

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROPOSAL COVER PAGE**

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

Section I. Grantee Information and Cover Sheet

Please check the box that describes your organization		
<input type="checkbox"/> Regional Center (RC)	<input type="checkbox"/> Community Based Organization (CBO), 501(c)(3)	<input checked="" type="checkbox"/> CBO, non-501(c)(3) <input checked="" type="checkbox"/> EIN or <input type="checkbox"/> No EIN
a. Name of organization/Group	b. Date	
State Council on Developmental Disabilities	10/15/18	
c. Primary contact (Name)		
Aaron Carruthers		
d. Mailing address		
3831 N. Freeway Boulevard, Suite 125, Sacramento, California 95834		
e. Primary e-mail address	f. Primary phone number	
aaron.carruthers@scdd.ca.gov	916-263-8183	
g. Secondary contact email address	h. Secondary contact phone number	
douglas.sale@scdd.ca.gov	916-263-8114	
i. Brief description of the organization/group (organization type, group mission, etc.).		
Consumers know best what supports and services they need to live independently and to actively participate in their communities. Through advocacy, capacity building and systemic change, SCDD works to achieve a consumer and family-based system of individualized services, supports, and other assistance.		

Section II. Proposal Summary

a. Project title	Building Capacity in Cultural and Linguistic Competence as an Approach to Reducing Disparities in the DD System
b. Total amount requested	\$ 150,000
c. Projected number of individuals impacted	7 leaders
d. Duration of project (months)	12 months Start date: 06/01/19 End date: 05/31/20
e. RC(s) in the project catchment area(s)	2 Target zip code(s) for Los Angeles County*: N/A
f. Did your organization receive funding for a project in FY 2017/18?	<input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No **If yes, provide the grant number and answer questions "f1" and "f2." If no, skip to question "g." Grant # (CBOs only):
f1. What is the current status of your project?	N/A
f2. How is this proposal different from your current project?	N/A

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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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Attachment A-2

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PROJECT INFORMATION**

1. Project title
Building Capacity in Cultural and Linguistic Competence as an Approach to Reducing Disparities in the DD System
2. Select the target group(s) the project intends to serve and provide a description of each group. Check all that apply.
<input checked="" type="checkbox"/> Ethnicity: Regional Center Executive Directors, cultural specialist and CBO partners will conduct community engagement as part of the project to identify underserved group(s) in their respective catchment areas <input checked="" type="checkbox"/> Language(s): Regional Center staff and CBO partners will conduct community engagement as part of the project to identify underserved cultural/linguistic group(s) in their respective catchment areas <input checked="" type="checkbox"/> Age group(s): All <input checked="" type="checkbox"/> Socioeconomic: All <input checked="" type="checkbox"/> Other: Regional center executive directors, cultural specialists, and CBO partners who work with underserved groups in the community are the direct recipients of cultural/linguistic competence training/technical assistance as a method to address disparity
3. Which area(s) of focus does the project meet? Check all that apply.
<input checked="" type="checkbox"/> 1. Increase access to information about services available through the RC system and processes to receiving those services. <input type="checkbox"/> 2. Provide assistance during the intake process. <input type="checkbox"/> 3. Empower consumers to advocate for needed services. <input checked="" type="checkbox"/> 4. Increase access to services that meet the cultural and linguistic needs of consumers and their families. <input type="checkbox"/> 5. Other (explain):
4. Project Type. Check all that apply.
<input type="checkbox"/> Translation (equipment, translator services, translating brochures or materials, etc.) <input type="checkbox"/> Outreach (community events, website or social media design, materials, etc.) <input checked="" type="checkbox"/> Workforce capacity (staff training, incentives for bilingual employees, etc.) <input type="checkbox"/> Parent education (online or in person trainings, workshops, etc.) <input type="checkbox"/> Promotores (para professionals to help develop relationships and trust with the Regional Center) <input type="checkbox"/> Family/consumer support services (1:1 coaching, enhanced case management, service navigation, etc.) <input checked="" type="checkbox"/> Other: Systems/Organizational Change
5. What experience does the organization/group have working with the target population?
The proposed project is a pilot initiative that will increase the capacity of regional center (RC) directors to integrate cultural and linguistic competence (CLC) in organizational policies and practices as an approach to disparities reduction. Direct targets of the project are RC staff and CBO leaders and indirect targets (beneficiaries) are underserved communities of diverse racial, ethnic, and linguistic backgrounds from respective RC catchment areas. The State Council is partnering with the other DD Network Partners and the Georgetown National Center on Cultural

