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# Family Empowerment Centers on Disability Grant Request for Applications

**California Department of Education**

**Special Education Division**

**Form A—Intent to Submit an Application Due Date:**

**January 27, 2023, 5 p.m.**

**Application Due Date:**

**February 17, 2023, 5 p.m.**

Administered by the

Special Education Division

California Department of Education

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## Request for Applications for Family Empowerment Centers on Disability Grant

**Deadline for Submission:** February 17, 2023, 5 p.m.

### I. Background

Under the Individuals with Disabilities Education Act (IDEA), Section1400(d)(1)(A) (<https://sites.ed.gov/idea/statute-chapter-33/subchapter-i/1400/d>), all students are entitled to a “free and appropriate public education in the least restrictive environment (LRE) required to meet their needs.” The IDEA also acknowledges the unique importance of home and school partnerships for students with disabilities throughout their time in school. Parents and families of children with disabilities need direct support, information, and assistance to navigate the complex education systems responsible for ensuring all students receive a free and appropriate public education. Parent and family training, support, and engagement services ensure that every student can experience positive and successful learning experiences to attain their greatest potential and meaningfully participate in their community.

Senate Bill 511, Chapter 4.3, *Education Code* (*EC*) Section 56400–56414 was enacted in 2001 to award grants that support Family Empowerment Centers on Disability (FECs) throughout California. There are currently 36 regions with FECs in operation that offer parents and guardians of children and young adults with disabilities community-based information and referral services, access to accurate information, specialized training, and peer-to-peer support. Each FEC is a nonprofit 501(c)(3). The FECs work collaboratively with other federal, and state funded parent organizations to increase participation and collaboration among parents and educators in California including Parent Training and Information Centers (PTICs) and California Parent Resource Centers (CPRCs). The FECs also work in partnership with Early Start Family Resource Centers (FRCs) administered by the California Department of Developmental Services (DDS) that serve infants and toddlers up to three years of age.

The 2015 report entitled, [*ONE SYSTEM: Reforming Education to Serve*](https://www.cde.ca.gov/sp/se/sr/taskforce2015-family.asp)[*ALL Students, Report of California’s Statewide Task Force on Special Education*](https://www.cde.ca.gov/fg/fo/fm/ff.asp) called for improvements to family and student engagement activities and opportunities which are critical to the school and life success of children with disabilities. The report made several recommendations, among them, to fully fund FECs and establish centers in regions where there are none.

In June 2021, the California Legislature passed Assembly Bill 130, the Education Finance Omnibus Budget Trailer Bill (Chapter 44, Statutes of 2021), which amended *EC* sections 56400–56415. This legislation augmented funding for current FECs and supported the establishment of additional FECs in regions established by the Early Start Family Resource Centers that currently do not have an FEC pursuant to *EC* Section 56402 (b)(1). In June 2022, AB 178 Budget Act of 2022 (Chapter 45, Statutes of 2022) passed and provided additional funding to the CDE FEC expansion. The establishment of new FECs is critical as California continues to work toward improving educational outcomes for students with disabilities.

### II. Program Purpose and Goals

Senate Bill 511, Chapter 4.3, *EC* sections 56400–56414 was enacted to do the following:

1. Ensure that children and young adults with disabilities are provided a free and appropriate public education in the least restrictive environment possible in accordance with their needs and capabilities and applicable federal and state law and regulations.
2. Ensure that children and young adults with disabilities receive the necessary educational support and services they need to complete their education with the skills they need to meaningfully participate in their communities.
3. Offer parents and families of children and young adults with disabilities access to accurate information, specialized training, and peer-to-peer support in their communities in a linguistically and culturally affirming manner.
4. Ensure that parents and families of children and young adults with disabilities are full participants in their child’s education, school reform, and comprehensive systems change efforts.
5. Build upon existing local and regional service delivery systems to improve, expand, and offer coordinated technical assistance to the network of existing resources available for parents and families of children and young adults with disabilities.

To meet these goals, the CDE is awarding grants to establish new FECs in regions of the state established under the Early Start FRCs that do not have an FEC pursuant to *EC* Section 56402(b)(1). In making awards pursuant to *EC* 56402(b)(2), the Superintendent shall give priority to applicants that are able to ensure continuity of support for families transitioning from services under Part C to Part B of the federal IDEA (20 U.S.C. Sec. 1400 et seq.), either because the applicant operates a program of family support for parents of children with disabilities up to three years of age, or the applicant works in close partnership with an organization that does so, and shall take into consideration the capacity of applicants to carry out the activities specified in *EC* Section 56408. The CDE shall also give positive consideration to grant applicants proposing to establish new FECs that serve regions with high concentrations of pupils who qualify for free or reduced-price meals as indicated in *EC* Section 56406(c).

### III. Funding Available

The FEC grants are funded through an appropriation of federal funds via Budget Act Item 6100-161-0890; Schedule (5); Provision (5); Catalog of Federal Domestic Assistance number 84.027A and are used for the purposes outlined in *EC* sections 56400–56415, as amended. The FEC grants are authorized under the IDEA, Part B, Section 611, as amended on December 3, 2004, and codified under Public Law 108–446, 20 *United States Code* (*USC)* 1400 et seq. Implementing regulations for this program are in Title 34 of the *Code of Federal Regulations (CFR)* Part 300. This grant is administered in accordance with the provisions of the IDEA Part B.

The IDEA, Part B funds are subject to the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, codified in 2 *CFR* Part 200 and commonly referred to as the Uniform Guidance. The Uniform Guidance provisions in 2 *CFR* Part 200 replace provisions previously found in the Education Department General Administrative Regulations in 34 *CFR* parts 74 and 80 and prior Office of Management and Budget Circulars A-87 and A-133.

Per *EC* Section 56406(b), current FEC grants and future FEC grants to new centers awarded by the CDE are based upon a methodology formula that accounts for the following:

* Establishes a minimum base rate of $246,000 for each center to provide the basic services pursuant to this chapter and serve parents and families of children and young adults 3–18 years of age, inclusive, and young adults 19–22 years of age, inclusive, who had an individualized education program (IEP) before their 18th birthday. *EC* 56406(b)(1)
* Establishes an allocation mechanism that is determined according to school enrollment for the region served. *EC* 56406(b)(2)

In 2021, the State Budget Act appropriated $9 million to increase base funding and per pupil rate for the then existing fourteen FECs, and to establish new FECs across the state in regions where there were none. In 2022, the Budget Act provided an additional $1.3 million to establish FECs in the remaining five regions that do not possess a center.

An estimated budget distribution for the prospective grant recipients is included in Appendix II: Fiscal Year 2022–23 Budget Distribution for Prospective Family Empowerment Centers on Disability by Region. Only one center may be established in each of the five regions that do not currently have an FEC.

This Request for Applications (RFA) covers the grant period beginning November 1, 2022, to June 30, 2023 and July 1, 2023, to June 30, 2024. Grant awards will be determined based on each scored application and proposed budget submitted. Grant awards issued thereafter are made contingent upon the availability of annual funds. If the California Legislature takes action to reduce or defer the annual funding upon which this grant award is based, then awards will be amended accordingly.

Per *EC* Section 56406(c), the Department shall give positive consideration to applicants proposing to establish new FECs to serve regions that have high concentrations of pupils who qualify for free and reduced-price meals. Please see Appendix III, Positive Consideration Factor, that includes a table with eligible counties or regions with high concentrations of pupils and the corresponding percentages for each county or region. This positive consideration is determined by providing points to counties or regions that are within specific percentage thresholds. The data used to create the positive consideration table is pulled from the 2021–22 Unduplicated Student Count Free or Reduced-Price Meal CDE database. To view the educational data on students eligible for Free or Reduced-Price Meals (FRPM) used to create the table in Appendix III, please visit the CDE Free or Reduced-Price Meal (Student Poverty) Data web page at: <https://www.cde.ca.gov/ds/ad/filessp.asp>. These data are collected annually and reflect Fall Census Day (first Wednesday in October) data certified by local educational agencies as part of the California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data submission. Appendix IV, Evaluations and Scoring Rubric, indicates the percentage thresholds and possible points awarded to eligible counties or regions for positive consideration. The percentage thresholds are as follows: five points for counties or regions between 100 percent to 80 percent, four points for counties or regions between 79 percent to 69 percent, three points for counties or regions between 68 to 58 percent, and two points for counties or regions between 57 percent to 1 percent.

### IV. Eligibility Requirements

Only grant applicants that propose to establish a new FEC within the regions of the state established under the Early Start FRCs that are not currently served by an existing FEC are eligible to apply for funding pursuant to *EC* Section 56402(b)(1). Applicants who do not propose to establish a new center in the region for services will be ineligible for funding. An existing FEC who chooses to apply for this grant in order to open a new center in a neighboring region that currently does not have one is eligible for the funding that is established through the allocation per *EC* Section 56406(b).

