Project Name:	ASLA Cross-Cultural Independent Facilitator Mentor Training Program for Self-Determination Program.	
Applicant Organization:	Autism Society of Los Angeles	
Awarded Amount:	$265,000	
Funding Announcement Name:	Promoting Service Access and Equity Grant	

PROJECT SUMMARY

Vision of Project: To provide the opportunity for the diverse individuals and their families to transition to the Self-Determination program with the help of a culturally and linguistically competent Independent Facilitator. By providing comprehensive mentor training to culturally diverse Independent Facilitators we can ensure access, equity and reduce POS disparity to underserved individuals in the self-determination program. Benefit to the community is giving Independent Facilitators the opportunity to gain the tools they need to build the leadership skills to help self-advocates and families create a person-centered plan that will be representative of who they are and thus allowing them to have a voice in their future. This project will help Independent Facilitators create collaborative opportunities between independent facilitators as well as with individuals, families, service providers and regional centers. Independent Facilitators will gain skills to successfully lead a PCP meeting, write effective PCP reports, developing spending plans, understanding unmet needs, self-determination codes & definitions, and efficiently communicate with regional center and service provider staff. The program includes 10 in-depth online training 2-hour webinars, 10 small groups online 2-hour training meetings, one-on-one support, resource specialist, case study examples, PCP report and spending plan templates, private trainee Facebook group where trainees can ask questions, share ideas and collaborate with one another, as well as creating opportunities for meet and greets with regional Center staff including service coordinators, Self-Determination committees, and families interested or approved in the self-determination program. Target population includes all culturally and linguistically independent facilitators across all 21 regional center catchment areas. First Year: 10 in-depth online training 2-hour webinars; opportunity to learn the ins and outs and all the small details required for each step of providing independent facilitator services. Curriculum: 1. Setting yourself up as an independent facilitator (independent contractor requirements; contract, tax, insurance, marketing, how to get clients, etc.) 2. Your role as an Independent Facilitator 3. The PCP process and PCP meeting 4. Interactive Mock PCP with breakout sessions 5. Identifying Unmet Needs 6. The PCP Report (writing and formatting the report) 7. Reviewing the Budget and Budget Tool 8. Spending Plan Scenario and steps for developing the Spending Plan 9. Understanding Generic Resources 10. Understanding Self-Determination categories, service codes & service definitions Second Year: 20 hours of small group online meetings; which provides opportunity for more hands-on training. Topics may include: 1. PCP Report Template- working together to complete a PCP template including going over the importance of wording, details and setting clear easy to read goals. 2. Q& A segment on PCP reports- Meeting to give trainees the opportunity to share their experiences during their PCP meetings and allow a space to share ideas. 3. Spending Plan Template- working together to complete a Spending Plan template including going over 4. Q& A segment on The Spending Plan- Meeting to give trainees the opportunity to share their experiences developing the spending plan and allow a space to share ideas. 5. Q& A segment Unmet Needs- how to make the case for unmet needs and working with the regional centers. 6. Using tools such as zoom, doodle, google word, and other systems of support. 7. Meet and Greet with FMS organization with Q & A segment 8. Meet and Greet with Regional Center staff including Service Coordinators and Self-Determination Committees. 9. Meet and Greet with the families interested or approved in the self-determination program. 10. Final Q& A segment

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Information		
1. Project Title What is the Project Title?	**Applicant Response** ASLA Cross-Cultural Independent Facilitator Mentor Training Program for Self-Determination Program	
2. Awarded Amount	**Applicant Response** $265,000	
3. Organization Type Please check the box that describes your organization	**Applicant Response** Community Based Organization, non-501(c)(3) EIN	
4. Description of Organization/Group Provide a brief description of the organization/group (organization type, group mission, etc.). Explain what experience your organization has managing a program similar to the proposal and state the outcomes of that program.	**Applicant Response** 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. ASLA created the Parent Empowerment Project (PEP), a parent-led program that helped reduce the racial and ethnic disparities for individuals and families served by Westside Regional Center. Additionally, ASLA was the lead author of SB 468, the Self-Determination Law and has been a leader in the implementation. During 2019 and 2020 ASLA in collaboration with Disability Voices United trained over 150 culturally and linguistically diverse individuals under the Cross-Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program project. ASLA has provided Person-Centered Planning services for the past year and has gained inside knowledge on the PCP process, effective PCP report writing and PCP planning. Our staff provides support in Spanish and English and has Latino and African American representation. As parents of regional center clients and leaders in the community, our staff has knowledge, passion and compassion in mentoring, guiding, and supporting self-advocates, families and other community leaders. In addition, Autism Society of Los Angeles board members have a strong focus and priority to help reduce disparities in the community and is represented by a diverse group across ethnicity (Latino, Asian, African American, white), gender, age, self-advocates (verbal and non-verbal), parents, professionals and professions.	
