

**FY 2018/19 DISPARITY FUNDS PROGRAM
APPLICANT CHECKLIST**

CBOs:

1. ☒ 2018 Disparity Funding Proposal, Proposal Cover Page (Attachment A)
2. ☒ 2018 Disparity Funding Proposal, Project Information (Attachment B)
3. ☒ Schedule of Development/Activities Worksheet (Attachment C)
4. ☒ Project Measures Worksheet (Attachment D)
5. ☒ Budget Worksheet (Attachment E)
6. ☒ Letter(s) of support (data sharing, collaboration/shared projects), as applicable
7. ☒ Optional: Supporting documentation about the organization (e.g., verification of the organization's employer identification number (EIN) status, business registration, board minutes, or any other relevant documents).
8. ☐ UCs and CSUs: A completed Model Agreement

Regional centers (New Proposal Requests):

1. ☐ 2018 Disparity Funding Proposal, Proposal Cover Page (Attachment A)
2. ☐ 2018 Disparity Funding Proposal, Project Information (Attachment B)
3. ☐ Schedule of Development/Activities Worksheet (Attachment C)
4. ☐ Project Measures Worksheet (Attachment D)
5. ☐ Budget Worksheet (Attachment E)
6. ☐ Letter(s) of support (data sharing, collaboration/shared projects), as applicable

Regional Centers (Continuation Requests):

1. ☐ Budget Worksheet (Attachment E)
2. ☐ Request for Funding to Continue an Approved Project (Attachment F)

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Note: Complete this form for **each** proposed project. Please refer to the Proposal Submission Instructions for clarification for any of the following questions.

Section I. Grantee Information and Cover Sheet

Please check the box that describes your organization		
<input type="checkbox"/> Regional Center (RC)	<input checked="" type="checkbox"/> Community Based Organization (CBO), 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3) <input type="checkbox"/> EIN or <input type="checkbox"/> No EIN

a. Name of organization/Group	b. Date
Autism Society of Los Angeles	October 16, 2018
c. Primary contact (Name)	
Kim Sinclair - Executive Director	
d. Mailing address	
21250 Hawthorne Blvd Ste 500, Torrance CA 90503	
e. Primary e-mail address	f. Primary phone number
kim@autismla.org	(cell) 310 849 6505
g. Secondary contact email address	h. Secondary contact phone number
kimautismla@gmail.com	562 804 5556
i. Brief description of the organization/group (organization type, group mission, etc.).	
The Autism Society of Los Angeles (ASLA), a 501(c)(3) nonprofit organization, empowers individuals with developmental disabilities, their families, and professionals through advocacy, education, support and community collaboration. ASLA improves the quality of lives and provides support throughout the individual's lifespan. ASLA has a long history of working with underserved populations. In recent years, ASLA has led the Parent Empowerment Project (PEP), a parent-led program that seeks to reduce the racial and ethnic disparities for individuals and families served by Westside Regional Center. ASLA was the lead author of SB 468, the Self-Determination Law and has been a leader in the implementation.	

Section II. Proposal Summary

a. Project title	Cross-Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program
b. Total amount requested	\$ 314,185
c. Projected number of individuals impacted	Direct impact: 300 trained; Indirect impact yr1:600 SDP & 600 traditional system. Indirect impact yr2:600 SDP & 600 traditional system; Indirect impact as SDP statewide, at least 1,500 SDP participants.
d. Duration of project (months)	24 months Start date: 1/1/19 End date: 12/31/20
e. RC(s) in the project catchment area(s)	ALL Target zip code(s) for Los Angeles County*:
f. Did your organization receive funding for a project in FY 2017/18?	<input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No <i>**If yes, provide the grant number and answer questions "f1" and "f2." If no, skip to question "g."</i>

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	Grant # (CBOs only):
f1. What is the current status of your project?	Currently applying for Year 3 funding in Westside Regional Center (WRC) continuation request.
f2. How is this proposal different from your current project?	This proposal is for a very different project. The current project is a parent-to-parent program that assists underserved consumers in Westside Regional Center
g. Will you be working with one or more CBO(s)?	<input checked="" type="checkbox"/> Yes*** <input type="checkbox"/> No
h. Will the project require aggregate data from the RC(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No