Grant applicants should review Appendix I: Eligible Regions for Family Empowerment Center to determine which California counties are not currently supported by an existing FEC.

To be eligible to receive grant funds, applicants must meet the following requirements per *EC* Section 56404:

1. Be a nonprofit charitable organization organized under the Internal Revenue Code pursuant to paragraph (3) of subdivision (c) of Section 501 of Title 26 of the United States Code.
2. Assure that the center will be staffed primarily by parents, guardians, and family members of children and young adults with disabilities and by adults with disabilities.
3. Assure that a majority of board members for each center will include parents, guardians, and family members of children and young adults with disabilities who have experience with local or regional disability systems and educational resources. Additional members shall include, but not be limited to, persons with disabilities and representatives of community agencies serving adults with disabilities, and other community agencies.
4. Demonstrate the capacity to provide services in accordance with the family support guidelines developed by the Early Start FRCs pursuant to Section 95004 of the Government Code and administered by the State Department of Developmental Services, and PTICs established pursuant to sections 1482 and 1483 of Title 20 of the United States Code.

For more information on family support guidelines for Early Start FRCs, please see Appendix VI. For more information on PTICs, please see the Center for Parent Information and Resources web page at: [https://www.parentcenterhub.org/the-parent-center-network/](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

### V. Project Requirements

Target Population: In accordance with *EC* Section 56408(a), each grant applicant that will receive a grant award from the CDE under this chapter shall serve the parents and families of children 3–18 years of age, inclusive, and young adults 19–22 years of age, inclusive, who had an IEP before their eighteenth birthday in the proposed region.

In accordance with *EC* Section 56406(d), all grant applicants must demonstrate the following knowledge and expertise:

1. Knowledge of the needs of underserved parents and families of children and young adults with disabilities in the area to be served, and effective methods and strategies for meeting these needs.
2. The ability to conduct effective community engagement to assess family needs on a regular basis.
3. Expertise in providing effective training and information to parents and families to meet their identified needs.
4. How services will be delivered in a manner that accomplishes the following program requirements:
5. All families have access to services regardless of cultural, linguistic, geographic, socioeconomic, or other similar barriers.
6. Services are provided in accordance with families’ linguistic and cultural preferences and needs.
7. Services are coordinated with existing family support organizations within the region, including, but not limited to, Early Start FRCs, or other organizations that provide family support for parents of children with disabilities up to three years of age.
8. Services promote positive parent and professional collaboration with local educational agencies (LEAs), special education local plan areas (SELPAs), and other community agencies.

In accordance with *EC* Section 56408(a), as a condition of funding, each grant applicant must also provide all the following services:

1. Provide training and information that meets the training and information needs of parents and families of children and young adults with disabilities living in the area served by the center, particularly those families and individuals who have been underserved.
2. Work with community-based organizations, including community advisory committees established pursuant to Article 7 (commencing with *EC* Section 56190) of Chapter 2, parent advisory committees of one or more LEAs in their service region established pursuant to *EC* sections 52063 and 52069, and state and local agencies serving children with disabilities.
3. Train and support parents and families of children and young adults with disabilities to do all the following:
4. Better understand the nature of their children’s disabilities and their children’s educational and developmental needs, including the benefits of inclusion in an LRE.
5. Participate in activities that address disparities in opportunities and improve outcomes for children and young adults with disabilities.
6. Advocate for the child’s needs in a manner that promotes alternative forms of dispute resolution and positive relationships between parents and professionals.
7. Support parents on how to access language access support, including interpretation and translation of written materials, which are in addition to the language access support required to be provided by LEAs.
8. Support parents in navigating referrals for services, such as support for pupil and family needs, respite services, physical and mental health services, and other necessary services depending on family circumstances.
9. Assist parents in accessing support through other programs, such as the Foster Youth Services Coordinating Program and programs administered by the State Department of Developmental Services and the Department of Rehabilitation.
10. Support parents in communicating effectively with personnel responsible for providing special education, early intervention, and related services.
11. Serve as a resource to parents and families in decision-making processes and the development of IEP.
12. Provide parents appropriate information regarding the range of options, programs, services, and resources available to assist children and young adults with disabilities and their families.
13. Subject to the availability of resources and upon parental request, attend IEP development meetings that include parents and personnel responsible for assessing pupil eligibility for special education and early intervention services
14. Submit data annually, in accordance with the data template established by the department pursuant to subdivision (b) of Section 56411, no later than a date selected by the Superintendent.

In addition to the data reporting requirement, an integral part of the grant program is ongoing communication, collaboration, and partnership with the CDE and other FECs participating in the grant program. The applicant must attend and participate in regular meetings such as the Family Empowerment and Disability Council (FEDC) convened by the CDE and the Seeds of Partnership project. In accordance with *EC* Section 56410, the CDE established the FEDC composed of Executive Directors of the FECs. See Appendix V for more detail on the FEDC.

### VI. Administrative Requirements

#### Required Forms

All grant applicants must agree to the assurances and certifications required for compliance with state and federal law. By submitting an application pursuant to this RFA, the grant applicant is confirming an agreement to abide by the General Assurances available on the CDE Funding Forms web page at: <https://www.cde.ca.gov/fg/fo/fm/ff.asp>. Grant applicants must print and keep the document on file for compliance reviews, complaint investigations, or audits.

Specific grant assurances for the FEC RFA are included and must be submitted as part of the application. The FEC Statement of Assurances can be found on Form C of the grant application.

#### Reporting

As a condition of grant funding, applicants must collect and submit data annually to the CDE, 30 days after the end of the fiscal year, in accordance with the data template established by the department pursuant to subdivision (b) of *EC* Section 56411.

The data template, for use by grant applicants, shall include, but not be limited to, all of the following, pursuant to *EC* Section 56411(b):

1. The number of parent and family trainings provided by the center, including, but not limited to, trainings on IEP development and LRE.
2. The number of IEP meetings attended by personnel of a center.
3. The disability categories of children and young adults served by the center.
4. Demographic information of parents and pupils served by the center, including, but not limited to, the pupil’s disability, the pupil’s free or reduced-price meal eligibility, English learner classification, and the parent’s primary language.
5. The nature of disagreements between parents and schools or school districts, and the manner in which these disagreements were resolved with the assistance of the center.
6. Measures of parental satisfaction with services provided by the center collected in a standardized format across centers to allow for comparable survey results.

Reporting and data collection will also include additional data requirements as authorized by *EC* Section 56408.

Failure to comply with data reporting requirements, or a determination by the CDE that the applicant is not delivering the level or quality of services described in their grant application or required by the *EC* related to FEC provision of services, may result in termination of funding of the FEC grant*.*

#### Grant Award Notification

Applicants selected for grant funding will receive a CDE form AO-400 Grant Award Notification, the official CDE document that awards funds to grantees. Each grantee must sign and return the notification to the CDE before project work may begin and disbursement of funds can be made.

#### Grant Payments

In accordance with Title 31 *CFR* Part 205.10, the CDE grant payments must be limited to the actual immediate cash requirements of the grantee. Grant payments will be issued up to the reported expenditures. For the CDE to process grant payments once the grant is awarded and the applicant is notified, the following will be needed:

* Signed CDE form AO-400 Grant Award Notification, which certifies that the grantee accepts and agrees to the conditions of the grant
* Completed and signed CDE Federal Expenditure Report to reimburse expenses

Upon completion and submission of the aforementioned documents, the initial grant payment will be issued on a reimbursement basis and determined by the expenditures reported. Any expenditure reports submitted thereafter will follow the same process of reimbursement.

#### Indirect Cost Rate

The applicant will use and must limit administrative costs per the approved federally recognized indirect cost rate (ICR) according to *CFR* Part 200.331(a)(4). The approved ICR is ten percent. This rate should be used when submitting the proposed RFA budget.

### VII. Selection Process

Applications will be screened to ensure all components of the RFA are included in the application package. Refer to RFA Section IX, Application Format and Submission Requirements, and Section X, Application Checklist to review requirements. Only fully completed applications will be considered eligible to be read and scored by trained readers per the rubric found in Appendix IV of this RFA. Points will be awarded based on completeness and responsiveness of the application to each of the required application components. In the event that multiple applications are received for a region, the application that receives the higher score will be awarded the grant. An application must receive a minimum score of 70 points in order to be eligible to receive the grant award.

Care is taken to ensure that reviewers have no conflict of interest with the applicants. Virtual interviews with potential grantees may be conducted. The number of grant awards will be based on the five eligible regions of the state that currently do not possess an FEC and the amount of available funding. Final approval of grant awards for successful applications will be decided by the CDE Special Education Division.