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Competence (NCCC) to deliver training and sustained TA to the direct target audience. The DD Network partners have extensive experience working on CLC efforts on a policy level (e.g., involvement in "Community of Practice") and a community level (e.g., providing advocacy skills training to minority parent groups). The NCCC has over 20 years of experience providing CLC training and TA to DD system administrators nationwide.

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

Direct Targets: To the best of our knowledge, there are currently few, if any, training and TA resources for RC administrators who are invested in promoting CLC at the organizational level. Evaluation data from a workshop that the NCCC led with RC directors earlier this year reflected that administrators wanted more training on how to work with their communities to determine where and why disparities exist, as well as ongoing consultative support.

Indirect Targets: POS data show that consumers from American Indian/Alaska Native, Asian, Black, Hispanic, and Native Hawaiian/Other Pacific Islander backgrounds get fewer services authorized and less funding, on average, across the state. This project will ask RC directors/staff and CBO partners to conduct community engagement to identify where the greatest disparities are in their catchment areas and formulate action plans that address the most important issue(s).

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

The pilot project aims to increase the capacity of regional center executive leadership to: 1) Integrate cultural and linguistic competence in organizational policies, structures, procedures, and practices; (2) Serve as agents of change using CLC as a major approach in reducing service disparities; and (3) Utilize the DD Network partners as a long-term technical assistance resource that can provide expertise on the role of CLC in ensuring meaningful community engagement, systems of care coordination, person-centered services, and supports to effect systems change. The project draws on organizational change theories that suggest that organizational culture- which consists of an organization's values, policies, and practices- is transformed through the attitudes and actions of its leaders and decision-makers. It stands to reason that California's DD system can only build a more culturally and linguistically competent culture if its leadership embraces and promotes key tenets of cultural and linguistic competence, such as valuing diversity, understanding and adapting to the contexts of the populations they serve, establishing meaningful partnerships with key stakeholders who identify with the community, and engaging in self-assessment to determine areas for growth.

The DD Network Partners in collaboration with the NCCC will implement a program consisting of two 2-day intensive professional development and technical assistance forum followed by nine technical assistance sessions and a closing forum that aim to increase the knowledge, shift the attitudes, and ultimately influence the actions of key leaders in the DD system. A cohort of two regional center executive directors, two cultural specialist staff members, and 2-4 CBO partners will be recruited to participate in the program, which will take place over the course of 12 months. Executive directors who demonstrate a commitment to furthering their knowledge and skills of CLC through professional development, understanding disparities in a wider context, and working with communities will be given priority to participate in the program.

The NCCC will adapt and expand its highly successful one-day professional development workshop entitled "Delving Deeper: Disparities in Developmental Disabilities Services and Supports" that was previously delivered to a select group of RC, DDS, and ARCA staff to form the basis of the intensive course. The course will: (1) Introduce the guiding framework that prompts

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participants to examine how and why disparities exist in disability services, (2) Challenge participants to think critically about what their own roles are in addressing disparities, (3) Examine theory of change models in disparities reduction, (4) Delineate the role of cultural and linguistic competence in disparities reduction, (5) Explore the role of leadership in addressing disparities, and (6) Facilitate a discussion between DD network partners and regional center administrators about how they can leverage their combined resources and expertise to promote a disability service system that is more responsive to the needs of consumers from culturally and linguistically diverse backgrounds and their families. A panel of community members representing consumers and family members from diverse racial, ethnic, and cultural backgrounds will also present during the course. The panelists will share: (1) what it means to be a person who experiences intersectionality (disability, race, ethnicity, gender, LGBTQ); (2) the family members' experiences in providing care and support; (3) the most significant barriers they face as individuals and families in accessing services and supports; and (4) what is needed to ensure a system of DD services and supports that is accessible, culturally and linguistically competent, and person-centered.

