

**FY 2019/20 DISPARITY FUNDS PROGRAM
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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 (New and Reapplications)

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		9/30/19
c. Primary contact (Name)		
Hannah Michaelsen		
d. Mailing address		
1340 Arnold Drive, Martinez, 94553		
e. Primary e-mail address		f. Primary phone number
hmichaelsen@careparentnetwork.org		925-313-0999
g. Secondary contact email address		h. Secondary contact phone number
rvalledor@careparentnetwork		9253130999
i. Brief description of the organization/group (organization type, group mission, etc.). Include experience your organization has had managing a program similar to the proposal, and the outcomes of that program.		
Care Parent Network 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, nonjudgemental support that is respectful of each family's individual choices and culture.		
j. If you check the CBO box, describe how your organization meets the definition of a CBO.		
Care Parent Network and Contra Costa ARC are CBOs as non-profits and 501(c)(3)s, serving families and individuals with developmental disabilities.		

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Section II. Grant Reapplication – Project Information (Reapplications Only)

If the organization is applying to continue a previously awarded project, complete this section in addition to all other required sections and attachments. Complete this section if your proposal will continue a previously awarded project without changes to the target population, geographic area, activities, or objectives; **OR**, if you proposal will expand a previously awarded project into other target populations, geographic areas, activities, or objectives. **After completion, continue to Section III.**

Summary Information

a. Grant Number:	
b. Project Title:	
c1. Start Date: / /	c2. End Date: / /
d. Total Project Duration (in months):	

Fiscal Information

Fiscal Year (FY)	e. Awarded*	f. Expended
FY 2016/17	e1. \$	f1. \$
FY 2017/18	e2. \$	f2. \$
FY 2018/19	e3. \$	f3. \$
Total	e4. \$ (e1 + e2 + e3)	f4. \$ (f1 + f2 + f3)
g. Amount Remaining (e4 – f4): \$		

**If your project was a multiyear project that was fully funded during one FY, enter the total amount of funding in that corresponding FY. For example, if a 2-year project was fully funded in FY 2016/17, then the amount awarded should be included in e1. Projects that received funding in more than one FY, should enter the awarded amounts for each corresponding FY.*

Project Information

h. Number of individuals originally proposed to be impacted	
i. Actual number of individuals impacted by the project and why it is higher or lower than the proposed number.	
j. RC(s) in the project catchment area(s)	
k. List the city(ies) your project has served:	
l. List the county(ies) your project has served:	

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<p>m. If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) served*:</p>	
<p>n. Provide a detailed explanation of project activities to date. What has the project accomplished to date?</p>	
<p>o. Provide a detailed explanation of project impacts and outcomes to date. Attach data as well as success stories to demonstrate project outcomes and impact.</p>	
<p>p. What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period.</p>	
<p>q. If awarded, how will your current project transition into the 2019/20 proposed project?</p>	

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Section III. Proposal Summary (New and Reapplications)

a. Project title	Adult Transition Support and Outreach for Families
b. Total amount requested	\$ 132,418.78
c. Projected number of individuals impacted	5275
d. Duration of project (months)	24 months Start date: 3/1/2020 End date: 2/28/2022
e. RC(s) in the project catchment area(s)	1
f. List the city(ies) your project proposes to serve:	San Pablo, Richmond, Concord, Martinez, Walnut Creek, Antioch, Pittsburg, Oakley, Brentwood, San Ramon
g. List the county(ies) your project proposes to serve:	Contra Costa County
h. If your project proposes to serve the City of Los Angeles, list the zip code(s) and/or community your project will serve*	
i. Will you be working with one or more CBO(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No
j. 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 and data sharing.