Pursuant to *EC* 56408(b)(1)(A), FECs established after the 2020–21 fiscal year will be reassessed for eligibility every five years by the CDE.

### VIII. Application Narrative, Budget, and Appendix

1. **Form B: Application Face Page** [not scored]

Applicants shall complete Form B: Application Face Page and attach it to the front of the completed application. Note that this form is not scored. The Application Face Page shall include the name of the applicant organization, contact information, proposed award amount, county (or counties) in the region to be served, a physical address of the proposed new FEC, and a program summary not to exceed 250 words. The Application Face Page must be signed in blue ink or include a digital signature by the applicant agency’s authorized representative.

The 30-page limit requirement does not apply to Form B: Application Face Page.

1. **Family Empowerment Center on Disability Program Design** [30 points total—3 points per section]

Applicants shall describe their proposed FEC program. The narrative should specify the training and support services for parents and families of children and young adults with disabilities, especially those families and individuals who have been underserved, as required by *EC* 56408(a)(1).

For subsections B.1 through B.10, applicants shall include all of the following information in each of their narrative responses:

* Describe the specific services to be provided, and the outcomes that will be measured to ensure completion of all program objectives, for each program area outlined below.,
* Describe and pay particular attention to how program activities will address the specific cultural and linguistic needs of families in the targeted region.
* Demonstrate an ability to provide services using multiple methods and modes of delivery, including in-person, group, and virtual settings.
* Applicants must demonstrate that program activities will utilize research or evidence-based practices to provide information, training, and support services to parents, guardians, and families, in accordance with the statutory requirements of the FEC program.

Subsections B.1 through B.10 should each be titled and organized according to the prompt and accompanying response in order for the assigned reader to differentiate between each subsection. Per *EC* 56408(3), applicants must describe how they will support parents and families of children and young adults with disabilities in each of the following:

B.1 Training and support that helps parents better understand the nature of their child(ren)’s disabilities, educational and developmental needs, and the benefits of inclusion in an LRE. [3 points]

B.2 Provide support and activities that address disparities in opportunities and improve outcomes for children and young adults with disabilities. [3 points]

B.3 Advocacy for the child(ren)s needs in a manner that promotes alternative forms of dispute resolution and positive relationships between parents and professionals. [3 points]

B.4 Support for parents with how to access language access support, including interpretation and translation of written materials, which are in addition to the language access support required to be provided by LEAs. [3 points]

B.5 Support parents in navigating referrals for services, such as support for pupil and family needs, respite services, physical and mental health services, and other necessary services. [3 points]

B.6 Assist parents in accessing support through other programs, such as the Foster Youth Services Coordinating Program, and programs administered by the State Department of Developmental Services and the Department of Rehabilitation. [3 points]

B.7 Support parents in communicating effectively with personnel responsible for providing special education, early intervention, and related services. [3 points]

B.8 Serve as a resource to parents and families in decision-making processes and the development of IEPs. [3 points]

B.9 Provide parents and families appropriate information regarding the range of options, programs, services, and resources available to assist children and young adults with disabilities. [3 points]

B.10 Attend IEP development meetings that include parents and personnel responsible for assessing pupil eligibility for special education and early intervention services. These activities are subject to the availability of resources and upon parental request. [3 points]

1. **Continuity of Support for Families Transitioning from Services under Part C to Part B** [10 points]

Subsections C.1 and C.2 should be titled and organized according to the prompt and accompanying response in order for the assigned reader to differentiate between each subsection. Per *EC* Section 56402(b)(2), in making awards pursuant to this subdivision, the Superintendent shall give priority to applicants that are able to ensure continuity of support for families transitioning from services under Part C to Part B of the federal Individuals with Disabilities Education Act, either because the applicant operates a program of family support for parents of children with disabilities up to three years of age, or the applicant works in closer partnership with an organization that does so, and shall take into consideration the capacity of applicants to carry out the activities specified in *EC* Section 56408. To the extent possible, answer the following questions:

C.1 Describe the applicant’s current program of family support for parents of children with disabilities up to age three, or partnership with an organization that provides support for infants and families transitioning from services under Part C to Part B of the federal IDEA. Applicant must describe how they support infants and families in the region, including but not limited to, resources, technical assistance, professional development, services, trainings, and collaboration activities. [5 points]

C.2 How does the applicant plan to further support the families transitioning from Part C to Part B in the region with this project? Describe cross-collaboration and coordination efforts, resources, services, and proposed training. [5 points]

1. **Positive Consideration Factor** [5 points]

Per *EC* Section 56406(c), the Department shall give positive consideration to applicants proposing to establish new Family Empowerment Centers on Disability to serve regions that have high concentrations of pupils who qualify for free and reduced-price meals. Refer to Appendix III, Positive Consideration Factor, to identify if applicant is in a county or region with high concentrations of pupils who qualify for free and reduced-price meals. Please describe the concentrations of pupils who qualify for free and reduced-price meals in the county or region.

1. **Community Partnerships** [20 points]

Describe the key organizations, groups, and individuals that will partner with the proposed FEC to deliver essential programs and services to parents and families of children and young adults with disabilities, including community advisory committees, parent advisory committees of one or more local educational agencies (LEAs) in the region, and state and local agencies serving children with disabilities, Early Start FRCs, LEAs, and SELPAs. Include how these partnerships support the specific activities and outcomes described in Section B, Family Empowerment Center on Disability Program Design, of the RFA.

**Provide a Letter of Support from each community partner contributing to the work of the proposed FEC**. Letters of Support should clearly delineate how the partnering organization will support the activities and outcomes of the proposed FEC program described in this application. Letters of Support are limited to one page per community partner organization and must be included in the appendix of the completed application.

The 30-page limit requirement does not apply to the Letters of Support.

1. **Form D: Project Work Plan** [10 points]

Applicants shall complete Form D, Project Work Plan, which presents the key milestones and tasks for the proposed FEC for the first year of the project (November 1, 2022, to June 30, 2023) in addition to the second year of the project (July 1, 2023 to June 30, 2024). The Project Work Plan shall include the following information;

* Timeline of major program activities
* Performance outcome(s) for each activity
* Person(s) responsible for ensuring that activities are completed on time and consistent with FEC program design, stated goals, and objectives.

The 30-page limit requirement does not apply to Form D: Project Work Plan.

1. **Organizational Plan and Project Staffing** [10 points total—5 points per section]

Subsections G.1 and G.2 should be titled and organized according to the prompt and accompanying response in order for the assigned reader to differentiate between each subsection.

G.1 Discuss the applicant agency’s organizational structure, how FEC program and fiscal oversight will be accomplished, and how these activities ensure that program objectives are completed on time and within the proposed budget. [5 points]

G.2 Provide the names, qualifications, and experience for key project staffing. Quantify the amount of time to be spent accomplishing program activities in full-time equivalency (FTE) or number of hours per staff. Attach resumés or curriculum vitae, not to exceed two pages per staff person, to this application. If proposed positions are not yet staffed, provide a job description that details the required duties and responsibilities of each position. Include the resumés, curriculum vitae, and/or proposed position descriptions in the appendix of the completed application. [5 points]

The 30-page limit requirement does not apply to the resumés, curriculum vitae, and/or proposed position descriptions that are required of subsection G.2.

1. **Data Collection and Program Monitoring** [10 points]

The *EC* Section 56411(a) and (b) requires FECs to collect program data that demonstrates they are accomplishing statutory program requirements. This includes, but is not limited to, the following:

1. The number of parent and family trainings provided by the center, including, but not limited to, trainings on IEP and LRE.
2. The number of IEP meetings attended by personnel of a center.
3. The disability categories of children and young adults served by the center.
4. Demographic information of parents and pupils served by the center, including, but not limited to, the pupil’s disability, the pupil’s free or reduced-price meal eligibility, English learner classification, and the parent’s primary language.
5. The nature of disagreements between parents and schools or school districts, and the manner in which these disagreements were resolved with the assistance of the center.
6. Measures of parental satisfaction with services provided by the center collected in a standardized format across centers to allow for comparable survey results.

Describe the processes and systems the applicant will use to collect, compile, and report these data elements to the CDE.

1. **Budget Grant Expenditures: (1) Form E: Budget, and (2) the Budget Narrative** [10 points]

Provide a line-item in (1) Form E, Budget, and a (2) Budget Narrative for the first year of the grant period (November 1, 2022, to June 30, 2023) in addition to the second year of the grant period (July 1, 2023, to June 30, 2024). Please use the grant allocation from the Appendix II: Fiscal Year 2022–23 Budget Distribution for Prospective Family Empowerment Centers on Disabilities by Region for each year. Applicants must use (1) Form E, Budget, and complete the FEC Information, Proposed Budget Detail - Year 1, Proposed Budget Detail – Year 2, and the Proposed Budget Summary pages of this form to complete this task.