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

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

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

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PROJECT INFORMATION**

1. Project title
Cross-Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program
2. Select the target group(s) the project intends to serve and provide a description of each group. Check all that apply.
XX Ethnicity: Latino and Asian with a focus on immigrant groups with a primary language other than English XX Language(s): Spanish, Vietnamese, Japanese, Korean, Russian, Hmong, Cantonese, Armenian, Mandarin and any other threshold languages as necessary <input type="checkbox"/> Age group(s): <input type="checkbox"/> Socioeconomic:
3. Which area(s) of focus does the project meet? Check all that apply.
XX 1. Increase access to information about services available through the RC system and processes to receiving those services. <input type="checkbox"/> 2. Provide assistance during the intake process. XX 3. Empower consumers to advocate for needed services. XX 4. Increase access to services that meet the cultural and linguistic needs of consumers and their families. XX 5. Other (explain): Ensure that underserved and language minority communities are able to fully participate in the Self-Determination Program
4. Project Type. Check all that apply.
XX Translation (equipment, translator services, translating brochures or materials, etc.) <input type="checkbox"/> Outreach (community events, website or social media design, materials, etc.) XX Workforce capacity (staff training, incentives for bilingual employees, etc.) XX Parent education (online or in person trainings, workshops, etc.) <input type="checkbox"/> Promotores (para professionals to help develop relationships and trust with the Regional Center) XX Family/consumer support services (1:1 coaching, enhanced case management, service navigation, etc.) XX Other: Training of Independent Facilitators who speak languages other than English

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5. What experience does the organization/group have working with the target population?

The Autism Society of Los Angeles has a long history of working with underserved populations. In recent years, ASLA has led the Parent Empowerment Project (PEP), a parent-led program that seeks to reduce the racial and ethnic disparities for individuals and families served by Westside Regional Center (WRC) through the provision of materials, trainings, advocacy, outreach, and community building activities. The core of the PEP Project is person-centered planning for each underserved consumer. PEP has a deep reach into the underserved communities in the LA area.

In addition, ASLA was the lead sponsor of SB 468, the Self-Determination Law, and has been a leader in the implementation. Moreover, in 2015, ASLA conducted two day-long trainings in Los Angeles and Oakland for over 100 people who want to become independent facilitators. The curriculum developed for the training is considered the model for other trainings statewide. (See attachments)

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

The target of this project will be members of communities who speak a language other than English. According to DDS statistics, almost one-quarter of consumers speak a primary language other than English. This does not include those consumers who speak English but their families speak a different language. These communities are traditionally underserved according to POS data, with Spanish-speaking consumers receiving about half the amount of POS and most other non-English speaking consumers receiving between 12-30% less in POS.

The Self-Determination Program has selected its initial participants based on racial and ethnic diversity in order to reflect the regional center catchment areas. This diversity of participants will likely include similar levels of consumers who are underserved and speak languages other than English.

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

We often hear that disparities are caused by the lack of flexibility in services and that traditional services are sometimes culturally inaccessible. For example, a consumer may not be able to find a provider that speaks their language or is located in their community. Because the Self-Determination Program (SDP) will allow consumers choice and control over their regional center services, it is a great opportunity to reduce those barriers and increase access to services that meet their cultural and linguistic needs.

The initial selection of 2,500 participants for the Self-Determination Program by the Department of Developmental Services (DDS) was primarily based on geographic and racial/ethnic diversity. We know that the initial participants will represent the diversity of our state and each of the regional center catchment areas.

A key to the success of the SDP is the availability of Independent Facilitators, who will assist participants and families in creating person-centered plans, developing individual budgets, and finding and managing services and supports in their communities to meet their goals. Because of the diversity of the initial participants,

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there are great concerns that there will not be enough independent facilitators who speak languages other than English and understand different cultures.

If there are too few independent facilitators who speak the language and know the culture of the diverse participants, the disparities that exist in the traditional system will be perpetuated in the Self-Determination Program.

In addition, some of the ethnically diverse participants may be underserved in the traditional system and have very low budgets going into the Self-Determination Program. An important role of the independent facilitator is to advocate for the SDP participant if they require a change in their individual budget based on unmet need.

If there are not enough independent facilitators who are trained in the SDP and able to advocate for participants if they experience unmet need, it is likely that many underserved participants will not be able to access the SDP and will drop out before they even have a chance to see if it works for them.

To ensure that all individuals selected for the phase-in of the SDP are able to be successful in this new program, this project will provide free trainings for 300 primarily consumers and family members who speak languages other than English.

Content of the Trainings: The content of the trainings will include the areas required by the Self-Determination Law, including: the principles of self-determination, person-centered planning, the roles of the independent facilitator, the development of the individual budget, negotiating rates and prices for services, and finding services in the community. In addition, the training will cover the rules for being an independent facilitator and the restrictions on who can and who can't provide this service.

The trainings will be based on the successful trainings conducted by ASLA in the past few years, which included a live person-centered plan conducted in front the trainees. The trainings will also allow the trainees to practice, based on examples of SDP participants, conducting a planning meeting, identifying community services, creating an individual budget, and advocating for them. The trainings will also include presentations by SD pilot participants, financial management services, and service brokers. In addition, the training curriculum will include the requirements of: submitting criminal background checks for direct care workers; ensuring inclusive settings; and, accessing generic services.