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k. Project Type Selection(s)		
Select your <u>one primary</u> project type.	Select your <u>one secondary</u> project type (if applicable).	Select your <u>one tertiary</u> project type (if applicable).
<input type="checkbox"/> Translation (equipment, translator services, translating brochures or materials, etc.) <input 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"/> Promotora (Peers educating community members about access RC services) <input type="checkbox"/> Family/ consumer support services (1:1 coaching, enhanced case management, service navigation, etc.)	<input type="checkbox"/> Translation <input type="checkbox"/> Outreach <input type="checkbox"/> Workforce capacity <input type="checkbox"/> Parent education <input type="checkbox"/> Promotora <input checked="" type="checkbox"/> Family/ consumer support services	<input type="checkbox"/> Translation <input checked="" type="checkbox"/> Outreach <input type="checkbox"/> Workforce capacity <input type="checkbox"/> Parent education <input type="checkbox"/> Promotora <input type="checkbox"/> Family/ consumer support services
l. Target Population (Race/Ethnicity)		
Select all groups the project will serve	Proposed Number of Individuals Impacted by the Primary Project Type	
<input checked="" type="checkbox"/> African American	2645	
<input type="checkbox"/> Cambodian		
<input type="checkbox"/> Chinese		
<input type="checkbox"/> Filipino		
<input checked="" type="checkbox"/> Hispanic	2630	
<input type="checkbox"/> Hmong		
<input type="checkbox"/> Indian		
<input type="checkbox"/> Japanese		
<input type="checkbox"/> Korean		
<input type="checkbox"/> Mien		
<input type="checkbox"/> Native American		
<input type="checkbox"/> Pacific Islander (list):		
<input type="checkbox"/> Vietnamese		
<input type="checkbox"/> Other (list):		
m. Target Population: Language (select all groups the project will serve)		
<input type="checkbox"/> Cantonese <input type="checkbox"/> Hmong <input type="checkbox"/> Indian	<input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin	<input type="checkbox"/> Mien <input type="checkbox"/> Russian <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Tagalog <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other (list):
n. Target Population: Age Group (select all groups the project will serve)		
<input type="checkbox"/> Birth up to Three (Early Start) <input type="checkbox"/> Three to Five <input type="checkbox"/> Three to 21	<input checked="" type="checkbox"/> 16 to 21 <input checked="" type="checkbox"/> 22 and older <input type="checkbox"/> Other (list):	

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Section IV. Proposal Certification

Proposer's (applicant) Certification: I certify that the information attached is true and correct.

Authorized by (print name): _____

Organization: Contra Costa ARC

Signature: _____ **Date:** _____

Collaborative Proposals Only**

Sub-grantee (subcontractor) Certification: I certify that the information attached is true and correct.

Subcontractor 1:

Authorized by (print name): _____

Organization:

Signature: _____ **Date:** _____

Subcontractor 2:

Authorized by (print name): _____

Organization:

Signature: _____ **Date:** _____

Subcontractor 3:

Authorized by (print name): _____

Organization:

Signature: _____ **Date:** _____

Subcontractor 4:

Authorized by (print name): _____

Organization:

Signature: _____ **Date:** _____

**As applicable. If more subcontractors are needed, complete additional copies of this section.

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Project title
Adult Transition Support and Outreach for Families
1. What experience does the organization/group have working with the target population?
<p>Care Parent Network has been serving families of Contra Costa County as the family resource center, for over 20 years. Care Parent Network has always been committed to serving families as long as they need our help. Our services are not limited by the age of the child. Families in Contra Costa County have come to count on Care to be there when they are facing challenges regarding their children with special needs.</p> <p>Care has a multicultural staff of professionals who are also parents of children with special needs. They understand the unique needs of various cultures in Contra Costa County. Currently, five staff speak Spanish, one is African American and one speaks Hindi and other Asian Indian languages. We are in the process of hiring a staff member who speaks Cantonese/Mandarin. Another staff member is a Regional Center Client and has proven to be a great peer mentor to other young adults who have special needs.</p> <p>Care staff facilitate about 13 different support groups across Contra Costa County each month. We have 6 groups in Spanish and two for African American families. Three support groups are in West County, including one with African American families, and two in Spanish.</p> <p>Care Parent Network also utilizes peer mentors, education, support groups and other strategies to connect consumers and families with the Regional Center. These strategies aim to build trust and to support the development of services that are culturally congruent through the input of members of diverse communities.</p> <p>For the past 10 years, Care had a dedicated Adult Transition Coordinator. Due to funding ending from a foundation that dissolved, this is not an active position at this time. During these 10 years, there was a Spanish speaking transition specialist who assisted the Coordinator. The most recent Adult Transition Coordinator was bilingual in Spanish & English. She conducted all trainings and parent support comfortably in both languages.</p> <p>During multiple years, Care held a 4-part lecture series in both English and Spanish. Parents attending the Adult Transition lecture series learned about adult day programs, employment options, Department of Rehabilitation (DOR) vs. Regional Center Services, independent living, conservatorship and other options. The lecture series were always well attended.</p> <p>Care Parent Network has partnered with West Contra Costa County Unified School District in Richmond to encourage the district to meet with parents in an informal setting in both Spanish and English. Care met with district staff and developed a concept the district felt comfortable doing. The meeting was called "Coffee with Ken". Ken Talker is the WCCUSD transition coordinator. Parents came to meet with Ken to ask questions, discuss issues and challenges happening in the adult transition programs and high schools. Ken was also able to inform parents on how WCCUSD is using Person Driven Planning in the students transition plan in Spanish and English. This year Care is cosponsoring the first ever Special Connections Summit, a conference for families of kids with special needs, ages 3+ in West County, in partnership with WCCUSD & RCEB.</p> <p>In 2018 Care led an Adult Day Program Tours in Spanish in West Contra Costa County which featured three different programs within the same agency. These programs were divided based</p>

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on independence levels and abilities. The tour began with a summary of each program from the guide at each site. Parents were able to observe each program and ask questions. At times parents need assistance articulating and/or remembering their concerns to ask the guide. The Care Parent Network Adult Transition Coordinator was also able to ask questions on behalf of the parents from previous conversations she had with them prior to the tour.

Another Adult Day Program Tour for Spanish speaking families was done in Central County. The tour featured four programs including secondary education and different adult day programs. The parents saw four different locations in two cities. The parents and RCEB clients who did not drive carpooled. The tours followed the same general format as the ones in West County, with the Adult Transition Coordinator helping with questions.

Word spread about the tours which prompted other families to inquire about the Adult Program Tours in English, but the previous grant expired before these were able to be scheduled.

For four years, Care has been the lead organizer of Congreso Familiar, a conference for Spanish-speaking individuals with disabilities and their families. In 2019, 744 people attend two conferences, one in Hayward and one in Oakley, with 57 workshop sessions. Workshops included a wider variety of topics such as IEPs, IPPs and immigration concerns.

Care Parent Network is currently partnering with Family Resource Navigators in Alameda County on an African American Community Empowerment Project to provide outreach, relationship building, family navigation and community conference support. As part of this collaboration, Care runs two African American support groups, and an African American family academy series in Oakley, in addition to other outreach activities in the community.

Care is a key organizer of the annual Going to College Conference that alternates between Alameda and Contra Costa Counties. We provide key insights as to the topics families would like to see covered in each conference. Care also participates annually in the two transition fairs held in Concord and West County, respectively.

We are in our second year of a partnership with Oakley Unified Elementary School District to provide leadership and mentoring for parents and RCEB consumers. The project offers two separate groups, one for parents facilitated in Spanish by the project coordinator and other group for the consumers facilitated by bilingual mentor consumer client of RCEB and a Care employee.

The leadership and mentoring sessions ran for 2 hours each time and included dinner & family socialization and sessions in separate groups.

Topics included in the sessions were: Story behind the story, Services of the RCEB, Effective communication, Skills of a leader, The power of one to one support, Other services and supports (SSI – IHSS), Self-care, Be part of the community, Goals and dreams and Graduation - celebrating achievements. There were a total of 10 weekly sessions.

