox"/> Language(s): English and Spanish <input checked="" type="checkbox"/> Age group(s): Individuals whose age ranges from from infancy (0+ years) to adulthood (60+ years). <input checked="" type="checkbox"/> Socioeconomic: Familias First serves clients from lower to higher SES groups. Our agency has expertise providing services to underrepresented groups in diverse communities. <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 checked="" type="checkbox"/> 5. Other: Educate and empower diverse clients, parents and other primary caregivers to seek and utilize developmentally appropriate RC services.
4. Project Type. Check all that apply.
<input checked="" type="checkbox"/> Translation (equipment, translator services, translating brochures or materials, etc.) <input checked="" type="checkbox"/> Outreach (community events, website or social media design, materials, etc.) <input type="checkbox"/> Workforce capacity (staff training, incentives for bilingual employees, etc.) <input checked="" type="checkbox"/> Parent education (online or in person trainings, workshops, etc.) <input type="checkbox"/> Promotores (para-professionals to help develop relationships and trust with the Regional Center) <input checked="" type="checkbox"/> Family/consumer support services (1:1 coaching, enhanced case management, service navigation, etc.) <input checked="" type="checkbox"/> Other: Call center (provides technical support and guidance in English and Spanish in areas that impact the utilization of POS (e.g., Intake process, Appeal process, generic services).
5. What experience does the organization/group have working with the target population?
Since 2002, Familias First has successfully served over 4,000 Regional Center clients (and their families), ages 18 months to adulthood. Roughly seventy-five percent of these clients come from Spanish-speaking homes. We place a strong emphasis on parent education in a culturally-competent manner. This includes providing instruction in their

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native language (English or Spanish) and respecting their preferences. Our years of experience serving the target population has taught us that the use of various modalities (e.g., visual, auditory) is necessary to minimize literacy barriers that may impact this community. If awarded this project, this knowledge will be applied in developing the materials

In addition, Familias First developed and presented the Navigating the Regional Center System (NRCS) project awarded by the DDS to the SG/PRC with the goal of addressing the POS disparity between ethnic groups, among other factors. For the FY 2017-18, the ELARC subcontracted Familias First to provide and implement the POS Equity Project-Spanish Language Behavioral Workshops to families in their catchment area to also address this disparity in the Latino community. Both projects lasted for two years and targeted families from similar demographics as defined in this proposal. Other related experiences include Familias First co-authoring the original curriculum for the Autism Parent Education Program (APEP) for Fiesta Educativa, and currently still presenting the modules to Latino families. We have also formed effective partnerships with representatives from community-based institutions, such as university professors Dr. Michele Wallace and Professor Jose Rios from the California State University, Los Angeles. These partnerships have resulted in the training and education of countless professionals dedicated to serving individuals with developmental disabilities from diverse backgrounds.

Lastly, Familias First owner and CEO Ruth Tello-Di Leva, MS, BCBA founded our agency with the primary goal of providing quality Regional Center services to the Latino community, as well as other underserved groups. A similar driving force led Ms. Tello-Di Leva to co-found the Latino Association for Behavior Analysis (LABA), a nonprofit corporation dedicated to the dissemination of evidence-based practices to the Latino community. The LABA also defines best practices for all professionals serving underrepresented families.

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

In 2016 ABX2 1 allocated funds to the California DDS to assist the Regional Centers in addressing the POS disparities between clients who identified themselves as White when compared to clients of color (www.dds.ca.gov/RC/disaprities.cfm). Using the 2017 Transparency data posted by nine Southern California Regional Centers, Hispanic clients access POS services at disproportionately lower percentages when compared to individuals of White ethnicity. Our analysis is based on the following Regional Centers' data: South Central Regional Center (SCLARC), Eastern Los Angeles Regional Center (ELARC), San Gabriel/Pomona Regional Center (SG/PRC), Harbor Regional Center (HRC), Regional Center of Orange County (RCOC), Westside Regional Center (WRC), North Los Angeles Regional Center (NLARC), Frank D. Lanterman Regional Center

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(FDLRC), and Inland Empire Regional Center (IRC). Please refer refer to the following table:

Regional Center	Per Capita Expenditures		Percentage Spent on Whites Compared with Hispanics
	White	Hispanic	
SCLARC	\$ 38,271	\$ 6,760	82%
Harbor	\$ 20,189	\$ 6,543	68%
ELARC	\$ 33,996	\$ 11,712	66%
SG/PRC	\$ 23,963	\$ 9,078	62%
RCOC	\$ 22,324	\$ 9,088	59%
NLARC	\$ 19,185	\$ 8,695	55%
FDLRC	\$ 18,540	\$ 8,587	54%
IRC	\$ 16,773	\$ 8,121	52%
WRC	\$ 24,341	\$ 12,373	49%

When ethnicity is taken into account, the data illustrates that nine Southern California Regional Centers are spending less money per individual when comparing Hispanics* to Whites. For example, SCLARC spends 18% of POS per capita on Hispanics. This is despite Hispanics making up 66.8% of the population served by that Regional Center. The HRC spends 32% of POS per capita on Hispanics, despite Hispanics making up 40.9% of the total population. Similar trends are seen in the other seven Regional Center's data. All data is based on the *Total Annual Expenditures and Authorized Services by Ethnicity or Race* report found in each respective Regional Center's website.

*Hispanics and Latinos are interchangeable terms

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

The POS disparity will be addressed by providing the Latino community with in-vivo and online workshops that are accessible to Spanish and English speaking families. In-vivo workshops will be provided in geographical areas that have been identified as having the greatest need. The online workshops address the barrier families face when having to secure childcare and transportation to attend trainings. In addition, a call center will provide informational support in areas where there is need for clarification by having a technical process explained in more simple terms. Literacy levels will be taken into account in the development of all materials and instruction. The call center will be staffed with individuals who are bilingual in the English and Spanish languages in order to provide personalized support. Examples of topics to be covered by the three presentation modalities include understanding the Regional Center intake process, knowing the types of services available as the family member ages, knowing the

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difference between the IPP and IEP process, clarifying how the family's legal status in the United States affects their family member's eligibility for Regional Center services, and understanding the family's appellate rights, among other areas.

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?

In order to develop a unique project to address the POS disparities expenditure, we conducted a review of the Regional Centers' efforts. Regional Centers in Southern California aimed to address the disparity primarily by providing dydactic parent education. For example, the ELARC provided Behavioral Health Treatment workshops to Spanish-speaking families; the NLARC developed a project that targeted social media outreach; and the SG/PRC created three projects, two of which taught parents to become their family member's advocate. Bilingual professionals (English/Spanish) were involved in most of these projects. Moreover, Familias First's gained invaluable experience from delivering the NRCS workshop series to Latino families who had underutilized the POS through the SG/PRC. The majority of the parents who registered for the workshop series did not complete all five modules in the series. The main reasons indicated were lack of transportation, lack of childcare, and the need for sessions to take place in the evening or weekends. Using this knowledge we are proposing a novel approach to mitigate these barriers. For example, information will be disseminated to the Latino communities with the goal of increasing POS utilization in four different formats: in-vivo, web-based, call center, and community outreach. The different formats will give the parents the flexibility to choose their preferred modality to learn information. Our years of experience serving have taught us that Latino families still consider mental health matters as taboo and feel more comfortable to speak about them in private, even if the communication is in their native language. Consequently, the call center option will address this barrier and give parents an opportunity to receive individualized feedback and support. Lastly, community outreach events will be conducted by grassroot efforts; that is, through local religious organizations, support groups, and other local community events. We postulate that this method will be more effective because Latinos tend to access information from places that are familiar to them.