Nine TA sessions will be conducted jointly by NCCC and DD network partners via a distance-based, virtual learning format. TA sessions will be conducted as a group, with both sets of center directors, cultural specialists, and CBO partners benefitting from a collaborative learning environment where they can discuss solutions to shared challenges. Individual sets of directors, specialists, and CBO partners will be encouraged to schedule one-on-one follow-up consultations with the NCCC and DD network TA team between group sessions. The first five TA sessions will ask participants to consider how they can engage with consumers, family members, and other key stakeholders to identify disparities in their communities; reflect on 1-2 areas of disparity unique to their community that they want to address; and work collaboratively with other regional center and CBO staff, consumers, and families to formulate approaches to reduce the identified disparities and create an action plan. The four TA sessions that follow will be dedicated to the exploration of CLC and disparity topics of particular salience to regional centers. The TA team will ask RC staff to identify topics for discussion that will best meet their needs. Potential topics could include, but are not limited to: organizational and behavioral change strategies at all staff levels, organizational self-assessments and measuring progress, and implications of cultural and linguistic competence for consumer self-advocacy and self-determination. Following the TA sessions, a two-day in-person closing forum will encourage participants to consider next steps and will feature a full day focused on how they can lead change in their organizations in the context of their roles and responsibilities.

The program is based on the premise that it is essential for regional center directors and staff to: (1) be active in increasing their knowledge and skills, strategies for action, and opportunities for self-reflection; (2) acquire knowledge of community-defined assets, resilience, and needs of diverse communities through community engagement and meaningful partnerships with consumers and local CBO leaders; and (3) have access to longer-term support as they formulate a shared vision and action plan. This approach will enable DD system leaders to better understand and be responsive to the underserved racial, ethnic, and linguistic groups in their catchment areas, integrate cultural and linguistic competence into organizational policy and practices through their leadership roles, and begin the process of reducing service disparities for these populations and communities.

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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?

DDS has funded multiple projects through ABX2 1 that increase cultural and linguistic competence as an approach to reducing POS disparities. Cross-cutting activities on these projects have included providing cultural competency training to service providers, increasing consumers' and families' access to materials in their native languages, conducting programming in threshold languages and increasing the availability of interpreters, and hiring community health workers/promotoras to conduct outreach and education to underserved members of their communities. Although all of these activities are valid approaches for targeting POS disparities, organizational change theories suggest that in order for cultural competence and linguistic competence to become accepted standard practice and sustained long-term, policy makers and administrators must model beliefs, values, and actions that support their integration into the organizational culture. The proposed project, if funded, will be the first ABX2 1 grant to target CLC at the organizational/administrative level of DD systems as a mechanism to reducing POS disparities in availability, accessibility, acceptability, quality, and utilization of services.

The project is unique in that it also softens boundaries and promotes collaboration among key players in California's DD system that historically have experienced barriers to working together towards the same goals and objectives. The project will bring the State Council, Disability Rights California, the three University Centers for Excellence in Developmental Disability, and Regional Center to the same table to provide technical assistance toward the regional center's identified goal. The project will create the infrastructure for the DD Network Partners to serve as a long-term technical assistance resource to regional center administrators and staff.

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

The DD Network Partners have been working together for over a year in gathering input from regional stakeholders, sharing collective experiences in advocacy efforts in the DD system of care and input from UCEDD Community Advisory Committees. The partners recognized a glaring need for training and TA resources for RC administrators invested in promoting cultural and linguistic competence. To effect change, education and subsequently implementation of culturally and linguistically competent policies and procedures would have to occur at the organizational level at each Regional Center. To best support efforts and sustainability, Regional Center Directors, cultural specialists, and CBO leaders would work collectively with the DD Network Partners and the NCCC to create a collaborative, sharing a goal of addressing service disparities for individuals with developmental disabilities, their families, and the communities in which they live.