After the first year, participants identified additional topics they would like to cover in the second year.

In addition, our Oakley model has monthly support groups for RCEB consumers and family members as well as training and ongoing support for support group leaders and mentors.

2 Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.

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Care Parent Network is part of Contra Costa ARC, which serves the needs of over 1,000 participants in Contra Costa County. Contra Costa ARC provides programs for early intervention services as well as adult programs. In the adult programs, there are tremendous waitlists, and Contra Costa ARC is just one of many adult program service providers in the County. As of June 30, 2019, the following programs had waitlists in the Richmond area:

Access (home-based) 16

CAP-Hilltop 19

George Miller Center 7

Inroads 14

In the Concord & Antioch areas, the waitlists are even longer:

CAP-Concord 37

George Miller Center 71

Inroads 33

CAP-Antioch 68

At George Miller Center Concord, 40% of the wait list is for non-ambulatory clients.

If a family waits until their adult child is age 22 to find a program, they may have to wait years for a spot to become available. Waitlists are especially long for non-ambulatory disabled adults. These numbers, which just provide a cross-section of what is going on in Contra Costa County, underscore the need for the transition support services Care Parent Network has provided in the past, and desires to provide again as part of this project proposal. If we can work with families well before their child turns 22, we can help them be informed and empowered to get on the waitlists early enough to have services ready when the child exits public schools.

For 2017-18, for Regional Center clients ages 22+, the per capita expenditures are as follows:

English \$33,996

Spanish \$19,330

This is a significant disparity for those who identify Spanish as their Primary language. More Asian and Latino consumers resided with family than did African American or White consumers. Living arrangements outside the family home are more costly than supports provided to individuals residing with family.

There is also significant disparity when looking at per capita expenditures by ethnicity/race in 2017-18.

White \$46,814

Black/African American \$34,737

Asian \$27,242

Hispanic \$26,692

Again, there are likely some cultural reasons for the difference in per capita expenditures. When RCEB held a public forum in 2016, comments on why disparities exist for the Latino community included a lack of knowledge, a distrust of getting all the information, a lack of understanding, and a fear of the system. The current issues surrounding immigration has only exacerbated parents' concerns and continue to affect expenditures. Care has worked hard to build a relationship of trust in the African American and Latino communities. Care is hopeful that with education and support, families will be empowered to make better informed decisions for their adult children, and that over time, the disparity in per capita expenditures will decrease.

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RCEB population under age 22 is far more ethnically diverse than the adult population. Without education and support from trusted community members, like Care Parent Network, services and supports may not be used as that population ages.

3. How will your project improve the lives of individuals who have developmental disabilities and/or their families?

Care Parent Network notices a spike in phone calls from parents a couple of months before the end of the school semester. This is the time when their adult child has already turned 22 and needs to exit the district at the end of the semester. Parents are scrambling to find a day program for their adult child. Parents are caught off guard by this transition, expecting a soft handoff like they had throughout their time in the school district. With the transition at age 22, this is not a soft hand off. Many parents have not understood that it's actually up to them to find a program, not RCEB and not the school district. This happens even without language & cultural barriers. Parents work and need a place for their adult child. The education and support parents will receive in this project will help them be better informed of the process, their options, and thus avoid being caught off guard. They will be able to get on the waitlists in a timeframe that will eliminate gaps in services.

This project going to help parents better be able to contribute to the transition planning process that should begin before age 16. Specifically, the transition lecture series is going to help parents see the goals they need to put into place in their child's IPP, IEP and ITP. The lecture series will also bring in some of the other pieces that parents need to have in place when the day comes that their child outlives them. This project will help to demystify the process and relieve concerns about the future.

Further, this project will help empower parents to get involved in higher-level advocacy to raise awareness about the need for funding for additional adult programs, rate increases, expanding existing programs and increasing housing options for disabled adults.