5. Applicant in Good Standing Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	**Applicant Response** Yes	1
6. Subcontractors in Good Standing	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	
Grant Reapplication Information		
Grant Reapplications Only		
1. Grant Number	**Applicant Response**	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
2. Project Title	**Applicant Response**	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
3. Project Start & End Dates	**Applicant Response**	
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
4. Project Duration	**Applicant Response**	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
5. 2016/2017 Award	**Applicant Response**	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
6. 2016/2017 Expenses	**Applicant Response**	
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
7. 2016/2017 Remaining	**Applicant Response**	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
8. 2017/2018 Award	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
9. 2017/2018 Expenses	**Applicant Response**	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
10. 2017/2018 Remaining	**Applicant Response**	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
11. 2018/2019 Award	**Applicant Response**	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
12. 2018/2019 Expenses	**Applicant Response**	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
13. 2018/2019 Remaining	**Applicant Response**	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
14. 2019/2020 Award	**Applicant Response**	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
15. 2019/2020 Expenses	**Applicant Response**	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
16. 2019/2020 Remaining	**Applicant Response**	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
17. Total Awarded	**Applicant Response**	
(Reapplicants only) Combine the amounts included in FY 2016/2017, FY 2017/2018, FY 2018/2019, and FY 2019/2020 for the total amount awarded for the project. If not applicable select Not Applicable.	Not Applicable	
18. Initial Proposed Number of People Served	**Applicant Response**	
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	Not Applicable	
19. Actual Number of People Served	**Applicant Response**	
(Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.	Not Applicable	
20. Regional Centers in Catchment Area	**Applicant Response**	
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Not Applicable	
21. Cities Served	**Applicant Response**	
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Not Applicable	
22. Counties Served	**Applicant Response**	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Not Applicable	
23. City of Los Angeles	**Applicant Response**	
(Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.	Not Applicable	
24. Activities to Date	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.	Not Applicable	
25. Project Impact & Outcome	**Applicant Response**	
(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.	Not Applicable	
26. Project Objectives	**Applicant Response**	
(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.	Not Applicable	
27. Project Transition	**Applicant Response**	
(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
General Application		
Proposal Summary		
1. Individuals Impacted Enter the projected number of individuals impacted.	**Applicant Response** 225	
2. People Served What is proposed number of people projected to be served?	**Applicant Response** 75	
3. Duration of project What is the duration of the project? Enter Start & End Dates.	**Applicant Response** Start Date: 02/28/2021, End Date: 02/27/2023	
4. Duration of project (months) What is the total duration of project in months?	**Applicant Response** 12	
5. Regional Centers List all Regional Centers in the project catchment areas.	**Applicant Response** **ACRC, FDLRC, KRC, NBRC, NLARC, RCEB, SDRC, TCRC, VMRC**	
6. Cities Served List the city or cities your project proposes to serve.		
7. Counties Served List the county or counties your project proposes to serve.		
8. City of Los Angeles		

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
9. Community Based Organizations	**Applicant Response**	
Will you be working with one or more Community Based Organization?	No	
10. Regional Center Data	**Applicant Response**	
If you plan to use regional center data for your project, indicate what steps you will take (or already have taken) to acquire it. For example, completing a data agreement, completing a data request, meeting with RC to discuss data availability/timelines, etc.	Will not be using Regional Center Data, but will to reach out to regional centers cultural specialist to promote project trainee enrollments.	