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.*

Activity	Staff	2019			2020	
		Q0 (Not Charged to Grant)	Q1 6/1/19- 8/31/19	Q2 9/1/19- 11/30/19	Q3 12/1/19- 2/28/20	Q4 3/1/20-5/31/20
Administrative start-up activities	NCCC, with State Council, UCEDDs and DRC (DD Network Partners)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand and Adapt "Delving Deeper" curriculum to meet the training needs of DD system administrators	NCCC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit 2 regional center executive directors, 2 regional center cultural specialists, and 2-4 CBO leaders to participate in 10-month training and TA program	State Council	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate logistics for in-person training course, virtual TA sessions, and closing forum (locations, times, dates, operations, materials/supplies)	State Council and NCCC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop impact/outcome evaluation measures and administer to capture: (1) Shifts in participants' attitudes, knowledge, and behavioral intentions related to cultural and linguistic competence that uses a pre-and post-intervention design; and (2) Feedback from consumers and families who participate in project activities on their experiences of inclusion and capacity to partner in systems change at the policy making level.	NCCC and UCEDDs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recruit 4-6 community members representing consumers and family members from diverse	State Council	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity	Staff	2019			2020	
		Q0 (Not Charged to Grant)	Q1 6/1/19- 8/31/19	Q2 9/1/19- 11/30/19	Q3 12/1/19- 2/28/20	Q4 3/1/20-5/31/20
		backgrounds to participate on a panel for the professional development and technical assistance forums.				
Conduct 2 two-day professional development and technical assistance forums. (1) Launch will be at the regional center and (2) conclusion will be at State Council office	NCCC and DD Partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prepare and submit quarterly report to DDS	State Council	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct 9 group TA sessions with participants via a distance-based, virtual learning format	NCCC and DD Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct one-on-one follow-up consultations with individual teams, as needed	NCCC, DD Partners as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Convene a 2-day closing forum	NCCC and DD Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gather intervention data from participants and consumers/family members, participant attendance, and participant satisfaction	UCEDDs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyze evaluation data	UCEDDs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prepare and submit final report to DDS	State Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: Building Capacity in Cultural and Linguistic Competence as an Approach to Reducing Disparities in the DD System		
Measures of Outcomes	Type of Measure(s). Check all that apply.	Activity To Be Measured; Data Collection Method
	<input checked="" type="checkbox"/> Count	Deliver intensive course (number of days, modules delivered), Provide 9 technical assistance sessions (log of group sessions); Provide individual team consultations (log of consultations); Recruit participants (web announcement, emails); Participant attendance at intensive course, TA sessions, and closing forum (sign in sheets, attendance logs); Consumer/family member panel participation at intensive course (sign in sheet)
	<input type="checkbox"/> POS	
	<input checked="" type="checkbox"/> Pre/post survey/assessment	Develop and conduct pre/post surveys for regional center directors, cultural specialists, and CBO partners measuring knowledge, attitudes, and behavioral intentions as they relate to thematic saturation of ideas, looking specifically at whether participants are in agreement as to what disparities are, how/where they manifest (i.e., “disparities in what?”), why they exist, to what extent they exist, and their roles in addressing them and promoting change as leaders (administer surveys with quantitative and qualitative measures prior to intensive course, following intensive course, and following the closing forum)

	<input checked="" type="checkbox"/> Stakeholder feedback	Collect feedback from consumers, families, and organizational staff who provide input to participant teams on disparity action plans to capture engagement and ideas for next steps (administer surveys with qualitative measures); Assess how participants plan to integrate stakeholder feedback into their next action steps as leaders (administer surveys with qualitative measures following closing forum); Collect satisfaction data from participants on usefulness and quality of training and TA (administer surveys with quantitative and qualitative measures following intensive course and following the closing forum)
	<input checked="" type="checkbox"/> Materials	Expansion/adaptation of "Delving Deeper" curriculum (presentation, activities, handouts); Development of recruitment materials (digital brochures/flyers, emails)
	<input checked="" type="checkbox"/> Other: PLEASE DESCRIBE:	Development of an action plan -- each regional center director, cultural specialist, and CBO partner team will work with consumers, families, and organizational staff to develop a disparity action plan (team log of who was contacted to participate, meeting notes or focus group summary, completion of document and/or flow chart)

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
The Georgetown University National Center on Cultural Competence
Project Title
Building Capacity in Cultural and Linguistic Competence as an Approach to Reducing Disparities in the DD System
Project Duration (start and end date)
Start Date: 03/01/19 End Date: 2/28/20 Number of Months: 12