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

The authors of this proposal obtained input to design this project through various sources. One source are the *Community Meetings Report* in which Regional Centers obtained community input regarding barriers and needs impacting the disparity of services. Also, during the delivery of the NRCS workshops, Familias First received direct input from the over 330 parents served via surveys, social interactions, and feedback. Familias First developed a strong, collaborative relationship with Ms. Xochitl Gonzalez,

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the Cultural Outreach Specialist from the SG/PRC. She provided us invaluable input regarding the Latino community's needs. Ms. Gonzalez has expressed support for our project by agreeing to disseminate information to both the Regional Center clients and the Service Coordinators via phone system outreach among other method. The proposed project was designed with this input in mind, plus the input gained from the over sixteen years experience working with 4000 plus Latino families who have received Regional Center services from our agency and listening to their concerns regarding the accessibility of 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.*

[illegible]

Project Title: The Parent Empowerment Project (PEP) Talk: Discussing accessibility of services for our diverse communities									
		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
Registered Parents for in-vivo workshops and webinars	Project Assistant	<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"/>
Update workshop Presenters and Family Care Specialists schedules	Project Assistant	<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"/>
Assigned dates for webinars, workshops and outreach events	Project Manager	<input 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"/>
Outreach events planning for scheduled events	Project manager in coordination with Project Director	<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"/>
Provide ongoing support to Project Assistant and Family Care Specialists	Project Manager	<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"/>
Set-up family support call center	Project Manager in Coordination with Project director	<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"/>
Manage family call support center	Family Care Specialist and Project Manager	<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"/>
Attend outreach events (a minimum of 3)	Project Manager and Family Care Specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outreach event follow-up with families who attended event	Project Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET (continuation)

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: The Parent Empowerment Project (PEP) Talk: Discussing accessibility of services for our diverse communities									
		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
Oversee workshop operations (e.g., materials and sign-in sheets are ready, set-up location, ensure technology and presentations are available and functioning, distribute and collect pre and posttest questionnaires from parents, take other workshop data as needed)	Project Manager /Project Assistance	<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"/>
Conduct 4 workshops	Workshop Presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compile workshop data from pre / posttest and other measurements	Project Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule Parents to attend Webinars for those did not attend in-vivo workshops or prefer to attend the webinars	Project Assistant	<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"/>
Workshops recap: Meet with Workshop Trainers to provide feedback on presentations and obtain their feedback regarding workshop logistics	Project Manager / Project Director	<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"/>
Analyze data from workshops and stakeholder feedback	Project Director	<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"/>
Develop Quarterly Reports for DDS based on outreach events, workshops and webinars	Project Director	<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"/>

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: The Parent Empowerment Project (PEP) Talk: Discussing accessibility of services for our diverse communities		
Measures of Outcome s	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"> This will track the number of people benefitting from each proposal format (i.e., invivo, we-based, call center, outreach events). We will also track the number of events that will take place for each presentation formats.
	<input type="checkbox"/> POS	
	<input checked="" type="checkbox"/> Pre/post survey/assessment	<ul style="list-style-type: none"> The pretest will serve as a baseline measure (i.e., before the parent receives any instruction). The posttest will measure the knowledge gained after each workshop. This is the quantitative outcome of the project.
	<input checked="" type="checkbox"/> Stakeholder feedback	<ul style="list-style-type: none"> A random sample of participants, and/or community leaders associated with helping organize the event (when applicable), will be asked to provide feedback.
	<input checked="" type="checkbox"/> Materials	<ul style="list-style-type: none"> Worksheets that cover the presentation topic will be provided to the parents. We will track the type of materials presented and a copy will be attached to the quarterly report.
	<input checked="" type="checkbox"/> Other: Social Validity Surveys	<ul style="list-style-type: none"> Surveys will be administered to parents to measure how useful they found the information and how likely they are to use it to increase POS utilization for their family member. This is the qualitative measure.
	<input checked="" type="checkbox"/> Other: Active Student Responding	<ul style="list-style-type: none"> The parents will be asked to anonymously answer written questions throughout the presentation to be discussed with the group. The presenters will use the answers to the questions as a way to measure the parent's understanding of the subject material.

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, .5 FTE means 20 hours per week.