With the groups and training for adult consumers, they will gain needed support and be able to connect with other young adults with developmental disabilities.

Care Parent Network has received first-hand testimonials from some of our previous efforts to support parents and young adults with disabilities. From our previous Oakley events, this is what one parent shared: "The experience of being with other parents of adults and seeing special adults interact and express their ideas, needs and difficulties opened my eyes to understand that I need to make many changes in my child's expectations and support. See that the other adults who were participating in the class were more independent, confident and explained their needs more clearly. It fills me with hope that if I start to make changes and support my daughter to be more independent she will have more opportunity to succeed and have a better quality of life."

From the group with the adult RCEB consumers, we heard that finally they found a place where they could express themselves, understand themselves and be themselves without their parents or other professionals telling them what to do at all times. Having another person with disabilities coordinating the group helped them to be more independent, improve their self-esteem and create a constant source of support. They communicate with each other by phone constantly and organize very fun group activities.

The guided tours in 2018 from the Care Parent Network Adult Transition Coordinator helped parents see the possibilities for their adult child. The tours also help the families feel more

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comfortable and confident in the quality of the program, the staff, and the activities their adult child will be involved in. Parents who participated in the tours, provided the following comments: “Valuable information, please inform me of future tours”; “I didn’t know what the steps were to enroll my son in a day program until the tour”; “All I got from RCEB was a list of programs. I didn’t know where to begin or what programs were appropriate until I went on the tours.”

4. How will this project assist to implement the RC recommendations and plan to promote equity and reduce disparities?

The materials Care Parent Network has already developed for Adult Transition, will be translated into Spanish, to make them more accessible to families whose primary language is not English. RCEB understands the importance of peer-to-peer mentors, education and support groups, among other strategies. This project provides for each of these strategies. The Care Parent Network Adult Transition Coordinator will be the bridge for families, making connections, conducting tours, educating through trainings and 1:1 support. Among Hispanic families, Care hears that parents experience a lack of trust of programs and staff they don’t know, fear of their child being injured, and a concern about the lack of ability to communicate with staff serving their child. Staff even answering the phone doesn’t speak Spanish. The support the Adult Transition Coordinator will provide will help connect parents to staff that can address their questions in their language, and overall help parents feel confident in the program placement decision.

5. How is the proposed project unique or different from a current disparity grant funded effort (e.g., strategies, activities, goals) in the proposed catchment area? If the project is similar to a current disparity grant funded effort, how will the proposed project expand on the current effort?

We are the Family Resource Center for Contra Costa County and the only organization in the county providing peer-to-peer support including support for adult transition services. Our DDS grants fund Early Start support services for ages 0-3 and our multicultural outreach and support services, which are focused on a variety of ages. Our multicultural services grant does not have specific activities around adult transition services. While highly successful, our Oakley model is funded through another grant and limited to that one city in Contra Costa County. It is a great model to duplicate in West and/or Central County. Oakley is in the far east part of Contra Costa County (approximately 50 miles from Richmond). Due to evening commute traffic, it is extremely difficult for families from other parts of the County to access Care’s support activities in Oakley. This is just one of many reasons these groups are needed in West and Central Contra Costa County. We have other grants that specifically fund the annual Congreso Familiar conferences, as well as our West County Special Connections Summit. Care currently does not have any contracts that specifically targets adult transition support activities.

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

We continuously collect information, identify issues and determine gaps in services from comments and concerns that families share with 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

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surveys from families that use our services and participate in our events to determine what information and support families need and determine how families prefer to access information and support.

Our support groups are increasingly serving parents of older children with disabilities. This is reported on the sign in sheet for each group.

Care hands out evaluation forms for each event we do. We have carefully reviewed the forms for conferences, transition fairs and trainings to see what is most helpful for families.

Care staff regularly attend the County Developmental Disabilities Council where we regularly hear from direct service providers and family members about issues of concern in the disability community. This year, one member of the Care staff is the Vice Chair for the County DD council.

