

APPLICATION REPORT

Project Name: Education and Training Project (ETP) BPSOS
Applicant Organization: Center for Community Advancement
Awarded Amount: \$175,000.00
Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

To educate the underserved (OS) disparities, Boat people SOS – Center for Community Advancement (BPSOS-CCA) proposes a new 12-month Education and Training Project (ETP) to increase self-advocacy and family knowledge about the Lanette man Act and the availability of resources for Vietnamese individuals with Intellectual and Developmental Disabilities (IDDs) and their families. The ETP incorporates a strength-based, person-centered approach to the entirety of the service delivery process, from parent educational training and initial intake to subsequent screening and assessment. Project interventions include: 1) online parent education training using innovative technology solutions, 2) peer-to-peer support groups, and 3) community outreach and engagement activities utilizing culturally and linguistically appropriate information.

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Education and Training Project (ETP)	
2. Awarded Amount	Applicant Response \$175,000.00	
3. Organization Type Choose the response that best describes your organization	Applicant Response Community Based Organization (CBO), 501(c)(3)	1
4. Description of Organization/Group Provide a brief description of the organization/group. Explain what experience your organization has managing a project similar to the proposal and state the outcomes that project. You may upload your brochure or add a website link.	Applicant Response BPSOS-Center for Community Advancement (BPSOS-CCA) is a nonprofit, under IRS section 501(c)(3). Our mission is "empower, organize and equip Vietnamese individuals and communities in their pursuit of liberty and dignity." We have 2 years of experience serving Vietnamese with limited English proficiency (LEP), mitigating disparities, and providing direct services to individuals with intellectual and developmental disabilities (IDDs) in Orange County. Since 2014, we have implemented several federal and state grant programs, linking over 6,000 Vietnamese families in Orange County to regional center and genetic services. In 2017, we became an approved Local Educational Agency to provide Citizenship and ESL education to Vietnamese immigrants. In the same year, we entered into a vendor partnership with the RC system. Since 2018, we have been funded by the DDS to provide community connection services and educational training.	
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? Please upload confirmation letter(s) proof of good standing.	Applicant Response Yes	4
6. Subcontractors in Good Standing 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?	Applicant Response Not Applicable	
Grant Reapplication Information		
Grant Reapplications		
1. Previous Award(s)	Applicant Response	