11. First Project Type Selection	**Applicant Response**	
Select your first project type.	Parent Education (online or in person trainings, etc)	
12. Second Project Type Selection	**Applicant Response**	
Select your second project type (if applicable).	Community Connector (Example: Promotora or Navigator)	
13. Third Project Type Selection	**Applicant Response**	
Select your third project type (if applicable).	Engagement and Outreach (community events, etc)	
14. Multiple Organizations	**Applicant Response**	
Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.	No	
15. Leverage & Strategies	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project. How will your project continue its work after the grant funding has concluded?	During the 2019/2020 Cross-Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program, which provided initial independent facilitator certification training, trainees completed a few surveys. The data collected helped us design and develop the ASLA Cross-Cultural Independent Facilitator **Mentor** Training Program for Self-Determination Program. which focuses on providing more in-depth topic content, practice, one-on-one support and is designed to provide independent facilitators with the tools they need to successfully support culturally diverse self-determination program participants and their families. Every project completed helps us better understand the needs and support individuals and families need to transition to the self-determination program. Throughout each project completed we learn what worked and what did not. Using the lessons learned we build better training, methods, strategies and develop training curriculums that address the needs of the community. The data collected helps us identify the disparities and barriers individuals are facing in engaging in the self-determination program. ASLA has a long history of providing training, conferences, and support to underserved populations with intellectual and developmental disabilities. ASLA continues to develop projects that focus on our mission "To improve the lives of all affected by autism in Los Angeles County by empowering individuals with autism, their families, and professionals through advocacy, education, support, and community collaboration". ASLA was the lead sponsor of SB 468, the Self-Determination Law, and has been a leader in the implementation. ASLA will seek out opportunities to continue being the leaders in the implementation and training of the self-determination program.	
Target Population		
1. Target Groups Served	**Applicant Response**	
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	African American , Cambodian , Chinese , Filipino , Hispanic , Hmong , Indian , Japanese , Korean , Mien , Vietnamese , Pacific Islander (list) , Other (list) , Native American	
Applicant Comment	All culturally and linguistically diverse individuals with a focus on immigrant groups with a primary language other than English. The project will also be available to African Americans and Native American Independent Facilitators primarily those serving underserved areas in California.	
2. Number of Target Group Served	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
For each target group selected in previous question, list number served.	Target is to reach as many culturally and linguistically diverse Independent Facilitators as possible. Being able to host the Mentor Program via online outlets allows us to reach Independent Facilitators of all diverse backgrounds throughout the state of California. Efforts will be made to try to reach at least 1 Independent Facilitator of each selected group African American, Cambodian, Chinese, Filipino, Hispanic, Hmong, Indian, Japanese, Korean, Mien, Native American, Vietnamese and Pacific Islander. Furthermore, each Independent Facilitator who is part of the mentor program will be encouraged to support at least 2 self-determination participants in their community or individuals in underserved communities.	
3. Languages	Applicant Response	
Select all Languages the project will serve. If you select "Other" please list all languages.	Cantonese , Hmong , Indian , Japanese , Korean , Mandarin , Mien , Russian , Spanish , Tagalog , Vietnamese , Other (list)	
Applicant Comment	All languages with a strong focus on individuals who speak Spanish, Vietnamese, Japanese, Korean, Russian, Hmong, Cantonese, Armenian, Mandarin and any other underserved linguistically diverse groups.	
4. Age Groups Served	Applicant Response	
Select all Age Groups the project will serve. If you select "Other" please list groups.	Three to Five , Three to 21 , 16 to 21 , 22 and older , Other (list)	
Applicant Comment	The target population are Independent Facilitators; therefore age is not a factor in the target population. However, we encourage that all Independent Facilitator in the mentor program serves self-determination participants of all ages.	