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Tawara Goode, MA Title/Position: Project Director/NCCC Director X Existing Position or New Position X Full Time Equivalent (FTE): .20	\$35,587	\$	\$
Name: Wendy Jones, M. Ed, MSW Title/Position: Senior Policy Associate X Existing Position or New Position X Full Time Equivalent (FTE): .125	\$16,045	\$	\$
Name: Vivian Jackson Title/Position: Senior Policy Associate X Existing Position or New Position X Full Time Equivalent (FTE): .10	\$14,073	\$	\$
Name: Ellen Kagen Title/Position: Senior Policy Associate X Existing Position or New Position X Full Time Equivalent (FTE): .025	\$3,547	\$	\$
Name: Deborah Perry Title/Position: Director of Research and Evaluation X Existing Position or New Position X Full Time Equivalent (FTE): .05	\$10,601	\$	\$
Name: Krystle Canare Title/Position: Project Coordinator X Existing Position or New Position X Full Time Equivalent (FTE): .05	\$4,409	\$	\$
Name: Title/Position: Existing Position or New Position Full Time Equivalent (FTE):	\$	\$	\$
Salary/Wages and Benefits Total	\$84,262	\$	\$

Operating Expenses			
Travel to California	\$11,802	\$	\$
Consultant	\$8,400	\$	\$
Webinars/Conference Calls	\$720	\$	\$
Honoraria: Subject Matter Expert	\$1,000	\$	\$
Training Materials	\$450	\$	\$
Postage/Shipping	\$103	\$	\$
Telephone	\$240	\$	\$
Operating Expenses Total	\$22,715	\$	\$

Administrative Expenses (Indirect costs, up to 15%)			
Accounting/Administration	\$16,047	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$16,047	\$	\$
Project Budget Total	\$38,762	\$	\$

*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): Aron Camthers

Signature:  Date: 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name): JOHN ROSS BUSTILLOS

Signature:  Date: 10/12/18

**As applicable

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		
California State Council on Developmental Disabilities (on behalf of the DD Network Partners)		
Project Title		
Building Capacity in Cultural and Linguistic Competence as an Approach to Reducing Disparities in the DD System		
Project Duration (start and end date)		
Start Date: 03/01/2019	End Date: 2/28/2020	Number of Months: 12

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Aaron Carruthers {SCDD} Title/Position: Technical Assistance and Evaluation <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): .10	\$	\$	\$
Name: Catherine Blakemore, JD (DRC) Title/Position: Technical Assistance and Evaluation <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): .10	\$	\$	\$
Name: Robin Hansen, MD (CEDD, UC Davis Mind Institute) Title/Position: Technical Assistance and Evaluation <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): .10	\$	\$	\$
Name: Olivia Raynor, PhD {Tarjan Center, UCEDD) Title/Position: Technical Assistance and Evaluation <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): .10	\$	\$	\$
Name: Larry Yin, MD, MSPH (USC UCEDD) Title/Position: Technical Assistance and Evaluation <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): .10	\$	\$	\$
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	\$0	\$	\$

Operating Expenses			
The National Center for Cultural and Linguistic Competence Subcontract	\$128,251	\$	\$
Participant Travel Costs	\$5,682	\$	\$
In-state Travel	\$5,000	\$	\$
Copying and Printing/Office Supplies	\$100	\$	\$
Advertising and Outreach	\$45	\$	\$
	\$	\$	\$
	\$	\$	\$
Operating Expenses Total	\$139,078	\$	\$

Administrative Expenses (Indirect costs, up to 15%)			
Accounting/Administration	\$10,922	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$10,922	\$	\$
Project Budget Total	\$150,000	\$	\$

*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) Aron Camthers

Signature:  Date: 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name) JOHN ROSS BUSTILLOS

Signature  Date: 10/12/18

**As applicable

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
The Georgetown University National Center on Cultural Competence
Project Title
Building Capacity in Cultural and Linguistic Competence as an Approach to Reducing Disparities in the DD System
Project Duration (start and end date)
Start Date: 03/01/19 End Date: 2/28/20 Number of Months: 12

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
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):	\$	\$	\$
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):	\$	\$	\$
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	\$	\$	\$

Operating Expenses			
Space Rental	\$5,227	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Operating Expenses Total	\$5,227	\$	\$