The (2) Budget Narrative should detail, in narrative form and separate from Form E, Budget, how the proposed costs were calculated, including salaries, wages, employee benefits, and itemize for each object code such as books and supplies, travel, operational costs, subcontracted services, and indirect charges, capped at ten percent. The Budget Narrative needs to include justification for how each identified cost is reasonable and necessary to support the implementation of the proposed goals and activities described in the application. The Budget and Budget Narrative will be reviewed and scored.

The 30-page limit requirement does not apply to Form E, Budget, or to the Budget Narrative.

**Appendix**

The appendix of an application being summitted must include:

1. Copy of the applicant agency’s Internal Review Service (IRS) Declaration Letter that documents 501(c)(3) status
2. Letters of Support from community partner organizations and individuals
3. Resumes, curriculum vitae, and/or proposed position descriptions of key project personnel

The 30-page limit requirement does not apply to documents within the Appendix.

### IX. Application Format and Submission Requirements

Interested applicants must submit **Form A: Intent to Submit an Application for the FEC Grant** to the CDE Special Education Division by email at [PPL@cde.ca.gov](mailto:PPL@cde.ca.gov) **by 5 p.m. on January 27, 2023**. Use **“2022 FEC Grant Intent to Submit Application”** for the subject line and an email confirmation from CDE will be sent within 24 hours. Submitting this form does not require an organization to apply, however an application will not be accepted if the applicant organization has not submitted this form by the required deadline.

The person who submits Form A, Intent to Submit an Application for the FEC Grant, will be the main contact person on behalf of their organization’s application and will be referred hereto as the **lead applicant contact**.

**Formatting Requirements**

The formatting and page limit requirements will be carefully evaluated, and applications that do not adhere to these requirements may be disqualified from review.

* Format: Applications can be submitted in Portable Document Format (PDF) or as a Microsoft Word document
* Font/Size: Applications must be typed in Arial or Times New Roman font and in 12-point font size
* Sequence: Applications must follow the alphabetical sequencing as outlined in this RFA. Review Section X, Application Checklist, for reference.
* Numbering: All pages beginning with the Section A, Form B: Application Face Page, must be numbered sequentially. This includes all forms, narrative sections, documentation, and the appendix documents.
* Page limit requirement/Margins/Spacing: The **application narrative is limited to 30 double-spaced pages** formatted to 1” margins. The 30-page limit requirement does not apply to the following sections and documents:
  + Section A. Form B: Application Face Page
  + Letters of Support from Section E, Community Partnerships
  + Section F. Form D: Project Work Plan
  + Resumés, curriculum vitae, and/or proposed position descriptions in the appendix of the completed application from Subsection G.2, Organizational Plan and Project Staffing
  + Section I. Budget Grant Expenditures: Form E: Budget (1), and the Budget Narrative (2)
  + Any other documents required in the Appendix. Review Section VIII, Appendix, for reference.

**Submission Requirements**

**All application packages can be submitted via one of the following two methods by the lead applicant contact:**

**1) Submit in hard-copy format, postmarked no later than 5 p.m. on February 17, 2023, to the following address:**

California Department of Education

Special Education Division

Programs and Partnerships Unit

ATT: 2022 FEC RFA Grant

1430 N Street, Suite 2401

Sacramento, CA 95814-5901

**2) Submit as a PDF or Microsoft Word document, via email, to** [PPL@cde.ca.gov](https://www.cde.ca.gov/fg/fo/fm/generalassurances2022-23.asp) **by 5 p.m. on February 17, 2023. Use “2022 FEC RFA Grant” for the subject line.**

The lead applicant contact will receive an email confirmation of the information submitted within 24 hours. If changes need to be made, the lead applicant contact can resubmit the entire application *prior* to the submission deadline. The last submitted application version will be the one considered for review.

The CDE is not able to modify the application information after it is submitted. Incomplete or late applications will not be considered.

### X. Application Checklist

* **Section A**. **Form B: Application Face Page** [not scored] — Include blue ink signature or a digital signature of the Authorizing Representative
* **Section B. Family Empowerment Center on Disability Program Design** [30 points total – 3 points per section] — Individual responses to subsections B.1–10
* **Section C. Continuity of Support for Families Transitioning from Services under Part C to Part B** [10 points – 5 points per section] —Individual responses to subsections C.1 and C.2
* **Section D. Positive Consideration** [5 points]
* **Section E. Community Partnerships** [20 points]
* **Section F. Form D: Project Work Plan** [10 points]
* **Section G. Organizational Plan and Project Staffing** [10 points total – 5 points per section] —Individual responses to subsections G.1 and G.2
* **Section H. Data Collection and Program Monitoring** [10 points]
* **Section I. Budget Grant Expenditures: Form E: Budget (1), and the Budget Narrative (2)** [10 points] — Budget Narrative should be in narrative form and separated from Form E: Budget
* **Appendix**
  + IRS Documentation of 501(c)(3) charitable organization status
  + Letters of Support as described in Section E. Community Partnerships
  + Resumes, Curriculum Vitae, and/or Proposed Position Descriptions, as described in Section G. Organizational Plan and Project Staffing

### XI. Timeline

| **Activity** | **Important Date** |
| --- | --- |
| RFA Released | January 13, 2023 |
| RFA Technical Assistance Webinar | January 20, 2023 |
| Deadline for Applicants to Submit Notice of Intent to Submit Application (Form A) | January 27, 2023, by  5 p.m. |
| Deadline for Applicants to Submit Applications | February 17, 2023, by  5 p.m. |
| CDE Reviewers Evaluate and Score All Eligible Applications | March 1-10, 2023 |
| Posting of Intent to Award | April 3, 2023 |
| Deadline for Applicants to Submit Appeal | April 14, 2023, by 5 p.m. |
| Grant Award Notifications Mailed to Grantees | May 5, 2023 |

### XII. Appeal Process

Applicants who wish to appeal a grant award decision must submit an email to:

Special Education Division, email: [PPL@cde.ca.gov](mailto:PPL@cde.ca.gov)

Subject line: 2022 FEC Grant RFA Appeal

The email of appeal must be received by **April 14, 2023, by 5 p.m.**

The lead applicant contact is the only one allowed to electronically submit an appeal. Appeals submitted via means other than the aforementioned electronic link will not be accepted. Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. The appellant must file a full and complete written appeal including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought.

The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application. A final decision will be provided in writing within ten business days from the date that appeals are due to the CDE for this specific RFA. The final decision will be provided on or before May 1, 2023.

### XIII. Technical Assistance

The CDE staff will conduct one application information session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The Grant Application and Technical Assistance Webinar will be conducted on January 20, 2023, at 11:00 a.m.

### XIV. Assurances, Certifications, Terms and Conditions

Assurances, certifications, terms, and conditions are required from all applicants and grantees as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant. For this application, there are two sets of assurances, Form C, Family Empowerment Center on Disability Statement of Assurances, and the 2022–23 General Assurances and Certifications. Applicants must agree to both sets of assurances and maintain them for their records.

**Assurances and Certifications:** The chief executive officer of the applicant nonprofit organization, acting as the fiscal agent, must agree to Form C, Family Empowerment Center on Disability Statement of Assurances, but are not required to sign or submit them.

Additionally, applicants do not need to sign nor return the 2022–23 General Assurances and Certifications with the application. Instead, applicants must download these assurances and certifications and keep them on file and available for compliance reviews, complaint investigations, or audits. General assurances and certifications are available on the CDE Funding Forms web page at: [https://www.cde.ca.gov/fg/fo/fm/ff.asp](https://www.cde.ca.gov/fg/fo/r18/documents/fec22e-budget.xlsx).

**Terms and Conditions:** The grant award will be processed upon receipt of the signed CDE form AO-400 Grant Award Notification. The form AO-400 must be signed by the authorized agent and returned to the CDE within ten working days of receipt.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2022–23 fiscal year, and not for more than the maximum amount indicated on the form AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the form AO-400. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category exceed 10 percent of the authorized budget item total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display an annual implementation showing how the grant will be used to provide training and professional learning opportunities to families and parents of children and youth with disabilities. Proposed expenditures must demonstrate appropriate use of federal funds.