Project Application		
Project Application		
1. Project Summary	Applicant Response	
Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served.	**Vision of Project:** To provide the opportunity for the diverse individuals and their families to transition to the Self-Determination program with the help of a culturally and linguistically competent Independent Facilitator. By providing comprehensive mentor training to culturally diverse Independent Facilitators we can ensure access, equity and reduce POS disparity to underserved individuals in the self-determination program. **Benefit to the community** is giving Independent Facilitators the opportunity to gain the tools they need to build the leadership skills to help self-advocates and families create a person-centered plan that will be representative of who they are and thus allowing them to have a voice in their future. This project will help Independent Facilitators create collaborative opportunities between independent facilitators as well as with individuals, families, service providers and regional centers. Independent Facilitators will gain skills to successfully lead a PCP meeting, write effective PCP reports, developing spending plans, understanding unmet needs, self-determination codes & definitions, and efficiently communicate with regional center and service provider staff.	

The program includes 10 in-depth training 2-hour webinars, 10 small groups online 2-hour training meetings, one-one-one support, resource specialist, case study examples, PCP report and spending plan templates, private trainee Facebook group where trainees can ask questions, share ideas and collaborate with one another, as well as creating opportunities for meet and greets with regional Center staff including service coordinators, Self-Determination committees, and families interested or approved in the self-determination program.

Target population includes all culturally and linguistically independent facilitators across all 21 regional center catchment areas.

First Year: 10 in-depth online training 2-hour webinars; opportunity to learn the ins and outs and all the small details required for each step of providing independent facilitator services.
Curriculum:
1. Setting yourself up as an independent facilitator (independent contractor requirements; contract, tax, insurance, marketing, how to get clients, etc.)
2. Your role as an Independent Facilitator
3. The PCP process and PCP meeting
4. Interactive Mock PCP with breakout sessions
5. Identifying Unmet Needs
6. The PCP Report (writing and formatting the report)
7. Reviewing the Budget and Budget Tool
8. Spending Plan Scenario and steps for developing the Spending Plan
9. Understanding Generic Resources
10. Understanding Self-Determination categories, service codes & service definitions

Second Year:
20 hours of small group online meetings; which provides opportunity for more hands-on training. Topics may include:
1. PCP Report Template- working together to complete a PCP template including going over the importance of wording, details and setting clear easy to read goals.
2. Q& A segment on PCP reports- Meeting to give trainees the opportunity to share their experiences during their PCP meetings and allow a space to share ideas.
3. Spending Plan Template- working together to complete a Spending Plan template including going over
4. Q& A segment on The Spending Plan- Meeting to give trainees the opportunity to share their experiences developing the spending plan and allow a space to share ideas.
5. Q& A segment Unmet Needs- how to make the case for unmet needs and working with the regional centers.
6. Using tools such as zoom, doodle, google word, and other systems of support.
7. Meet and Greet with FMS organization with Q & A segment
8. Meet and Greet with Regional Center staff including Service Coordinators and Self-Determination Committees.
9. Meet and Greet with the families interested or approved in the self-determination program.
10. Final Q& A segment

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
2. Organization Experience	**Applicant Response**	
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 created the Parent Empowerment Project (PEP), a parent-led program that sought 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 supported families with a person-centered approach to provide support in accessing regional center and generic resources. PEP team members received extensive advocate training on how to access regional center and generic resource services and identify unmet needs. PEP team member received mentor training using the train-the-trainer approach. PEP had 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. Additionally, in 2019-2020, ASLA trained and certified over 150 culturally diverse individuals who spoke other languages than English with the skills to become Independent Facilitators for the Self-Determination program. ASLA team has also completed over 15 person-centered plans, spending plans and helped individuals of diverse age and background transition to the self-determination program.	