Care Parent Network follows other disability advocacy groups on social media from other disability advocacy groups. We also closely monitor relevant articles and reports from sources such as the Los Angeles Times and the New York Times, who report regularly on issues impacting the developmental disability community.

In 2016, Care participated and supported the RCEB disparity public meetings in community. As stated earlier, Care is a part of Contra Costa ARC. ARC runs multiple adult day services throughout the County for a variety of abilities and needs. Care Parent Network has the opportunity to hear directly from our ARC program director colleagues about waitlists, parent concerns, availability of programs and staffing.

7. Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project.

Over the course of this project, we expect our relationship with West Contra Costa County Unified School District to strengthen. We also expect to be able to make stronger connections with the many families Care has served over time, whose children are now nearing transition age. We are hopeful that as we serve families in this project, we will better understand the barriers and challenges they face during the transition to adult services for their child. By better understanding the barriers and challenges, we can share what we have learned with RCEB, Contra Costa ARC, the school districts we are partnered with, and other community partners.

This model of support will be refined in order to be duplicated in the future with other school districts, to better prepare people with special needs to transition in to the adult world.

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

Year 1 Goal: Facilitate support groups & special events for adult consumers to increase connection with peers; Lecture series for parents to increase understanding of services for ages 22+.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
Lecture Series	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Transition Coordinator. 4-part lecture series, 1 in English, 1 in Spanish for 2 each year total.	<input type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable	Percent of participants who increased their understanding of services for adults after age 22	80% of participants who increased their understanding of services	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21
Support Groups	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Family Support Assistant, Transition Coordinator; establish new group in Central County, keep supporting East County group	<input type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable	Percentage of attendees who increased connections with peers; feel optimistic about their future.	80% of attendees increased connections with peers, feel optimistic about their future.	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
Special Event for Support Groups	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Transition Coordinator, Family Support Specialist, Family Support Assistant; a special event to bring the participants from the two support groups together	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable	number of support group attendees who attend special event	20 attendees for special event	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21
Outreach	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Transition Support Coordinator. Attend transition fairs, partner with schools and other community partners	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input checked="" type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable	Number of materials handed out; number of new contacts/referrals	300 materials for the year; 25 new contacts/referrals for the year.	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

Completed worksheets shall be submitted with the funding proposal. List all activities, the responsible party, and which quarter each activity will occur; include how the activity will be measured, the quarter data for each measure will be reported; and any additional information. More than one copy of each worksheet may be submitted if additional space is required or you may add rows to this table. *Please see Attachment C-1 for a sample.*

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Year 2 Goal (if different from Year 1 Goal):

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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Year 1 Goal: Conduct tours for families before their young adult is 22; increase knowledge of programs and increase confidence to select a program.

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
Hire Staff	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21	Program director will hire and train the Transition Coordinator and Family Support Specialist. This is an activity that will not have a measure	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input checked="" type="checkbox"/> Not applicable			<input type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input type="checkbox"/> 01/01/21 – 3/31/21
Identify, develop and translate materials	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Transition Coordinator. This will be ongoing as materials are identified that will be of use to families. This activity will	<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input checked="" type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input checked="" type="checkbox"/> Not applicable			<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
		not have a measure				
1:1 Family Support	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Transition Coordinator, Family Support Specialist, Family Support Assistant	<input checked="" type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable	number of families that received 1:1 support in the adult transition process	20 families each year of the project	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21
Organize and conduct tours of adult programs in the County	<input checked="" type="checkbox"/> 3/01/20 – 6/30/2020 <input checked="" type="checkbox"/> 07/01/20-9/30/2020 <input checked="" type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21	Transition Support Coordinator. These tours will take place once a quarter. One each will be in West, Central, South & East. Will be offered in	<input type="checkbox"/> Count <input type="checkbox"/> POS <input checked="" type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable	Percentage of participants who increased their understanding of options for day programs; Percentage of participants who increased their confidence to select a program for their adult child	70% of participants increased understanding of options; 70% increase confidence to select program.	<input type="checkbox"/> 3/01/20 – 6/30/2020 <input type="checkbox"/> 07/01/20-9/30/2020 <input type="checkbox"/> 10/01/20 – 12/31/2020 <input checked="" type="checkbox"/> 01/01/21 – 3/31/21