But beyond what was presented in previous trainings, which did not focus specifically on underserved communities, cultural competency and considerations will be taken into account in developing the trainings for each of the communities. Training will also ensure sensitivity to issues that might also be present in the SDP participants' lives, such as lack of legal immigration status, poverty, or other challenges. Working closely with local organizations representing those communities, we will develop additional training curriculum to focus on cultural issues that may exist, such as the unwillingness to question authority. We will also explore the many resources that may already be available within the individual diverse communities that may offer unique services, natural supports or generic resources.

In addition, it will be critical to cover the independent facilitator's potential role as an advocate for the SDP participant. Because some of the SDP participants will be underserved in the traditional system, their individual budgets may be much lower

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than white SDP participants with similar needs. Thus, the training will cover the SDP concepts of changing the individual budget because of unmet need and change in circumstances. The training will also cover the skills to advocate for SDP participants to access the generic services that they need, such as IHSS, Medi-Cal, and special education services.

Finally, the training will assist individuals in strategies to build a small business as an independent facilitator. We expect that many of the people we are training have never worked as an independent contractor, which is likely how they will be paid through the SDP. We will cover the importance of keeping track of their worked hours, billing FMS agencies, filing taxes, maintaining liability insurance, and other features of owning a small business.

At the end of the training, each attendee will receive a certificate of attendance that they may use to promote their services.

Trainers: The trainers for the independent facilitator trainings will include experienced presenters on the Self-Determination Program as well as content specialists on person-centered planning and financial management services. ASLA will work closely on developing the curriculum and presenting the trainings with Disability Voices United (DVU), a statewide cross-disability organization that was founded by the leaders of California's self-determination movement. DVU will provide trainers as well as project coordination assistance for all six trainings. In addition, ASLA will work with experienced leaders in the implementation of the SDP and participants in the DDS workgroup in the development of the training curriculum. Some of the workgroup members will also serve as pro bono trainers.

Training Focus and Locations: Specifically, the project will conduct six total trainings throughout California for the first six months of 2019:

Trainings for Spanish Speakers: The project will conduct three trainings in Spanish for up to 50 trainees in each location: one in Southern California (likely Los Angeles), one in Central California (likely Fresno), and one in Northern California (likely San Jose). All materials will be translated into Spanish and many of the trainers will be fluent Spanish speakers. For some content experts who are monolingual English, interpreters will be provided.

Trainings for Asian Language Speakers: The project will conduct two trainings focusing on the Asian community for up to 50 trainees in each location: one in Southern California (likely Orange County) and one in Northern California (like San Francisco or Oakland). Because of the many varied languages in the Asian community, the training will be primarily conducted in English with interpretation provided for those who need it. Utilizing the data provided by DDS of languages spoken by selected SDP participants, the project will seek to provide interpretation for those communities. (See recruitment of participants for specific communities targeted.)

Trainings for Speakers of Other Languages: The project will conduct one statewide training for up to 50 trainees that focuses are other smaller language communities that represent a need for independent facilitators. This training will be conducted in Southern California (likely in the eastern part of LA County) but recruitment for this training will take place throughout the state. The training will be conducted in English

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and it is likely that many of the trainees will be fluent in English, but translation will be provided as needed. (See recruitment of participants for specific communities targeted.)

Recruitment of Training Participants: The project will recruit participants from throughout California in order to meet the demand for multi-cultural independent facilitators. ASLA will work with community-based organizations to conduct outreach and to encourage applicants for the trainings.

A major focus of recruitment will be the parent leaders and trainers who are already working to reduce disparities through DDS grants. These parent leaders, promotoras and trainers are a natural fit to become independent facilitators in the Self-Determination Program.

For the Spanish-speaking community, ASLA and DVU will use their extensive connections in the Latino community and among CBOs, such as the Tigers and Latino Strong Voices, among others. Special attention will be paid to recruitment of a set of trainees that represent the diversity of the Latino culture and the various countries of origin. For example, the project will recognize that SDP participants from Mexico may have different needs for an independent facilitator than a participant from Venezuela, which has a different culture.

In the Asian language communities, ASLA and DVU have strong relationships with the Japanese Speaking Parents of Handicapped Children organization and the Chinese Parents Association, among other groups. We expect that some of the trainees may be fluent in English but we will do outreach and recruitment for individuals whose original or primary language is an Asian language. Specifically, we will seek to recruit trainees who speak the following languages: Mandarin, Vietnamese, Cantonese, Tagalog, Hmong, Korean, Japanese, and Cambodian.