**Note:** Funding requested for purchases over $5,000 in Capital Outlay, Category 6000, requires approval by the CDE.

## Required Forms for Submission

### Form A: Intent to Submit an Application for the Family Empowerment Center on Disability Grant

[https://www.cde.ca.gov/fg/fo/r18/documents/fec22a-intent.pdf](https://www.cde.ca.gov/fg/fo/r18/documents/fec22a-intent.pdf" \o "Link to Form A)

This form will be submitted, by the lead applicant contact, to the CDE, Special Education Division, by email at [PPL@cde.ca.gov](mailto:PPL@cde.ca.gov) , **by 5 p.m., on January 27, 2023.** Use **“2022 FEC Grant Intent to Submit Application”** for the subject line and an email confirmation will be sent by CDE within 24 hours. Applications will not be accepted if the applicant organization has not submitted this form by the required deadline.

The lead applicant contact will receive a confirmation email once this form is received by the CDE.

### Form B: Application Face Page from Section A

<https://www.cde.ca.gov/fg/fo/r18/documents/fec22b-app.pdf>

Applicants shall complete Form B and attach it to the front of the completed application.

### Form C: Family Empowerment Center on Disability Statement of Assurances

Applicants shall keep Form C: Family Empowerment Center on Disability Statement of Assurances for their records.

I support the proposed project and commit my organization to completing all the tasks and activities that are described in the application. I also certify that each of the following requirements of the Family Empowerment Center on Disability Grant application will be met:

* Applicants must download these assurances and certifications and keep them on file and available for compliance reviews, complaint investigations, or audits. Grantees must print and keep the documents on file for compliance reviews, complaint investigations, or audits. Information about the general assurances and certifications are available on the CDE General Assurances 2022–23, web page at: [https://www.cde.ca.gov/fg/fo/fm/generalassurances2022-23.asp](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR45ddd4419ad436d).
* If a funded Grantee seeks to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the CDE Project Monitor and the respective CDE Office prior to making any changes in the activities or expenditures of the project.
* All the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines.
* Grantee must limit administrative indirect costs to a maximum ten percent indirect cost rate per the federally recognized indirect cost rate (ICR) for agency-wide and general management costs according to 2 *CFR* Part 200.331(a) (4).
* All subcontracts or subgrants pursuant to this grant must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant. Grantee must submit a formal request to the CDE Project Monitor for review.
* Grantee will work collaboratively with other FECs, Early Start FRCs, LEAs, and SELPAs to provide training and information to families of children and young adults with disabilities to better understand their child’s or youth’s educational and developmental needs, effectively communicate with service providers, serve as a resource for the IEP process, participate in school reform and improvement activities, promote alternative dispute resolution, and support positive relationships between parents and professionals.
* Grantee will submit all grant expenditure reports according to the reporting cycle schedule.
* Grantee will submit data pursuant to *EC* Section 56411(b) according to the predetermined reporting schedule. Reporting and data collection will also include additional data requirements as authorized by EC Section 56408. The department shall provide guidance to FECs on how to define and report data for purposes of meeting this required *EC* section.
* Grantee will submit all annual data reports no later than 30 days from the end of the fiscal year (July 30) of each program year to the CDE.
* Grantee will participate and attend the meetings scheduled for the Family Empowerment and Disability Council as required per *EC* Section 56410 and collaboratively work with the other FEC directors on activities related to *EC* Sections 56410 (a) through (f).
* Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
* Grantee shall ensure that any new family and parent professional learning, training, and workshop materials, including curriculum, developed as a result of this grant, are available as open educational resources– free of charge.
* Grantee commits to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the U.S. Department of Education FERPA web page at: [https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](mailto:PPL@cde.ca.gov).

### Form D: Project Work Plan from Section F

<https://www.cde.ca.gov/fg/fo/r18/documents/fec22d-project.pdf>

Applicants shall complete Form D, which presents the key milestones and tasks for the proposed FEC program for the first year of the project (November 1, 2022, to June 30, 2023) in addition to the second year of the project (July 1, 2023, to June 30, 2024). Refer to Section VIII, Section F of the RFA for instructions.

### Form E: Budget (1), and the Budget Narrative (2) from Section I

[https://www.cde.ca.gov/fg/fo/r18/documents/fec22e-budget.xlsx](https://www.cde.ca.gov/ds/ad/filessp.asp)

Applicants shall complete Form E: Budget, and the Budget Narrative to be submitted with the application. Refer to Section VIII, Section I for detailed instructions.

## Budget Categories, Object Codes and Definitions

Each budget category is described below.

| **Object Code** | **Description** |
| --- | --- |
| **1000** | **Certificated Salaries**  Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of FTE and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**  Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year.  **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**  Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**  This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures**  Record expenditures for services, travel, and other operating expenditures.  **Travel and Conference**: Include expenditures incurred by and/or for employees for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Transportation such as bus passes for students and parents should be listed here.  **Contracting Services**: Services provided to the center by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include, but are not limited, to conducting workshops, training, and technical assistance activities. |
| **6000** | **Capital Outlay —no more than $5,000 annually per grant award**  Record expenditures for sites, buildings, and equipment. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the centers threshold for capitalization. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds must be recorded, and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| **7000** | **Indirect** cost at the rate of 10% approved by the CDE. |

## Family Empowerment Centers Grant Guidance

The IDEA, Part B, funds are subject to the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, codified in 2 CFR Part 200 and commonly referred to as the Uniform Guidance.

The CDE assumes responsibility for ensuring that federal program funds have been expended and accounted for consistent with applicable Title 2, *Code of Federal Regulations* (2 *CFR*), Part 200, (Uniform Guidance) cost principles, agency program regulations, and the terms of subgrant agreements to determine the reasonableness, necessity, and allowability of costs. The *2 CFR*, Part 200, Subpart E establishes cost principles and standards for determining allowable costs applicable to grants, contracts, and other agreements with nonfederal entities. Costs are allowable for federal reimbursement only to the extent of benefits received by federal programs, and costs must meet the basic guidelines of allowability, including necessary and reasonable.

### What are direct costs?

In accordance with 2 *CFR* Part 200, direct costs are those costs that can be identified specifically with a particular final cost objective of the Federal grant award. Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs, also known as Facilities and Administrative Costs.

Typical costs charged directly to a Federal award include compensation of employees who work on that award, their related fringe benefit costs, the costs of materials and other items of expense incurred for the Federal award. If directly related to a specific award, certain costs that otherwise would be treated as indirect costs may also be considered direct costs. Examples include extraordinary utility consumption, the cost of materials supplied from stock or services rendered by specialized facilities, program evaluation costs, or other institutional service operations.

### What direct costs are allowable?

Except where otherwise authorized by statute, costs must meet the following general criteria in order to be allowable under Federal awards:

* 1. Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.
  2. Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
  3. Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the non-Federal entity.
  4. Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
  5. Be determined in accordance with generally accepted accounting principles, except, for state and local governments and Indian tribes only, as otherwise provided for in this part.
  6. Not included as a cost or used to meet cost sharing or matching requirements of any other federally financed program in either the current or a prior period.
  7. Be adequately documented.
  8. Cost must be incurred during the approved budget period.

For more information on cost and audit guidelines, please visit the electronic code of federal regulations, 2 *CFR* Part 200 (Revised 05/11/21) at: <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>.

### Can these costs be incurred via contract(s) and subcontract(s) for purchase of programs or services?

Yes. Per General Procurement Standards, grantees must have and use documented procurement procedures for the acquisition of services required under a Federal Award. Grantees must follow these procurement standards when securing a contract or subcontract for this grant. For more information, please see the electronic code of federal regulations, 2 *CFR* Part 200 (Revised 05/11/21) at: [https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR45ddd4419ad436d](https://www.cde.ca.gov/sp/se/sr/taskforce2015-family.asp).

The grantee should provide justification describing why the subcontractor was selected.

### What costs are not allowable?

* Rental/lease-to-purchase (including but not limited to facilities and equipment) costs are not allowable.
* Gift cards or gift certificates are not an allowable expense
* Supplanting of existing funding and efforts
* Acquisition of equipment for administrative or personal use
* Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities
* Food services such as banquets or plated meals
* Purchase of space
* Payment for memberships in professional organizations
* Purchase of promotional favors, such as bumper stickers, pencils, pens, or T- shirts
* Subscriptions to journals or magazines
* Travel to states included in Assembly Bill 1887’s (Statutes of 2016) travel prohibition list found at:<https://oag.ca.gov/ab1887>

### Must separate accounting be kept for each grant award?

Yes.

Federal grant programs require that **separate accounting be maintained**. Accounting for one federal grant cannot be commingled with other federal grants or other funds.

Separate accounting provides a clear audit trail from the receipt of the funds by the state to the expenditure of the funds for goods and services at the local level.