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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PROJECT ACTIVITIES			PROJECT MEASURES			
<i>Activity</i>	<i>Quarter Activity Will Occur (check all that apply)</i>	<i>Responsible Party and additional information</i>	<i>Type of Measure</i>	<i>What Will Be Measured?</i>	<i>What is the Target for This Measure?</i>	<i>Quarter Data Will Be Reported (check all that apply)</i>
		Spanish as needed.				

DISPARITY FUNDING PROPOSAL – SCHEDULE OF ACTIVITIES AND MEASURES

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Year 2 Goal (if different from Year 1 Goal):

PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021 <input type="checkbox"/> 10/01/21– 12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21- 9/30/2021

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PROJECT ACTIVITIES			PROJECT MEASURES			
Activity	Quarter Activity Will Occur (check all that apply)	Responsible Party and additional information	Type of Measure	What Will Be Measured?	What is the Target for This Measure?	Quarter Data Will Be Reported (check all that apply)
	<input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22
	<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22		<input type="checkbox"/> Count <input type="checkbox"/> POS <input type="checkbox"/> Pre/post survey/assessment <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Materials developed <input type="checkbox"/> Other: PLEASE DESCRIBE: <input type="checkbox"/> Not applicable			<input type="checkbox"/> 04/01/21 – 06/30/21 <input type="checkbox"/> 07/01/21-9/30/2021 <input type="checkbox"/> 10/01/21–12/31/2021 <input type="checkbox"/> 01/01/22 – 3/31/22

**Disparity Funds Program
SERVICE BUDGET (ATTACHMENT D-1)**

Applicant Name and Address

Care Parent Network 1340 Arnold Dr Suite 115, Martinez, CA 94553

			Year 1 Annual Budget			Year 2 Annual Budget		
Line No.	PERSONNEL-Salary and Benefits		Annual Salary	Annual FTE to Disparity Grant (Percentage)	Annual Cost to Disparity Grant	Annual Salary	Annual FTE to Disparity Grant (Percentage)	Annual Cost to Disparity Grant
1	Name: Hannah Michaelsen Title/Position: Program Director	Existing Position New Position						
			\$66,300.00	10%	\$6,630.00	\$66,300.00	10%	\$6,630.00
2	Benefits: 15%		\$9,945.00	10%	\$994.50	\$9,945.00	10%	\$994.50
3	Name: Rosa Valledor Title/Position: Transition Coordinator	Existing Position New Position						
			\$53,703.00	60%	\$32,221.80	\$53,703.00	60%	\$32,221.80
4	Benefits: 15%		\$8,055.45	60%	\$4,833.27	\$8,055.45	60%	\$4,833.27
5	Name: Maria Cabeza Title/Position: Family Support Assistant	Existing Position New Position						
			\$29,835.00	20%	\$5,967.00	\$29,835.00	20%	\$5,967.00
6	Benefits: 15%		\$4,475.25	20%	\$895.05	\$4,475.25	20%	\$895.05
7	Name: Title/Position:	Existing Position New Position						
8	Benefits:							
9	Name: Title/Position:	Existing Position New Position						
10	Benefits:							
11	Name: Title/Position:	Existing Position New Position						
12	Benefits:							
13	Name: Title/Position:	Existing Position New Position						
14	Benefits:							
15	Name: Title/Position:	Existing Position New Position						
	Benefits:							
Personnel Subtotal					\$51,541.62			\$51,541.62
OPERATING EXPENSES								
16	Supplies				\$1,725.00			\$1,725.00
17	Travel				\$1,000.00			\$1,000.00
18	Printing				\$500.00			\$500.00
19	Phone				\$300.00			\$300.00
20	Training				\$500.00			\$500.00
21	Postage				\$500.00			\$500.00
22	Rent				\$2,260.00			\$2,260.00
23	Copier Lease				\$288.50			\$288.50
24								
Operating Subtotal					\$7,073.50			\$7,073.50
ADMINISTRATIVE/INDIRECT COSTS								
25	Admin Expense Allocation (10%)				\$5,861.50			\$5,861.50
26								
27								
28								
29								
30								
Administrative/Indirect Cost Subtotal					\$5,861.50			\$5,861.50
TOTAL (rounded to nearest dollar)					\$64,476.62			\$64,476.62