In the other smaller language communities, ASLA and DVU will work with leaders in the Arabic, Farsi (Iran), Russian, Armenian, Amharic (Ethiopia) speaking communities to identify potential trainees. Individuals from other language communities will also be recruited as needed for different catchment areas.

Application and selection process: Participants will be selected based on a plain language application process. Applicants will be required to answer questions about why they want to be an independent facilitator, what communities (both ethnically and geographically) they hope to work in, and what experience they bring. Applications will be offered in English, Spanish, and other languages, as needed.

Priority for selection will be given to regional center consumers and family members for several reasons. First, SDP participants may have higher trust in other consumers and family members who understand their culture because they are part of their culture. Another benefit is that it will increase access to critical information and empower the 300 individuals just by providing the training to them. They will then be able to take this knowledge and share it with others both in the SDP and the traditional system. In addition, training consumers and family members to become independent facilitators provides them the opportunity to create small businesses, which can help financially support themselves and their families.

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Professionals in the disability world will be a lower priority for selection for this free training because they are more likely to have the financial resources to pay for an independent facilitators' training offered for a fee.

Individuals will be selected based on their answers and their commitment to use the training to become an independent facilitator and provide these services for underserved communities who already face racial and ethnic disparities.

Materials provided at trainings

The trainings will include extensive materials that the trainees can use as they become independent facilitators. The main set of materials will consist of the updated version of the ASLA manual, *Think Outside the Box: Resources and Information on California's Self-Determination Program*. (See table of contents) In addition, trainees will receive worksheets and other materials to assist them in providing person-centered planning, budget development, service identification, staff management, crisis mitigation, and generic resource development services for SDP participants. Additional materials will concern the new federal requirements of inclusion (HCBS final rule).

Pre- and post-testing and evaluation

At the beginning and end of each day of training, we will ask trainees to take short tests gauging their knowledge of the Self-Determination Program, the principles of self-determination, the various roles of the independent facilitator, and the major components and requirements of the program. Through the pre- and post-tests, we will also be able to assess whether the trainings have been effective in providing the knowledge necessary to be an independent facilitator.

In addition, at the end of training, we will ask trainees to complete an evaluation and will use the feedback we receive to improve future trainings. These evaluations will also be used in measuring the effectiveness of the project.

Follow up with the trainings

Based on previous experience, we know that one day of training does not make you an independent facilitator. Many trainees may leave the training still feeling unsure about taking on clients, leading a person-centered planning process, and other parts of the job of being an independent facilitator. Because most trainees will need ongoing support, we will stay in contact with them as they take on their initial clients. Through this project, we will continue to support the trainees long after the trainings end. We will support them in the following ways:

- ASLA's Resource Specialist will answer their questions and concerns by phone and email. She will refer them to other experts if she is unable to answer the question herself.
- The project assistant will work with the participants to exchange information on the various roles of the independent facilitator, recommendations for service providers and activities, and other ideas that trainees want to share. These efforts will include conference calls and small group meetings of facilitators.

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- The project will create an information sharing web platform with the latest information on the SDP, ideas for independent facilitators, potential service providers, and other information that will help the trainees be successful.
- Project staff will monitor and track the questions that arise from trainees in order to gauge the long-term success of the trainings.

Finally, ASLA will provide the names and contact information, with permission and with no endorsement, of the trained individuals on their website. SDP participants can then interview individuals to see if they are a fit for their needs. In addition, ASLA will provide the list of trainees to regional centers, Self-Determination Local Advisory Committees and community-based organizations.

Impact of Project

Initially, the project will have an impact on the participants selected for the phase-in of the Self-Determination Program. Assuming that the SDP participants reflect the diversity of consumers in the traditional system, we expect approximately 25% or 625 participants, to speak a language other than English. This number does not include those participants who speak English but their parents and families do not. This project is poised to have a significant impact on these individuals and their families immediately.

As the Self-Determination Program expands to all consumers in three years, the individuals trained through this project will have an even greater impact. They will be more experienced as independent facilitators at that point and will be able to provide services for the much larger number of SDP participants.

But this project will have an impact far beyond the Self-Determination Program. The project will assist the trainees themselves in accessing more regional center services and generic resources for themselves or their family members. The trainees are also highly likely to share what they have learned with others in the traditional system.

8. How is the proposed project unique or different from a current effort (e.g., strategies, activities, goal) in this catchment area? If the project is similar to a current effort, how will the proposed project expand on the current effort?

Since the Self-Determination Program just began through the selection of initial participants on October 1, 2018, there are very few efforts in the state to conduct these trainings in English, let alone in other languages. As time goes on, we believe there will be more, but it is essential to plan some trainings as the project unfolds in early 2019, particularly to support individuals in underserved communities.