## APPENDIX I: Eligible Regions for Family Empowerment Centers on Disability

Regions of the state established under the Early Start Family Resource Centers that are eligible for the 2022 Family Empowerment Centers on Disability Grant Request for Applications.

| **Region Number** | **Early Start Family Resource Center Regions Including Funded Family Empowerment Center Regions** | **Family Empowerment Center Serving the Region** | **Eligible Regions for FEC Application** |
| --- | --- | --- | --- |
| 2 | Humboldt | None | Eligible |
| 22 | Inyo, Mono | None | Eligible |
| 3 | Lake | None | Eligible |
| 19 | Mariposa | None | Eligible |
| 4 | Mendocino | None | Eligible |

## APPENDIX II: Fiscal Year 2022–23 Budget Distribution for Prospective Family Empowerment Centers on Disabilities by Region

Allocation per *EC* Section 56406(b), school enrollment counts × per pupil rate + base rate of $246,000 per center.

Grant awards are made contingent upon the availability of annual funds. If the California Legislature takes action to reduce or defer the annual funding upon which this grant award is based, then awards will be amended accordingly. Final grant award amounts will be determined by the CDE during the review and approval process.

| **Region Number** | **Counties or Areas Served in FEC Region** | **Total Enrollment** | **Estimated Budget Distribution for Prospective FEC** |
| --- | --- | --- | --- |
| 2 | Humboldt | 17,608 | $256,889 |
| 22 | Inyo, Mono | 5,501 | $249,402 |
| 3 | Lake | 9,926 | $252,138 |
| 19 | Mariposa | 17,608 | $256,889 |
| 4 | Mendocino | 5,501 | $249,402 |

## APPENDIX III: Positive Consideration Factor

Per *EC* Section 56406(c), the Department shall give positive consideration to applicants proposing to establish new Family Empowerment Centers on Disability to serve regions that have high concentrations of pupils who qualify for free and reduced-price meals. The table below indicates eligible counties or areas by region with percentages of high concentrations of pupils who qualify for free and reduced-price meals. This positive consideration is determined on the data pulled from the 2021-22 Unduplicated Student Count Free or Reduced-Price Meal CDE Database. To view the educational data on students eligible for FRPM, please visit the CDE Free or Reduced-Price Meal (Student Poverty) Data web page at: <https://www.cde.ca.gov/ds/ad/filessp.asp>. The Appendix IV, Evaluations and Scoring Rubric, indicates the percentage thresholds and possible points awarded to eligible counties or areas for positive consideration are as follows, five points for counties or regions between 100 percent to 80 percent, four points for counties or regions between 79 percent to 69 percent, three points for counties or regions between 68 percent to 58 percent, and two points for counties or regions between 57 percent to 1 percent.

| **Region Number** | **Counties or Areas Served in FEC Region** | **Enrollment  (K-12)** | **FRPM Count  (K-12)** | **Percent Total (K-12)** |
| --- | --- | --- | --- | --- |
| 2 | Humboldt | 17,608 | 10,454 | 59.4% |
| 22 | Inyo, Mono | 5,501 | 3,585 | 65.2% |
| 3 | Lake | 9,926 | 7,078 | 71.3% |
| 19 | Mariposa | 1,845 | 1,158 | 62.8% |
| 4 | Mendocino | 12,818 | 9,386 | 73.2% |

## APPENDIX IV: Evaluation and Scoring Rubric

### Family Empowerment Centers on Disability Grant

1. **Form B: Application Face Page:** All applicants must complete Form B: Face Page, which includes a 250-word summary of the proposed program. The Application Face Page is informational *only* and **is not scored**.
2. **Family Empowerment Center on Disability Program Design:** Applicants shall describe their proposed FEC program. The narrative should specify the training and support services for parents and families of children and young adults with disabilities, especially those families and individuals who have been underserved, as required by EC 56408(a)(1).

For subsection B.1 through B.10, applicants shall include all of the following information in each of their narrative responses:

* Describe the specific services to be provided, and the outcomes that will be measured to ensure completion of all program objectives, for each program area outlined below.
* Describe and pay particular attention to how program activities will address the specific cultural and linguistic needs of families in the targeted region.
* Demonstrate an ability to provide services using multiple methods and modes of delivery, including in-person, group, and virtual settings.
* Applicants must demonstrate that program activities will utilize research or evidence-based practices to provide information, training, and support services to parents, guardians, and families, in accordance with the statutory requirements of the FEC program.

**B.1** Training and support that helps parents better understand the nature of their child(ren)’s disabilities, educational and developmental needs, and the benefits of inclusion in a least LRE environment. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application describes:   * A strong, thoroughly clear, and specific array of training and support activities designed to meet identified needs. | Application describes:   * A clear and sufficient array of training and support activities designed to meet identified needs. | Application describes:   * A limited array of training and support activities that are not clearly linked to identified needs. | Application describes:   * Training and support activities in vague terms or are nonexistent. |

**B.2** Provide support and activities that address disparities in opportunities and improve outcomes for children and young adults with disabilities. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application describes:   * A strong, thoroughly clear, and specific array of activities and support designed to meet identified needs. | Application describes:   * A clear and sufficient array of activities and support designed to meet identified needs. | Application describes:   * A limited array of activities and support that are not clearly linked to identified needs. | Application describes:   * Activities and support in vague terms or are nonexistent. |

**B.3** Advocacy for the child(ren)’s needs in a manner that promotes alternative forms of dispute resolution and positive relationships between parents and professionals. *[3 points possible]*

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application:   * Makes a strong and thoroughly clear case for promoting dispute resolution and positive relationships among parents and professionals in the advocacy of children's needs. | Application:   * Makes a sufficient and clearly relevant case for promoting dispute resolution and positive relationships among parents and professionals in the advocacy of children's needs. | Application:   * Makes an adequate case for promoting dispute resolution and positive relationships among parents and professionals in the advocacy of children's needs. | Application:   * Makes a weak case for promoting dispute resolution and positive relationships among parents and professionals in the advocacy of children's needs. |

**B.4** Support for parents with how to access language access support, including interpretation and translation of written materials, which are in addition to the language access support required to be provided by LEAs. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application describes:   * A strong, thoroughly clear, and specific array of activities designed to teach families how to acquire language access support services. | Application describes:   * A clear and sufficient array of activities designed to teach families how to acquire language access support services. | Application describes:   * A limited array of activities designed to teach families how to acquire language access support services. | Application presents:   * Activities are described in vague terms or are nonexistent. |

**B.5** Support parents in navigating referrals for services, such as support for pupil and family needs, respite services, physical and mental health services, and other necessary services. [3 points possible]

|  |  |  |  |
| --- | --- | --- | --- |
| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| Application describes:   * A strong, thoroughly clear, and specific array of program activities that assist families to better understand available services and supports, helps them coordinate these services, and that encourages follow through on referrals. | Application describes:   * A clear and sufficient array of program activities that assist families to better understand available services and supports, helps them coordinate these services, and that encourages follow through on referrals. | Application describes:   * A limited array of program activities that assist families to better understand available services and supports, helps them coordinate these services, and that encourages follow through on referrals. | Application presents:   * A vague description of program activities, or such activities are non-existent. |

**B.6** Assist parents in accessing support through other programs, such as the Foster Youth Services Coordinating Program and programs administered by the State Department of Developmental Services and the Department of Rehabilitation. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application describes:   * A strong, thoroughly clear, and specific array of program activities that will assist families to access services from other state and local programs. | Application describes:   * A clear and sufficient array of program activities that will assist families to access services from other state and local programs. | Application describes:   * A limited array of program activities that will assist families access services from other state and local programs. | Application presents:   * A vague description of program activities, or such activities are non-existent. |

**B.7** Support parents in communicating effectively with personnel responsible for providing special education, early intervention, and related services. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application describes:   * A strong, thoroughly clear, and specific array of support services and activities that will assist families to communicate effectively with special education personnel. | Application describes:   * A clear and sufficient array of support services and activities that will assist families to communicate effectively with special education personnel. | Application describes:   * A limited array of support services and activities that will assist families to communicate effectively with special education personnel. | Application presents:   * A vague description of support services, or such activities are non-existent. |

**B.8** Serve as a resource to parents and families in decision-making processes and the development of individualized education programs (IEPs). [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application describes:   * A strong, thoroughly clear, and robust support system that serves as a resource to assist parents and families in the decision-making process and development of the IEP. | Application describes:   * A clear and sufficient support system that serves as a resource to assist parents and families in the decision-making process and development of the IEP. | Application describes:   * An adequate support system that serves as a resource to assist parents and families in the decision-making process and development of the IEP. | Application describes:   * A minimal support system for parents and families, or such activities are non-existent. |