Organization Name			
Familias First			
Project Title			
The Parent Empowerment Project (PEP) Talk: Discussing accessibility of services for our diverse communities			
Project Duration (start and end date)			
Start Date:	12/15/18	End Date:	12/31/19
		Number of Months:	12

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Alba Novoa, MA, BCBA Title/Position: Bilingual Project Director <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.10	\$12,894.31		\$12,894.31
Name: NA Title/Position: Bilingual Project Manager <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.75	\$ 55,000.00		\$ 55,000.00
Name: NA Title/Position: Bilingual Family Care Specialist <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): 1	\$ 29,250.00		\$29,250.00
Salary/Wages and Benefits Total	\$ 97,144.31		\$97,144.31

Operating Expenses			
Office rental 1/8 of current office Space, Utilities	\$ 6,000.00		\$ 6,000.00
Workshop Materials:	\$ 2,057.00		\$ 2,057.00
Workshop refreshments	\$500.00		\$ 500.00
Workshop Presenters 2 workshops in the ELARC and community locations (In-vivo) \$4,000.00 (Webinar) \$2,400.00			\$4,000.00 \$2,400.00
Facilities Rental for Workshops through ELARC catchment area	\$ 1,200.00		\$ 1,200.00
Outreach expenses	\$ 3,500.00		\$ 3,500.00

Equipment: Laptop	\$ 1,000.00		\$ 1,000.00
Equipment: Projector	\$ 500.00		\$ 500.00
Translations	\$ 2,600.00		\$ 2,600.00
Creation & designing and advertising materials	\$ 2,500.00		\$ 2,500.00
Operating Expenses Total	\$ 27,257.00		\$ 27,257.00

Administrative Expenses (Indirect costs, up to 15%)			
Accounting, janitorial, bookkeeping, payroll, DOJ clearance, office equipment/supplies, HR Manager, Computer technologies support (including HIPAA compliance); encrypted software)	\$ 21,776.70		\$ 21,776.70
Administrative Expenses Total	\$ 21,776.70		\$ 21,776.70
Project Budget Total	\$ 145,178.01		\$ 145,178.01

*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): Ruth Tello-Di Leva, MS, BCBA

Signature:  Date: 1/15/2019

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		
Familias First		
Project Title		
The Parent Empowerment Project Talk (PEP): Discussing the Utilization of Services in Our Diverse Communities		
Project Duration (start and end date)		
Start Date: 12/15/18	End Date: 12/31/19	Number of Months: 12

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position: Bilingual Project Director (BPD) Reports to Company CEO	<p>The Director will be a bilingual (English/Spanish) Masters level employee who has experience working with Regional Center families of Latino descent. Her duties consist of:</p> <ul style="list-style-type: none"> • Is main contact person with DDS • Incorporate ongoing feedback from the ELARC into workshop curricula • Develop the in-vivo and web-based workshop curriculum • Oversee Project Manager • Give feedback to address barriers parents may be facing to accessing resources • Provide clinical input on workshop components • Analyze results from parent pre/posttest data • Review and approve reports generated by the Program Manager • Generate quarterly reports to DDS that includes a visual display of data • Approves expenses related to the project • Other duties, as assigned.

<p>Title/Position: Project Manager (BPM) Reports to Bilingual Project Manager</p>	<p>The Project Manager will be a full time employee who has experience working with the Regional Center families of Latino descent. The employee must have the ability to establish good rapport with the parents. She/he will coordinate all aspects of the project including, but not limited to:</p> <ul style="list-style-type: none"> ● Is main contact for the ELARC ● Oversees the direct functioning of the project ● Interviews, hires, trains and oversees the Project Assistants ● Interviews, hires, oversees and trains the Family Care Specialists ● Interviews, hires, oversees and trains the Workshop Presenters ● Creates Power Points for workshop presentation ● Develop workshop materials: handouts, surveys, pre/posttests ● Conduct post-workshop meetings with staff ● Provides data to PD for analysis ● Generates Quarterly Progress reports ● Familias First liaison with community contacts ● Researches and secures community outreach locations ● Plans and coordinates outreach events ● Secures web-based platform for online workshops ● Takes care of logistics for workshops ● Ensures that participants sign in and out of each workshop to ensure accuracy of reporting data ● Ensures pre/posttests are collected from parents and data is properly analyzed ● Meets with BPD on regular basis ● Other duties, as assigned
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<p>Title/Position: Bilingual Family Care Specialist Reports to Bilingual Project Manager</p>	<p>The Family Care Specialists are bilingual (English/Spanish) employees who have a minimum of a Bachelor's degree or a within a year of completing their degree, plus 3 years' experience working with Regional Center Families of Latino descent who speak Spanish. Their duties include:</p> <ul style="list-style-type: none"> • Answer phone calls related to the project • Take RSVPs for in-vivo and web-based workshops • Provide support and guidance to parents calling the support center • Provide follow-up support to parents attending workshops • Reschedule parents who missed a workshop session • Provides translation during the workshops, as necessary • Collaborate with Project manager • Schedule parents for workshops • Supports the presenters during the workshops • Executes logistics for workshops, including purchasing snacks and creating materials for workshops • Answer basic online inquiries regarding workshops • Score posttest survey based on master key • Mail out flyers and other marketing materials • Purchase and deliver all materials necessary to workshops • Other duties, as assigned.
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Operating Expenses – Line Item	Description
Office Space	This is the cost of leasing an eight of the office space at 222 E. Las Tunas Drive, San Gabriel, CA. This space will be dedicated to the DDS Disparity project and its operations.