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

ASLA has conducted independent facilitators trainings in the past and received evaluations from the participants. We incorporate the feedback that we receive to improve the trainings. In addition, we have and will continue to utilize input from the parent leaders of our PEP project who represent these communities. ASLA staff and volunteers have conducted numerous trainings and two major conferences on the Self-Determination Program and have honed the most effective way to explain the Self-Determination Program to individuals.

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Cross Cultural Independent Facilitator Trainings for the Self-Determination Program - Development of Training									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Develop Curriculum for Training	Director of Training Content Experts Project Coordinator	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit and select trainees including develop application and process and reviewing all applications	Director of Training Project Coordinator Project Assistant Resource Specialist Work with community organizations	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confirm trainers and content experts	Director of Training	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write materials for trainings	Director of Training Content Experts	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set dates for training including finding locations	Project Coordinator Project Assistant Administrative Assistant	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct six trainings for different language groups	Director of Training Content Experts Project Coordinator Project Assistant Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Cross Cultural Independent Facilitator Trainings for the Self-Determination Program - Development of Training									
		2018	2019				2020		
Activity	Staff	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19	Q1 1/1/20-3/30/20	Q2 7/1/19-9/30/19	Q3 10/1/19-12/31/19
Evaluate effectiveness of trainings, including analyzing pre- and post-test compilation and training evaluation	Director of Training Project Coordinator Project Assistant	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>							

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Cross Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program - Ongoing Support for Trainees									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Provide ongoing support to trainees - answer questions by email and phone	Resource Specialist Director of Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X
Provide opportunities for information exchange of trainees	Resource Specialist Project Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X
Develop information exchange website to provide information and exchange ideas; regular updates of the website	Project Coordinator Director of Training Project Assistant Resource Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X
Hold conference calls and local group meetings of trainees	Resource Specialist Project Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		X	X	X	X
Monitor and track questions and comments from trainees	Director of Training Resource Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X
Provide names of trainees to regional centers, local self-determination advisory committees, and	Project Coordinator Project Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Cross Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program - Ongoing Support for Trainees									
		2018	2019				2020		
Activity	Staff	Q4 10/1/18- 12/31/18	Q1 1/1/19- 3/31/19	Q2 4/1/19- 6/30/19	Q3 7/1/19- 9/30/19	Q4 10/1/19- 12/31/19	Q1 1/1/20- 3/30/20	Q2 7/1/19- 9/30/19	Q3 10/1/19- 12/31/19
community organizations									
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Cross Cultural Independent Facilitator Trainings for the Self-Determination Program - Administration									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Execute Grant Agreement with DDS	Executive Director	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make copies of materials for trainings	Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logistics for travel for trainers	Project Assistant	<input type="checkbox"/>		X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logistics sent to trainees	Project Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sign in sheets, nametags for trainings	Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Order food for trainings	Project Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and submit quarterly and final reports to DDS	Project Coordinator Director of Training Executive Director Resource Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and work with web designer	Project Coordinator Project Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. Check the types of qualitative and quantitative outcome measures you will use. For each type, describe the activity to be measured and the data collection method. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

Project Title: Cross Cultural Independent Facilitator Trainings for the Self-Determination Program		
Measures of Outcomes	Type of Measure(s). Check all that apply.	Activity To Be Measured; Data Collection Method
	X Count	Measure number of applications of possible trainees; number of individuals trained by geography, ethnicity, languages spoken;
	<input type="checkbox"/> POS	
	X Pre/post survey/assessment	Measure progress made in pre/post assessments at trainings; Compile responses to training evaluations and adjust the curriculum based on evaluations
	X Stakeholder feedback	Ongoing monitoring and tracking of ability of trainees to provide independent facilitator services; Monitor ability of Self-Determination Program participants to access independent facilitators who speak their native language;
	X Materials	Track use of materials through trainees' feedback.
	X Other: PLEASE DESCRIBE:	Monitor and track usage and questions and comments by users of information exchange website.

PROJECT BUDGET WORKSHEET

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed. Full time equivalent (FTE) typically means 40 hours per week. For example, .5FTE means 20 hours per week.

Organization Name		
Autism Society of Los Angeles		
Project Title		
Cross-Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program		
Project Duration (start and end date)		
Start Date: 1/1/2019	End Date: 12/30/2020	Number of Months: 24

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Kim Sinclair Title/Position: Project Coordinator/Executive Director <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .35	\$25200	\$5040	\$30240
Name: Sonjea Blackwell Title/Position: Administrative Assistant <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): .10	\$6235	\$	\$6235
Name: Ronda Kopito Title/Position: Resource Specialist <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.15	\$7482	\$7482	\$14964
Name: Title/Position: <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE):	\$	\$	\$
Name: Title/Position: <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE):	\$	\$	\$
Name: Title/Position: <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE):	\$	\$	\$
Name: Title/Position: <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE):	\$	\$	\$
Salary/Wages and Benefits Total	\$38917	\$12522	\$46400