**B.9** Provide parents appropriate information regarding the range of options, programs, services, and resources available to assist children and young adults with disabilities and their families. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application:   * Demonstrates a strong and thoroughly clear understanding of the range of services available to parents and families, and strong methods for individualizing this information based upon family, parent, and student needs. | Application:   * Demonstrates a clear and sufficient understanding of the range of services available to parents and families, and strong methods for individualizing this information based upon family, parent, and student needs. | Application:   * Demonstrates an adequate understanding of the range of services available to parents and families, and basic methods for delivering this information based upon family, parent, and student needs. | Application:   * Demonstrates minimal understanding of the range of services available to parents and families, and no methods for individualizing this information based upon family, parent, and student needs. |

**B.10** Attend IEP development meetings that include parents and personnel responsible for assessing pupil eligibility for special education and early intervention services. These activities are subject to the availability of resources and upon parental request. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application presents:   * A strong and thoroughly clear description of how FEC staff will support parents and families throughout the IEP development process. | Application presents:   * A clear and sufficient description of how FEC staff will support parents and families throughout the IEP development process. | Application presents:   * Adequately describes how FEC staff will support parents and families throughout the IEP development process. | Application presents:   * Minimally describes how FEC staff will support parents and families throughout the IEP development process, or such activities are non-existent. |

1. **Community of Support for Families Transitioning from Services under Part C to Part B:** Per *EC* Section 56402(b)(2), In making awards pursuant to this subdivision, the Superintendent shall give priority to applicants that are able to ensure continuity of support for families transitioning from services under Part C to Part B of the federal Individuals with Disabilities Education Act, either because the applicant operates a program of family support for parents of children with disabilities up to three years of age, or the applicant works in closer partnership with an organization that does so, and shall take into consideration the capacity of applicants to carry out the activities specified in *EC* Section 56408. To the extent possible, answer the following questions:

**C.1** Describe the applicant’s current program or services that provide support for infants and families transitioning from services under Part C to Part B of the federal IDEA. Applicant must describe how they support infants and families in the region, including but not limited to, resources, technical assistance, professional development, services, trainings, and collaboration activities. [5 points possible]

| **Outstanding (5 points)** | **Good (3–4 points)** | **Adequate (1–2 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application presents:   * A clear, strong, and thorough description of program or services that provide support for infants and families transitioning services under Part C to Part B. * Clearly and thoroughly describe support for infant and families that includes resources, technical assistance, professional development services, trainings, and collaboration activities. | Application presents:   * A clear and sufficient description of program or services that provide support for infants and families transitioning services under Part C to Part B. * Clearly defined support for infant and families that includes resources, technical assistance, professional development services, trainings, and collaboration activities. | Application presents:   * An adequate description of program or services that provide support for infants and families transitioning services under Part C to Part B. * A limited description of support for infant and families that includes resources, technical assistance, professional development services, trainings, and collaboration activities. | Application presents:   * A vague description of program or services that provide support for infants and families transitioning services under Part C to Part B. * No mention of support for infant and families that includes resources, technical assistance, professional development services, trainings, and collaboration activities. |

**C.2** How does the applicant plan to further support the families transitioning from Part C to Part B in the region with this project? Describe cross-collaboration and coordination efforts, resources, services, and training. [5 points possible]

| **Outstanding (5 points)** | **Good (3–4 points)** | **Adequate (1–2 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application presents:   * A clear, strong, and thoroughly convincing description of a plan to further support families transitioning from Part C to Part B in the region. * Clearly and thoroughly defined cross-collaboration and coordination efforts, resources, services, and training. | Application presents:   * A clear and sufficient description of a plan to further support families transitioning from Part C to Part B in the region. * Clearly and sufficient cross-collaboration and coordination efforts, resources, services, and training. | Application presents:   * A limited description of a plan to further support families transitioning from Part C to Part B in the region. * A limited number of cross-collaboration and coordination efforts, resources, services, and training. | Application presents:   * No description of a plan to further support families transitioning from Part C to Part B in the region. * No mention of cross-collaboration and coordination efforts, resources, services, and training. |

1. **Positive Consideration Factor:** Per *EC* Section 56406(c), the Department shall give positive consideration to applicants proposing to establish new Family Empowerment Centers on Disability to serve regions that have high concentrations of pupils who qualify for free and reduced-price meals. Refer toAppendix III, Positive Consideration Factor, to identify if applicant is in a region with high concentrations of pupils who qualify for free and reduced-price meals. Please describe the concentrations of pupils who qualify for free and reduced-price meals in the county or region?[5 points possible]

| **5 points** | **4 points** | **3 points** | **2 points** |
| --- | --- | --- | --- |
| * 100% – 80% | * 79% – 69% | * 68% – 58% | * Below 57% |

1. **Community Partnerships:** Describe the key organizations, groups and individuals that will partner with the proposed FEC to deliver essential programs and services to parents and families of children and young adults with disabilities, including community advisory committees, parent advisory committees of one or more local educational agencies (LEAs) in the region, and state and local agencies serving children with disabilities, Early Start Family Resource Centers, LEAs, and SELPAs. Include how these partnerships support the specific activities and outcomes described in Section B, Family Empowerment Center on Disability Program Design, of the RFA. [20 points possible]

| **Outstanding (16–20 points)** | **Good (11–15 points)** | **Adequate (6–10 points)** | **Minimal Case (0–5 points)** |
| --- | --- | --- | --- |
| Application includes:   * A strong and thoroughly clear description of a coordinated system of support throughout the targeted region that facilitates the goals and objectives of the proposed FEC program and shows strong coordination with community advisory committees, parent advisory committees of one or more LEAs in the region, state and local agencies serving children with disabilities, SELPAs. * Strong and thoroughly defined partnerships that support Section B of the RFA. | Application includes:   * A clear and sufficient description of a coordinated system of support throughout the targeted region that facilitates the goals and objectives of the proposed FEC program and shows strong coordination with community advisory committees, parent advisory committees of one or more LEAs in the region, state and local agencies serving children with disabilities, and SELPAs. * Clearly and sufficient defined partnerships that support Section B of the RFA. | Application includes:   * An adequate description of a system of support throughout the region that will support some of the goals and objectives of the proposed FEC program and shows adequate coordination with community advisory committees, parent advisory committees of one or more LEAs in the region, state and local agencies serving children with disabilities, and SELPAs. * Adequate description of partnerships that support Section B of the RFA. | Application:   * Describes a minimal system of support that is not clearly linked to the goals and objectives of the proposed FEC program and provides a minimal description of coordination with community advisory committees, parent advisory committees of one or more LEAs in the region, state and local agencies serving children with disabilities, and SELPAs. * Minimal description of partnerships that support Section B of the RFA. |

1. **Form D: Workplan:** Applicants shall complete Form D: Project Work Plan, that presents the key milestones and tasks for the proposed FEC program for the first year of the project (November 1, 2022, to June 30, 2023) in addition to the second year of the project (July 1, 2023, to June 30, 2024). The Project Work Plan shall include a timeline of major program activities, the performance outcome(s) for each activity, and the person(s) responsible for ensuring that activities are completed on time and consistent with FEC program design, stated goals, and objectives. [10 points possible]

| **Outstanding (8–10 points)** | **Good (6–7 points)** | **Adequate (3–5 points)** | **Minimal (0–2 points)** |
| --- | --- | --- | --- |
| Form D presents:   * A strong and thoroughly clear delineation of key program milestones, measurable performance outcomes, and responsible staff resources within a realistic timeline. The Form D: Project Work Plan strongly supports FEC goals and objectives. | Form D presents:   * A clear and sufficient delineation of key program milestones, measurable performance outcomes, and responsible staff resources within a realistic timeline. The Form D: Project Work Plan strongly supports FEC goals and objectives. | Form D:   * Adequately delineates key program milestones, measurable performance outcomes, and responsible staff resources within the required timeline. The Form D: Project Work Plan adequately supports FEC goals and objectives. | Form D:   * Delineates a few program milestones, vague performance outcomes, and responsible staff. The Form D: Project Work Plan does not link to or support FEC Goals and objectives. |

1. **Organizational Plan and Project Staffing:** Subsections G.1 and G.2 should be titled and organized according to the prompt and accompanying response in order for the assigned reader to differentiate between each subsection.