3. Underserved Target Populations	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.	The target population of this project includes all culturally and linguistically diverse individuals with a focus on immigrant groups with a primary language other than English. The project will also be available to African Americans and Native American Independent Facilitators primarily those serving underserved areas in California. Regional Center 2018-2019 POS Annual Expenditures reports show that on average the Total Annual Expenditures and Authorized Services by Ethnicity or Race from ELARC, HRC, FDLRC, NLACRC, SCLARC, SGPRC, WRC, IRC, RCOC, SARC, SDRC reflect that out of a total of 219,557 consumers, White consumers are accessing 81.15% of approved services while Black/African American utilize 79.2%, Hispanics/Latinos utilize 75.2%, Native Americans utilize 79%, Asian consumers utilize 75.9%, and those under Other category utilize 74%. The data shows that Hispanic/Latinos as well as those identified as others show the largest gap disparities in accessing approved services. *Overall individuals* of other races or ethnicities other than white utilize less approved services. **The goal of this project is to ensure that individuals in the participants who are in or want to be in the self-determination program do not face additional disparities due to the lack of trained, knowledgeable and well equipped culturally and linguistically diverse independent facilitators.** Additionally, the State Self-Determination Advisory Committee (SSDAC) September 2020 report shows that only 225 regional center consumers have transitioned to the Self-Determination. Self-Determination committees found that lack of independent facilitators and not having the necessary tools, skills and guidance. Furthermore, they found that the lack of understanding between traditional services versus self-determination is causing barriers in transitioning to the self-determination program.	
4. Input from Community	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
How did your organization use input from the community and/or target population to design the project? What methods did your organization use to allow the community to advise you in designing the project? Were there any changes to your project design as a result of community input?	We have found that a large number of Independent Facilitators are not active. Independent Facilitators have expressed that they feel nervous to provide Independent Facilitator services. This sentiment is across the Independent Facilitator community in the state. Independent Facilitators are seeking a mentor program that can dissect and explain each step for providing self-determination support. A mentor program where they can learn step by step process, by attending trainings on specific topics such as how to write a PCP Report as well as receive one-on-one support. This project will provide the added knowledge and tools that certified Independent Facilitators need to be successful in providing culturally and linguistically competent support, which will ensure access, equity and reduce POS disparity for underserved individuals in the self-determination program. The topics selected for the training curriculum was designed based on community independent facilitator feedback. During the 2019/2020 Cross-Cultural Independent Facilitator Trainings and Ongoing Support for the Self-Determination Program, which provided initial independent facilitator certification training, trainees completed a few surveys. The data collected helped us design and develop the ASLA Cross-Cultural Independent Facilitator Mentor Training Program which focuses on providing more in-depth topic content, practice, one-on-one support and is designed to provide independent facilitators with the tools they need to successfully support culturally diverse self-determination program participants and their families.	
5. Improve Access	**Applicant Response**	
How will your project improve equity, access and reduce barriers to services for individuals with intellectual and developmental disabilities and their families and is sustainable?	This project will provide the added knowledge and tools that certified Independent Facilitators need to be more successful in providing competent independent facilitator services to self-determination participants, which will ensure access and equity to services. The vision of this project is to provide the opportunity for culturally and linguistically diverse individuals and their families to transition to the Self-Determination program with the help of a culturally and linguistically competent Independent Facilitator. By providing comprehensive mentor training to culturally diverse Independent Facilitators we can help reduce POS disparity to underserved individuals in the self-determination program.	
6. Support RC's Recommendations	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
How does this project support the RC recommendations and plan to promote equity and reduce disparities in their catchment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?	Regional Centers and Self-Determination Committees are committed to supporting individuals transition to the Self-Determination programs. However, thus far there is only 225 in the self-determination program. Regional centers are focusing on orientation, transition, guidance, however, some regional centers have reported only having 2- 30 individuals in the self-determination program thus far. The State Self-Determination Advisory Committee (SSDAC), regional centers, and other organization are now offering independent facilitator training, which is helping increase the number of certified independent facilitators. ASLA also conducted independent facilitator training and trained over 150 individuals. What we have found is that although the independent facilitators receive valuable independent training on the basics and foundations of self-determination and their role as independent facilitators; one or two-day training have not been enough for the independent facilitators to feel prepared to provide support in developing person-centered reports or spending plan development. Independent facilitators report a deficit in skills and are seeking additional training. We will connect with regional centers, Self-Determination Committees and other organization to invite their newly trained Independent Facilitators to join the mentor program Our goal is to support all the newly trained certified Independent facilitators and provided the with the added knowledge and one-on-one support they need to provide comprehensive mentor training to culturally and linguistically diverse Independent Facilitators we can ensure access, equity and reduce POS disparity to underserved individuals in the self-determination program.	