Operating Expenses			
Instructional materials, printing, and distribution	\$12100	\$	\$12100
Training facility rental, food & beverage, and transportation for training participants	\$18500	\$	\$18,500
In-state travel for project staff, trainers, and content experts	\$25690	\$	\$25690
Training operating expenses - conference call services, IT tools, event insurance, equipment (\$4,920 for projector & translation headsets)	\$9920	\$600	\$10520
Subcontractor Costs - Interpretation at trainings & translation of materials	\$58650	\$23200	\$81850
Subcontractor Costs - Training content and materials development, outreach and recruitment of training participants, lead trainer	\$42000	\$11500	\$53500
Subcontractor Costs - Content experts, IT consultant	\$22100	\$3000	\$25,100
Operating Expenses Total	\$188960	\$38,300	\$227,260

Administrative Expenses (Indirect costs, up to 15%)			
Management, administrative and personnel staff	\$11202	\$3484	\$14686
Accounting	\$6000	\$1200	\$7200
General office supplies, utilities & equipment maintenance	\$12000	\$1600	\$13600
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$29202	\$6284	\$35486
Project Budget Total	\$257080	\$57106	\$314186

*As applicable. If the period for year 2 is less than 12 months, provide budget for the amount of months that services will be provided.

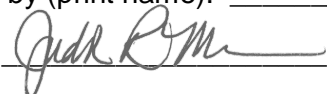
Proposer (applicant):

Authorized by (print name): Kim Sinclair, Executive Director

Signature:  Date: 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name): Judy Mark, President

Signature:  Date: 10/16/18

PROJECT BUDGET NARRATIVE WORKSHEET

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

Organization Name		
Autism Society of Los Angeles		
Project Title		
Cross-Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program.		
Project Duration (start and end date)		
Start Date: 1/1/2019	End Date: 12/31/2020	Number of Months: 24

Salary/Wages and Benefits – Line Item	Description of Duties
Title/Position: Project Coordinator/Executive Director	Key leadership responsibilities for coordination of the project including: preparing & submitting quarterly & final reports to DDS; recruiting & selecting of trainees; coordinating 6 trainings for different language groups; evaluating effectiveness of training; developing website and database with team; budgeting, communication and relationship management.
Title/Position: Administrative Assistant	Supporting trainings, making copies of materials, creating and managing sign in sheets & nametags, sending out reminders, creating & printing attendance certificates
Title/Position: Resource Specialist	Helping develop application & process for recruitment & selection of trainees, & reviewing applications; preparing & submitting quarterly reports to DDS; working with IT on database to monitor & track ongoing support to trainees; answering questions by email or phone; providing opportunities for information exchange with trainees, including conference calls.
Operating Expense – Line Item	Description
Instructional Materials, printing & distribution	Printing all training materials for trainees and shipment of materials in advance of Nor Cal sessions.
Training facility rental, food and beverage, and transportation for training participants	Rental of meeting rooms for training, food & beverages for attendees and transportation allowance for select group of trainees.
In-State travel for project staff, trainers, & content experts	Airfares, hotel, mileage & transportation for trainers and content experts for 6 training sessions across Nor CA, So CA & Central CA

Training operating expenses – conference call services, IT tools, event insurance, equipment	Conference call services for year 2 support, IT tools for website & database, event insurance, equipment which includes projector and translation headsets
Subcontractor Costs – Training content & materials development, outreach & recruitment of training participants, lead trainer	Development of curriculum for training; recruitment & selection of attendees including developing application & process and reviewing all applications; confirming trainers & content experts; writing materials for trainings; conducting 6 trainings for different language groups; evaluating effectiveness of trainings, including analyzing pre- & post- test compilation & evaluation; providing ongoing support to trainees; answering questions by email and phone; developing information exchange website; monitoring & tracking questions & comments from trainees; reviewing quarterly & final reports to DDS.
Subcontractor Costs – Content Experts, IT consultant	Assisting in materials development for trainings; speaking at 6 trainings for different language groups; developing information exchange website to provide information and exchange ideas; developing database to track questions by email and phone.
Administrative Expenses – Line Item	Description
Management, administrative and personnel staff	Organizational leadership and processes
Accounting	Payroll, billing & purchases
General office supplies, utilities, & equipment maintenance	Office supplies, equipment allowances and maintenance

Proposer (applicant):

Authorized by (print name): Kim Sinclair, Executive Director

Signature: 

Date : 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name): Judy Mark, President

Signature: 

Signature _____

Date : 10/16/18



Judy Mark, President
530-JOIN-DVU
judymark@dvunited.org
www.disabilityvoicesunited.org

October 15, 2018

Department of Developmental Services
By email

RE: Letter of support for Autism Society of LA proposal for disparity funds to provide cross-cultural training and ongoing support for independent facilitators in the Self-Determination Program

To whom it may concern:

Disability Voices United is a statewide organization directed by and for individuals with developmental disabilities of all ages and their families. We advocate for choice and control over our lives, meaningful outcomes that matter to us, and systems that are equitable and accountable to us.