Administrative Expenses (Indirect costs, up to 15%)			
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$	\$	\$
Project Budget Total	\$	\$	\$

*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): Aora Camethers

Signature:  Date: 10/16/18

Sub-grantee (subcontractor)**

Authorized by (print name): JOHN ROSS BUSTILLOS

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
The Georgetown University National Center on Cultural Competence
Project Title
Building Capacity in CLC as an Approach to Reducing Disparities in the DD System
Project Duration (start and end date)
Start Date: 03/01/2019 End Date: 2/28/2020 Number of Months: 12

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position: Project Director/NCCC Director	Ms. Goode is responsible for fiscal, programmatic, and policy matters and has ultimate responsibility for the successful implementation and quality assurance for all aspects of the subcontract. She will provide subject matter expertise and conduct onsite professional development, training, and technical assistance (TA) for the Regional Center teams.
Title/Position: Senior Policy Associate	Ms. Jones is responsible for coordinating, researching, planning, and conducting 9 monthly TA sessions for Regional Center teams, conducting individualized consultations or coaching, responding to any individual requests via email, conference call, or Zoom technology.
Title/Position: Senior Policy Associate	Dr. Jackson will plan and conduct onsite professional development, training, and TA for the initial and closing forums designed for Regional Center teams; and will provide input on content/subject matter for the 9 monthly TA sessions.
Title/Position: Senior Policy Associate	Ms. Kagen will work with the Project Director and other Senior Policy Associates to incorporate subject matter expertise on leadership into the curriculum for the initial professional development/training forums and conduct an intensive TA for the closing professional development/training forum on the role of leadership in addressing disparities.
Title/Position: Director of Research & Evaluation	Dr. Perry will consult with the DD Network Partners on evaluation designs based on previous experience in evaluation methodology for similar projects conducted by the NCCC.
Title/Position: Project Coordinator	Ms. Canare will work with the Project Director and staff to provide administrative support for the project. This would include preparing all documents for training, ensuring scheduling of webinars, making travel arrangements for program faculty, working with Georgetown University central departments to process consultant contracts and payments, and assisting with any reports or invoicing

Operating Expenses –Line Item	Description
Travel to California	Funds are requested to cover the cost of travel to California for 3 faculty to provide the initial on-site professional development, training, and TA forum and 4 faculty to provide the closing forum. It is estimated that each trip for the on-site training will cost \$1,892 (\$800/airfare, \$95/night hotel x 6 nights, \$46/day per diem x7 days, \$150/ground transportation, \$50/baggage fee). In addition, funds are requested for a rental car for all staff to travel between training sites (\$250). It is estimated that the closing will be \$1,469 (\$800 airfare, \$95/night hotel x 3 nights, \$46/day per diem x 4 days, \$150/ground transportation, \$50/baggage fees).
Consultant	Funds are requested to hire a consultant to assist with conducting the 9 TA sessions, providing individualized consultation or coaching, and responding to any individual requests via email, conference call, or Zoom technology. The consultant will work under the direction of the Senior Policy Associate. It is estimated that the consultant will provide 7 days at a rate of \$1,200/day.
Webinars/Conference Calls	Funds are requested to cover the cost of webinars and associated conference call costs for the TA sessions and individualized requests or coaching. It is estimated that each webinar/call would cost \$80/each.
Honoraria: Subject Matter Expert	Funds are requested to provide honoraria to subject matter experts to participate on one of the technical assistance sessions at a rate of \$500/each.
Office/Training Materials	Funds are requested for the purchase and copying of training materials for each of the participants for the initial and closing on-site professional development, training, and TA and follow-up forum. It is anticipated that a total of \$20/person will be required for both sessions. In addition, funds are requested for \$100 for supplies for the project.
Postage/Shipping	Funds are requested for the shipping of program material to each training. This estimate is based on historical costs with a program of this size and scope.
Telephone	Funds are requested to cover monthly telephone costs for the faculty and staff associated with this off campus project. This request is estimated based on historical experience with programs of this size and scope and will be billed on actual costs incurred.

Administrative Expenses- Line Item	Description
Accounting/Administration	Financial officers, accounting functions, office supplies and equipment, utilities, and janitorial.