7. Project different or unique	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?	Since the Self-Determination Program began the primary focus of regional centers and organizations was providing training to participants accepted in the self-determination program. In the past recent two years efforts were made to provide Independent Facilitator training in hopes of creating a group of trained individuals who could support participants transition to the Self-Determination program. ASLA was part of those efforts as well and trained and certified over 150 culturally diverse individuals as independent facilitators by training them in the principles and process of Self-Determination. ***This project focuses on ensuring that Independent Facilitators receives the additional in-depth training segments and guidance they need to feel empowered and foster leadership so that they provide competent support and help families transition to Self-Determination.*** We have found that a large number of Independent Facilitators are not active. Independent Facilitators have expressed that they feel nervous to provide Independent Facilitator services. This sentiment is across the Independent Facilitator community in the state. Independent Facilitators are seeking a mentor program that can dissect and explain each step for providing self-determination support. This project will help Independent Facilitators create collaborative opportunities between independent facilitators as well as with individuals, families, service providers and regional centers. Independent Facilitators will gain skills to successfully lead a PCP meeting, write effective PCP reports, developing spending plans, understanding unmet needs, self-determination codes & definitions, and efficiently communicate with regional center and service provider staff. This project will provide the added knowledge and tools that certified Independent Facilitators need to be more successful in providing culturally and linguistically competent support, which will ensure access, equity and reduce POS disparity for underserved individuals in the self-determination program.	
8. Activities & Measures to Achieve Goal	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. **Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.**	The project objective is to support independent facilitators gain leadership skills and comprehensive knowledge of the self-determination program to ensure that underserved individuals in the self-determination program have access and equity to service. The activities and measures are designed to help meet the objective. Activities include all task we will need to effectively provide the independent facilitators with the skills they need to clearly understand each step of the PCP process and provide independent facilitator services. Activities were also designed using the measures required for community connector projects. **Objective: To support independent facilitators gain leadership skills and comprehensive knowledge of the self-determination program to ensure that underserved individuals in the self-determination program have access and equity to service.**	1
9. Measures	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Are your proposed measures appropriate to track project goals and activities, provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated?	**Measures will include** Quantitative and Qualitative Methods. **Count of** the number of registered trainees and the number of who completed training courses and determining attrition. Count of the number of trainees geographic and demographic data such as city, zip code, race/ethnicity, languages spoken, and regional center catchment area will be measured. **Data analysis of accumulated date from Pre/post survey, training segment surveys, polls and follow-up survey will be conducted.** Pre/post survey/assessments will help identify the progress made in the increase or decrease of trainee knowledge. A compiled summary with a detailed evaluation and the effectiveness of training will be provided. Follow up survey will help identify the number and demographic data from the self-determination participants they serve. **Stakeholder feedback will also be collected and analyzed.** Ongoing monitoring and tracking of confidence of trainees to provide independent facilitator services will be measured. Feedback will be collected using multimodal methods of data collections. This data will help identify barriers Independent Facilitators face in engaging and providing self-determination support. A compiled summary of qualitative data will be provided. The project objective is to support independent facilitators gain leadership skills and comprehensive knowledge of the self-determination program to ensure that underserved individuals in the self-determination program have access and equity to service. The activities and measures are designed to help meet the objective.	
10. Budget Narrative	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative. The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.		1
Proposal Certification		
Certification		
1. Applicant & Regional Center Discussion	**Applicant Response**	
If you are a CBO, have you discussed your proposal with the RC(s)?	No	
2. Applicant Certification	**Applicant Response**	
By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget. (Select Yes or No and enter you name in the comment box.)	Yes	
Applicant Comment	PDF copy of ASLA grant request has been sent to Regional Centers executive directors and cultural specialist.	