Our organization was founded by the individuals who wrote and fought for the passage of SB 468, the Self-Determination Law. We are gravely concerned about the lack of adequate numbers of independent facilitators available for underserved consumers, particularly those who speak a language other than English. We believe this project is desperately needed to ensure the success of the roll out of the Self-Determination Program.

We strongly support this ASLA project and look forward to collaborating with them on the presentation of the trainings and ongoing support for those who are trained. We have reviewed the proposal in its entirety and support its content. We are in support of the collaboration.

Please do not hesitate to contact us with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Judy Mark", followed by a horizontal line.

Judy Mark
President



Self-Determination Program Independent Facilitator Certificate Training May 15, 2015 – Los Angeles Schedule

8:00 – 8:30 am	Registration and Breakfast
8:30 – 8:45 am	Introduction of the Day and Trainers – Judy Mark
8:45 – 9:30 am	General Overview of the Self-Determination Program – Judy Mark, Katie Hornberger, and Ben Davidson <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Understand and Describe the Principles of Self-Determination2. Know eligibility for Self-Determination Program3. Know initial timeline for implementation4. Know the responsibilities of SDP participants5. Understand the role of the Financial Management Services (FMS)6. Individual Budget Development7. Difference between a Person-Centered Plan and an IPP8. Safety considerations for consumers
9:30 – 9:45 am	Introduction to the Roles of an Independent Facilitator – Judy Mark <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Definition of “Independent”
9:45 – 10:45 am	Independent Facilitator as Person-Centered Planner Person-Centered Planning Overview: Why It Is Critical for Self-Determination – Sally Burton-Hoyle <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Describe the values and principles of Person-Centered Planning2. Explain the elements of pre-planning3. Describe the parts of the Person-Centered Plan.4. Explain how individuals are invited to participate in a PCP.
10:45 – 11:00 am	Break
11 am - 12 pm	How to Lead a Person-Centered Plan: Approaches to the Use of Person-Centered Planning – Sally Burton-Hoyle <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Understand various approaches to the PCP process and their role in the PCP Process2. Make/develop plans for the individual to work toward and achieve identified outcomes3. Determine the services and supports the individual needs to work toward or achieve outcomes including, but not limited to, services and supports available through regional center/self-determination funding.4. Develop a support plan that directs the provision of supports and services to be provided through the PCP
12:00 – 12:30 pm	Lunch Break

Independent Facilitator Certificate Training
May 15, 2015 – Los Angeles
Schedule, Page 2

12:30-1:45 pm	Practice Leading a Person-Centered Plan – Breakout Groups Each trainee will get a chance to lead part of a person-centered plan for a consumer. <i>Learning Objectives:</i> <ol style="list-style-type: none">1. How the values of a PCP are applied when leading a plan for various individuals.2. How to ensure that opinions of the client, no matter how impacted they are by their disability, are respected.3. Develop confidence in working with individuals and their families.
1:45 – 2:15 pm	Independent Facilitator as Personal Shopper – Sally Burton-Hoyle and Judy Mark <i>Learning Objectives:</i> <ol style="list-style-type: none">1. How to determine if services are covered under self-determination in the waiver2. Implications of new CMS rules.3. Thinking outside the box – using creativity to meet life goals4. How to meet your goals in unique ways within your community
2:15 – 3 pm	Independent Facilitator as Budget Developer and Liaison to the FMS – Ben Davidson <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Not everything costs money – Outcomes and goals are objective2. Negotiation skills with providers3. How to create an annual individual budget4. Understand the role of participant as employer5. Describe the difference between Fiscal/Employer Agent and Co-Employer models
3:00 – 3:10 pm	Break
3:10 – 3:40 pm	Independent Facilitator as Advocate – Katie Hornberger <i>Learning Objectives:</i> <ol style="list-style-type: none">1. How can individual budgets be modified.2. How can a case be made for a change in circumstances or unmet need.3. Describe the general due process rights of all consumers.4. How Independent Facilitators can advocate on behalf of their clients at IPPs.
3:40 – 4:40 pm	Development of Individual Budget and Mock Presentation of Plan at IPP – Breakout Groups
4:40 – 5:30 pm	Independent Facilitator as Management Consultant, Ongoing Supporter, and Small Business Owner – Doug Pascover <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Working with families and consumers on hiring and managing personal staff, agencies, and others.2. Other ways to provide ongoing support of families and consumers, such as finding new providers, helping in times of crisis, changing goals mid-year if necessary.3. Options for fee structure for Independent Facilitators and how to create a small business.
5:30 – 6:00 pm	Written Assessment
6:00 pm	Evaluation and Distribution of Certificates