**G.1** Discuss the applicant agency’s organizational structure, how FEC program and fiscal oversight will be accomplished, and how these activities ensure that program objectives are completed on time and within the proposed budget. [5 points possible]

| **Outstanding (5 points)** | **Good (3–4 points)** | **Adequate (1–2 points)** | **Minimal (0 points)** |
| --- | --- | --- | --- |
| Application presents:   * A strong and thoroughly clear description of how the applicant agency’s organizational structure will provide strong program and fiscal oversight to the FEC program. The applicant agency’s mission strongly supports FEC goals and objectives. | Application presents:   * A clear and sufficient description of how the applicant agency’s organizational structure will provide strong program and fiscal oversight to the FEC program. The applicant agency’s mission adequately supports FEC goals and objectives. | Application:   * Adequately describes how the applicant agency’s organizational structure will provide required program and fiscal oversight to the FEC program. The applicant agency’s mission somewhat supports FEC goals and objectives. | Application:   * Minimally describes how the applicant agency’s organizational structure will provide some program and fiscal oversight to the FEC program. There is no clear linkage between the applicant agency’s mission and FEC goals and objectives. |

**G.2** Provide the names, qualifications, and experience for key project staffing. Quantify the amount of time to be spent accomplishing program activities in full-time equivalency (FTE) or number of hours per staff. Please attach resumés or curriculum vitae, not to exceed two pages per staff person, to this application. If proposed positions are not yet staffed, provide a job description that details the required duties and responsibilities of each position. These forms should be located in the Appendix of the completed application. [5 points possible]

|  |  |  |  |
| --- | --- | --- | --- |
| **Outstanding (5 points)** | **Good (3–4 points)** | **Adequate (1–2 points)** | **Minimal (0 points)** |
| Application presents:   * A strong and thoroughly clear demonstration that administrative program staff are highly qualified to oversee the FEC program. Staffing pattern clearly demonstrates that a majority of program personnel are parents, guardians, and family members of children and young adults with disabilities. Staff resources are funded at a level that ensures FEC goals and objectives will be accomplished. | Application presents:   * A clear and sufficient demonstration that administrative program staff are highly qualified to oversee the FEC program. Staffing pattern clearly demonstrates that a majority of program personnel are parents, guardians, and family members of children and young adults with disabilities. Staff resources are funded at a level that ensures FEC goals and objectives will be accomplished. | Application:   * Adequately demonstrates that administrative program staff are well-qualified to oversee the FEC program. Staffing pattern adequately demonstrates that a majority of program personnel are parents, guardians, and family members of children and young adults with disabilities. Staff resources are funded at a level that will adequately accomplish FEC goals and objectives. | Application:   * Includes no description of administrative program staff qualifications. There is minimal or no demonstration that a majority of program personnel are parents, guardians, and family members of children and young adults with disabilities. It is unclear whether staff resources are funded at a level that will adequately accomplish FEC goals and objectives. |

1. **Data Collection and Program Monitoring:** Education Code Section 56411(a) and (b) requires FECs to collect program data that demonstrates they are accomplishing statutory program requirements. This includes the following but is not limited to:
2. The number of parent and family trainings provided by the center, including, but not limited to, trainings on IEPs and LRE.
3. The number of IEP meetings attended by personnel of a center.
4. The disability categories of children and young adults served by the center.
5. Demographic information of parents and pupils served by the center, including, but not limited to, the pupil’s disability, the pupil’s free or reduced-price meal eligibility, English learner classification, and the parent’s primary language.
6. The nature of disagreements between parents and schools or school districts, and the manner in which these disagreements were resolved with the assistance of the center.
7. Measures of parental satisfaction with services provided by the center.

Describe the processes and systems the applicant agency will use to collect, compile and report required data elements to the CDE. [10 points possible]

| **Outstanding (8–10 points)** | **Good (6–7 points)** | **Adequate (3–5 points)** | **Minimal (0–2 points)** |
| --- | --- | --- | --- |
| Application presents:   * A strong and thoroughly clear delineation of the systems and processes the applicant will employ to document all mandated program data elements. Data collection methods and staff resources are thoroughly described. | Application presents:   * A clear and sufficient delineation of the systems and processes the applicant will employ to document all mandated program data elements. Data collection methods and staff resources are thoroughly described. | Application:   * Adequately delineates the systems and processes the applicant will employ to document all mandated program data elements. Data collection methods and staff resources are adequately described. | Application:   * Provides minimal description of the systems and processes the applicant will employ to document all mandated program data elements. Data collection methods and staff resources are not provided. |

1. **Form E: Budget and Budget Narrative:** Provide a line-item budget and budget narrative for the for the first year of the grant period (November 1, 2022, to June 30, 2023) in addition to the second year of the grant period (July 1, 2023, to June 30, 2024). All program costs should be reasonable and necessary to support the goals and activities described in this application. Use Form E, Budget, to complete this task. In addition to Form E, Budget, the applicant must provide the Budget Narrative which should detail, in narrative form, how the proposed costs were calculated, including salaries, wages, employee benefits, and itemized detail of the following cost objectives: books and supplies, travel, operational costs, and subcontracted services. The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed program. [10 points possible]

| **Outstanding (8–10 points)** | **Good (6–7 points)** | **Adequate (3–5 points)** | **Minimal (0–2 points)** |
| --- | --- | --- | --- |
| Application:   * Provides a strong, thoroughly clear, and convincing identification of the allowable and appropriate project expenses to support the activities of the FEC for the program’s performance periods of November 1, 2022, to June 30, 2023, and of July 1, 2023, to June 30, 2024 (Form E). * Provides a strong and thoroughly clear budget narrative describing each line item on Form E and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Application:   * Provides clear and sufficient identification of the allowable and appropriate project expenses to support the activities of the FEC for the program’s performance periods of November 1, 2022, to June 30, 2023, and of July 1, 2023, to June 30, 2024 (Form E). * Provides a clear budget narrative describing each line item on Form E and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Application:   * Provides adequate identification of the allowable and appropriate project expenses to support the activities of the FEC for the program’s performance periods of November 1, 2022, to June 30, 2023, and of July 1, 2023, to June 30, 2024 (Form E). * Provides an adequate budget narrative describing each line item on Form E and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Application:   * Provides minimal or vague identification of the allowable and appropriate project expenses to support the activities of the FEC for the program’s performance periods of November 1, 2022, to June 30, 2023, and of July 1, 2023, to June 30, 2024 (Form E). * Provides a minimal or vague budget narrative describing each line item on Form E and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. |

## APPENDIX V: Family Empowerment Centers on Disability Council

The Directors participating in the Family Empowerment Center on Disability Council (FEDC) work throughout the year to accomplish the goals established under *EC* Sections 56410 (a) through (f), as noted below.

The FEDC, shall at a minimum do the following:

1. Provide central coordination of training and information dissemination, content, and materials for Family Empowerment Centers on Disability to ensure parents across the state have equitable access to training and information.
2. Develop a technical assistance system and activities to support continuous improvement of the Family Empowerment Centers on Disability in accordance with a plan developed in conjunction with the directors of the Family Empowerment Centers on Disability.
3. Ensure that an outside entity aids in developing a statewide technical assistance disability network, and performs an annual, independent evaluation of the effectiveness of the services provided by Family Empowerment Centers on Disability that shall include, but is not limited to, an evaluation of the data points listed in subdivision (b) of Section 56411. The goal shall be to improve center management, parental satisfaction with the services received, and the quality and effectiveness of services delivered.
4. Assist each center to build its capacity to serve its geographic region.
5. Conduct media outreach and other public education efforts to promote the goals of the Family Empowerment Centers on Disability.
6. Support and participate with the department in activities aligned with improvement activities within the statewide system of support established pursuant to Section 52059.5.

## APPENDIX VI: Effective Practice Guidelines for Engaging Families in Early Intervention Services for Family Resource Centers and Networks

Per *EC* Section 56404(d), FECs need to demonstrate the capacity to provide services in accordance with the family support guidelines developed by Early Start Resource Centers pursuant to Section 95004 of the Government Code and administered by the State Department of Developmental Services (DDS). For additional information on Effective Practices in Providing Family Support, please visit the DDS web site at: <https://www.dds.ca.gov/wp-content/uploads/2019/02/EarlyStart_EffectivePractice_20190205-1.pdf>.

*Effective Practice in Providing Family Support: Making It Real for Families of Infants and Toddlers with Disabilities*, formerly called *Family Support Guidelines for Effective Practice*, was originally developed in 1994 by the Family Support Services Committee of the California Interagency Coordinating Council on Early Intervention (ICC). The ICC provides advice and assistance to the Department of Developmental Services, lead agency for Part C of the Individuals with Disabilities Education Act (IDEA), which defines early intervention service provision for infants and toddlers with disabilities, birth to age three. These guidelines reflect the ICC mission and were designed specifically for public and private agencies that are early intervention service providers under IDEA, Part C in California.

The 2019 revised guidelines distinguish the following three core concepts that are discussed at length: Family-Centered Care: a philosophy and approach to service delivery, Family Support Services: specific services for families that enhance their child’s development, and Family Empowerment: the concept that families are supported and prepared and are offered the opportunity to participate as full partners These concepts are critical to understanding how best to serve young children and their families.

The intent of these guidelines is to ensure that the concepts are operationalized in daily practice to provide more effective early intervention services to infants and toddlers and their families. When applied appropriately and consistently, this information can create effective change in the way services are provided throughout California, resulting in more positive outcomes for children and families.