Proposer (applicant):

Authorized by (print name): Aron Camthers

Signature:  Date: 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name): JOHN ROSS BUSTILLOS

Signature:  Date: 10/12/18

**As applicable.

PROJECT BUDGET NARRATIVE WORKSHEET

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

Organization Name		
The Georgetown University National Center on Cultural Competence		
Project Title		
Building capacity in Cultural and Linguistic Competence as an Approach to Reducing Disparities in the DO System		
Project Duration (start and end date)		
Start Date: 03/01/19	End Date: 2/28/20	Number of Months: 12

Salary/Wages and Benefits -Line Item	Description of Duties
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	

Operating Expenses – Line Item	Description
Space Rental	The NCCC is a component of the Georgetown University Center for Child and Human Development (GUCCHD). GUCCHD is located in off-campus rental space. Space Rental is based on actual costs for space at 3300 Whitehaven Street, N.W., Washington, DC for program staff. Because this project is conducted off-campus, rent is permitted per the DHHS Division of Cost Allocation which states that off-campus projects can charge rent.

Administrative Expenses- Line Item	Description


Proposer (applicant):

Authorized by (print name): Aora Camthers

Signature  Date: 10/16/18

Sub-grantee (subcontractor): **

Authorized by (print name): JOHN ROSS BUSTILLOS

Signature:  Date: 10/12/18

**As applicable.

PROJECT BUDGET NARRATIVE WORKSHEET

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

Organization Name		
California State Council on Developmental Disabilities (on behalf of the DD Network Partners)		
Project Title		
Building Capacity in Cultural and Linguistic Competence as an Approach to Reducing Disparities in the DD System		
Project Duration (start and end date)		
Start Date: 03/01/2019	End Date: 2/28/2019	Number of Months: 12

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position: Technical Assistance and Evaluation (5 Project Staff)	Recruit participants; Facilitate 2-3-day intensive course; Provide virtual TA and consultations (e.g., highlight experiences working with underserved populations and lessons learned, refer participants to statewide and local resources, serve as policy/legal resource, provide information on best and promising practices in disability research); Facilitate closing forum; Develop pre/post survey measures; Manage and analyze evaluation data; Prepare and submit quarterly and final reports to DDS
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	
Title/Position:	

Operating Expenses-Line Item	Description
The National Center for Cultural and Linguistic Competence Subcontract	Expand/adapt "Delving Deeper" curriculum; Develop training materials, handouts; Lead 2-3-day intensive course; Provide virtual TA and consultations (e.g., discuss strategies for community engagement, putting org. change theory into practice, and addressing barriers); Lead closing forum; Provide evaluation consultation.

	See NCCC budget for detailed description.
Participant Travel Costs	An estimated 7 participants from the 2 Regional Centers will attend the intensive course (\$3017) and closing forum (\$2352). Costs include driving (2 trips x 268 avg mi. x .545) and lodging (5 nights x \$95/night). Participants' local travel totals \$273 (500mi. x .545). 6 panelists' local travel totals \$99 (180mi. x .545).
In-State Travel	The 5 DD Network Partner personnel members will travel to the intensive course and closing forum. The three local partners' travel costs total \$41 and include driving (74 total mi. x .545). The two non-local partners' travel costs total \$2310 and include airfare (2 trips x \$200/roundtrip), rideshare (2 trips x \$140/person), and lodging (5 nights x \$95/night).
Copying and Printing/Office Supplies	Includes copying/printing for all materials that DD Network Partners will bring to intensive course and forum (e.g., research articles, speaking points, webpage print-outs) or reference during TA/consultation sessions. Office supplies include all materials necessary to document and organize program information (e.g., legal/memo pads, pens, pencils, file folders, staples).
Advertising and Outreach	Costs associated with creating flyers and digital materials for professional participants and consumers, families, and community members.

Administrative Expenses-Line Item	Description
Accounting/Administration	Accounting functions, rent and utilities, janitorial services

Proposer (applicant):

Aron Camthers

Authorized by (print name): _____

Signature: _____  Date: 10/16/18

Sub-grantee (subcontractor):**

Authorized by (print name): _____ JOHN ROSS BUSTILLOS _____

Signature: _____  Date: 10/12/18

**As applicable.