MAXIMUM GRANT AMOUNT

\$128,962.00

PROJECT BUDGET NARRATIVE WORKSHEET

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

Organization Name
Care Parent Network
Project Title
Adult Transition Support and Outreach for Families
Project Duration (start and end date)
Start Date: 3/1/2020 End Date: 2//28/2022 Number of Months: 24

Salary/Wages and Benefits

Line Number	Line Item	Description of Position Duties and FTE Allocation for Title/Position AND Description of Benefits
1	Title/Position: Program Director	Duties:supervise grant project staff, write all grant reports, meet with community partners. FTE Allocation: .10 FTE for DDS Disparity Grant Fund Project (funded by DDS if approved) .28 FTE for DDS Early Start; .14 FTE for DDS Disparity (CEP project); .21 FTE for DDS Disparity Grant Fund Project (C-38); .27 FTE for Longs Foundation
2	Benefits: Program Director	15% for benefits covering payroll taxes, workers comp. Employee doesn't take additional benefits
3	Title/Position: Transition Coordinator	Duties: 1:1 family support, develop materials, conduct tours and arrange lecture series, develop pre-post tests. FTE Allocation: .60 FTE for DDS Disparity Fund Grant Project (funded by DDS if approved) .20 FTE DDS Disparity Fund Grand Project (C-38), .20 FTE for Longs Foundation
4	Benefits: Transition Coordinator	15% for benefits covering payroll taxes, workers comp. Employee doesn't take additional benefits
5	Title/Position: Family Support Assistant	Duties: facilitate monthly adult consumer support groups; plan special event; support families and adult consumers FTE Allocation: .20 FTE for DDS Disparity Fund Grant Project (funded by DDS if approved) .25 FTE for FACT Grant Project in Oakley; .3 FTE for Congreso Familiar funded by RCEB; .25 FTE for Longs Foundation
6	Benefits: Family Support Assistant	15% for benefits covering payroll taxes, workers comp. Employee doesn't take additional benefits
	Title/Position: _____	_____
	Benefits: _____	_____
	Title/Position: _____	_____
	Benefits: _____	_____
	Title/Position: _____	_____
	Benefits: _____	_____
	Title/Position: _____	_____
	Benefits: _____	_____

PROJECT BUDGET NARRATIVE WORKSHEET

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

Operating Expenses

Line Number	Line Item	Description
16	Supplies	translation of materials; food for support groups and lecture series; supplies for special event;
17	Travel	Staff travel costs for meetings, tours, outreach; travel support for support group and special event
18	Printing	Copy/print materials for distribution at events, lecture series, etc.
19	Phone	staff phone allocation for supporting parents, contacting community partners, contacting support groups.
20	Training	for staff to participate in transition related conferences, webinars.
21	Postage	mail materials to families
22	Rent	20% of the rent for the Care Parent Network facility - used for staff work and lecture series, support groups.
23	Copier Lease	20% of the copier lease for Care Parent Network to support creation and distribution of materials.

Administrative/Indirect Costs

Line Number	Line Item	Description
25	Admin Expense Allocation	10% of project cost for grant billing and administration costs.