Workshop Materials	Cost of printing all materials for the workshops, such as the PowerPoint presentations, handouts, activity sheets, and sign-in sheets that will be provided to workshops attendees. Pens, notepads and/or blank papers, among other materials, are included.
Workshop Refreshments	This includes coffee, creamer, sweetener, coffee stirrers, water, napkins, and basic snacks.
Workshop Presenters	<p>The Workshop Presenters are Bilingual professionals who speak and write English and Spanish in a fluent manner. They hold a Master's degree in a human services field or a Bachelor's degree in a human service field, plus 3 years' experience serving Regional Center families of Latino descent. Their expertise is in presenting to parents in a style that makes them feel comfortable to participate and ask questions. The Workshop Presenters have the ability to provide anonymous examples from their many years of experience in order to relate to the parents attending the workshop. Instruction will be presented in various modalities (i.e., visual, auditory, kinesthetic) in order to eliminate literacy variables. Workshop Presenters will conduct the in-vivo training in both the ELARC's offices and community locations, as well as the ELARC's Alhambra and Whittier offices. The Presenters also will also provide the web-based presentations to parents.</p> <p>In addition, the Workshop presenters will hold 2 web-based workshops that are convenient to the attendees.</p>
Facilities Rental for Workshops throughout the ELARC catchment areas.	The exact cities where the workshops will be held will be based on the need. To ensure that in-vivo workshops are accessible to different communities, two in-vivo presentations will be provided in community locations and/or in an ELARC's office. The dates and times of the workshop will seek to meet the need of the attendees.

Outreach Expenses	<p>This expense includes renting community booths or spaces within a community event. Outreach expenses covers advertising within the community event website, brochures or other similar formats that are available. During the event, developmentally appropriate activity will be offered to attract families who have family members with disabilities. Flyers that hat explain the Regional Center services, and how to access them, plus information about our workshops will also be handed out. Special care will be placed on recruiting families who have adult family members who are clients of the ELARC. With input from the Regional Center, information about residential options for adult clients will be provided.</p> <p>In addition, Familias First will work closely with the ELARC Community Outreach Specialist (or equivalent position) and the Family Resource Center to get information out to all families. In collaboration with the ELARC's clinical team, families with adult clients who have no POS will be targeted.</p>
Equipment: Computer and Laptops	One desktop laptop will be dedicated to this project. It will be used to provide in-vivo workshops.
Equipment: Projector	One projector will be dedicated to the project. It will be used during presentations.
Translations	Materials will be translated in Spanish by a professional translator.
Creation & designing of advertising materials	A professional specializing the development of marketing materials to target the project's purpose will be utilize. Materials will be created with the goal of appealing to target communities.


Administrative Expenses – Line Item	Description
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Accounting, janitorial, bookkeeping, payroll, DOJ clearance, office equipment/supplies, HR Manager, Computer technologies support (including HIPAA compliance); encrypted software)

Includes all administrative personnel and support required to run the agency's infrastructure in an effective, HIPAA-compliant manner.

Proposer (applicant):

Authorized by (print name): Ruth Tello-Di Leva, MS, BCBA

Signature: 

Date: 1/15/19

Sub-grantee (subcontractor):**

Authorized by (print name): _____

Signature: _____ Date: _____

****As applicable.**