Self-Determination Program Independent Facilitator Certificate Training May 17, 2015 – Oakland Schedule

8:00 – 8:30 am	Registration and Breakfast
8:30 – 8:45 am	Introduction of the Day and Trainers – Judy Mark
8:45 – 9:30 am	General Overview of the Self-Determination Program – Judy Mark, Katie Hornberger, and Ben Davidson <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Understand and Describe the Principles of Self-Determination2. Know eligibility for Self-Determination Program3. Know initial timeline for implementation4. Know the responsibilities of SDP participants5. Understand the role of the Financial Management Services (FMS)6. Individual Budget Development7. Difference between a Person-Centered Plan and an IPP8. Safety considerations for consumers
9:30 – 9:45 am	Introduction to the Roles of an Independent Facilitator – Judy Mark <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Definition of “Independent”
9:45 – 10:30 pm	Independent Facilitator as Budget Developer and Liaison to the FMS – Victor Lira <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Not everything costs money – Outcomes and goals are objective2. Negotiation skills with providers3. How to create an annual individual budget4. Understand the role of participant as employer5. Describe the difference between Fiscal/Employer Agent and Co-Employer models
10:30 – 10:45 am	Break
10:45 – 11:45 am	Independent Facilitator as Person-Centered Planner Person-Centered Planning Overview: Why It Is Critical for Self-Determination – Sally Burton-Hoyle <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Describe the values and principles of Person-Centered Planning2. Explain the elements of pre-planning3. Describe the parts of the Person-Centered Plan.4. Explain how individuals are invited to participate in a PCP.

11:45 am – 12:30 pm	How to Lead a Person-Centered Plan: Approaches to the Use of Person-Centered Planning – Sally Burton-Hoyle <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Understand various approaches to the PCP process and their role in the PCP Process2. Make/develop plans for the individual to work toward and achieve identified outcomes3. Determine the services and supports the individual needs to work toward or achieve outcomes including, but not limited to, services and supports available through regional center/self-determination funding.4. Develop a support plan that directs the provision of supports and services to be provided through the PCP
12:30 – 1:00 pm	Lunch Break
1 – 2:15 pm	Practice Leading a Person-Centered Plan – Breakout Groups Each trainee will get a chance to lead part of a person-centered plan for a consumer. <i>Learning Objectives:</i> <ol style="list-style-type: none">1. How the values of a PCP are applied when leading a plan for various individuals.2. How to ensure that opinions of the client, no matter how impacted they are by their disability, are respected.3. Develop confidence in working with individuals and their families.
2:15 - 2:30 pm	Independent Facilitator as Personal Shopper – Sally Burton-Hoyle and Judy Mark <i>Learning Objectives:</i> <ol style="list-style-type: none">1. How to determine if services are covered under self-determination in the waiver2. Implications of new CMS rules3. Thinking outside the box – using creativity to meet life goals4. How to meet your goals in unique ways within your community
2:30 – 3:00 pm	Independent Facilitator as Advocate – Katie Hornberger <i>Learning Objectives:</i> <ol style="list-style-type: none">1. How can individual budgets be modified.2. How can a case be made for a change in circumstances or unmet need.3. Describe the general due process rights of all consumers.4. How Independent Facilitators can advocate on behalf of their clients at IPPs.
3:00 – 3:10 pm	Break
3:10 – 4:30 pm	Development of Individual Budget and Mock Presentation of Plan at IPP – Breakout Groups
4:30 – 5:20 pm	Independent Facilitator as Management Consultant, Ongoing Supporter, and Small Business Owner – Doug Pascover <i>Learning Objectives:</i> <ol style="list-style-type: none">1. Working with families and consumers on hiring and managing personal staff, agencies, and others.2. Other ways to provide ongoing support of families and consumers, such as finding new providers, helping in times of crisis, changing goals mid-year if necessary.3. Options for fee structure for Independent Facilitators and how to create a small business.
5:20 – 5:50 pm	Written Assessment
5:50 - 6:00 pm	Evaluation and Distribution of Certificates

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **JAN 31 2013**

AUTISM SOCIETY OF AMERICA-LOS
ANGELES INC
8939 S SEPULVEDA BLVD STE 110-788
LOS ANGELES, CA 90045

Employer Identification Number:
30-0243440
DLN:
17053075345002
Contact Person:
ANGELA M BENDER ID# 31162
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
January 2, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Holly O. Paz
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)