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENT												
<p>Did your organization receive DDS grant funding in fiscal year 2019-2020-21? If yes, go to question 2 to complete each column. If not, skip this category and go to category 3.</p>	<p>Yes</p>													
<p>2. Previous Grant Award(s)</p> <p>Since fiscal year 2019, complete a worksheet DDS Service Access and Equity grant your organization was awarded funding.</p>	<p>Applicant Response</p> <table border="1" data-bbox="483 415 1330 630"> <thead> <tr> <th>Year Awarded</th> <th>Project Title</th> <th>Grant Number</th> <th>Award Amount</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>Parent Training and Education</td> <td>19-C07</td> <td>\$170,000</td> </tr> <tr> <td>2020</td> <td>Education Training and Technology</td> <td>20-C07</td> <td>\$178,112</td> </tr> </tbody> </table>	Year Awarded	Project Title	Grant Number	Award Amount	2019	Parent Training and Education	19-C07	\$170,000	2020	Education Training and Technology	20-C07	\$178,112	
Year Awarded	Project Title	Grant Number	Award Amount											
2019	Parent Training and Education	19-C07	\$170,000											
2020	Education Training and Technology	20-C07	\$178,112											
<p>3. Previous Grant Outcomes</p> <p>Provide a brief grant summary of your project outcomes for fiscal year 2019-2020 and/ 2020-21.</p>	<p>Applicant Response</p> <p>Transition Purchase Service (POS) disparities, BPSOS-Center Community Advancement (BPSOS-CCA) has been a partner with DDS since 2018 directly increase opportunities underserved Vietnamese individuals with intellectual and developmental disabilities (IDDs) and their family members. Our project assists individuals with IDD and their families gain access culturally and linguistically appropriate services in a way that maximizes self-sufficiency, facilitate community integration, and encourage participation in society. We incorporate strength-based, family-centered case management that includes assisting the RC with analysis and support. Our services begin with the initial intake, assess client's needs, assist client navigate and enroll RC and genetic services, and provide in-home use services. A summary of the project outcomes fiscal years 2019-2021 is described below.</p> <ul style="list-style-type: none"> Our outreach and education campaign utilizes culturally and linguistically appropriate messaging. BPSOS-CCA has translated 3 messages and disseminated these messages through ethnic media, social media, emails, and text messages that reached over 7,900 people. As part of education and training, BPSOS-CCA has conducted 3 workshops that have provided 29 Vietnamese IDD and their family members the necessary skills and knowledge self-advocate and navigate legal and genetic services. Over the number of people that attended the training, the parent has been recruited and trained in necessary skills and knowledge self-advocate and link appropriate social services. In his model, a online panel was recruited from the community and trained assist disadvantaged community members in accessing and utilizing social services. Through the community member family support services, 67 people were screened POS eligibility. Of those screened, 18 Vietnamese IDD and their family members received case management and individualized support services navigate and enroll in appropriate services. As a result, 15 Vietnamese IDD and their family members were enrolled RC, 8 received new RC services, 5 children were und eligibly Early Star services, and 8 conservatorship cases were filed. BPSOS-CCA is proud with achieving 2020 project objectives and we remain in good standing with the DDS. 													
<p>4. Project Transition</p> <p>If awarded, how will you currently project transition into the 2021-22 proposed project? Does your proposed project expand on previous activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change.</p>	<p>Applicant Response</p> <p>This proposal will build upon your current DDS-approved project to achieve equitable access services and support Vietnamese individuals diagnosed with developmental disabilities in accessing and utilizing POS services.</p> <p>While the FY2021-22 project will be expanded address emerging needs Vietnamese with IDD and their family members, the fundamental principle of Education and Training Project (ETP) proposed FY 2021-22 will remain the same as the previous year. That is, to ensure the equitable rights individuals with IDD have access in motion in a language they understand and make choices in making their own lives. This vision in line with the Lan e man Act 1977.</p> <p>Building on previous activities, FY2021-22 has consolidated the ETP in one objective, increase self-advocacy and family knowledge about the Lan e man Act and the availability of services by providing culturally and linguistically eligible education and trainings 120 Vietnamese with Intellectual and Developmental Disabilities (IDDs) and their family members by the end of February 2023. This is a change from the previous year as we link opportunities improve coordination and support RCOC. Previously, project activities consisted community connect support services, which overlaps with available services provided by RCOC's vendors. The FY2021-22 will maximize services by educating duplication of services provided by the RC system and undergo activities, while empowering individuals with IDD and their family members with information and support necessary understand their rights self-advocate advocate their child. The ETP is critical for the Vietnamese community in Orange County. Apart from BPSOS-CCA, few provide services in the Orange County linguistically and culturally appropriate education and training services Vietnamese IDD, while also assisting family members with accessing and utilizing POS.</p>													
<p>General Application</p>														

1. Project Type Choose the project type that best describes your activities from the list below:	Applicant Response Education and Training	
2. Duration of project Choose the duration of your project	Applicant Response 12 months	
3. Regional Centers Choose the Regional Center(s) that your project will serve. Check all that apply	Applicant Response Regional Center of Orange County	
4. Counties Served List the county or counties your project proposes to serve. Check all that apply	Applicant Response Orange County	
5. City of Los Angeles If your project proposes to serve the City of Los Angeles, list the zip codes your project will serve	Applicant Response Not Applicable	
6. Community Based Organizations Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.	Applicant Response Not Applicable	
7. Multiple Organizations 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	Applicant Response No	
8. Strategies and Sustainability How will you project continue its work after the grant funding has concluded?	Applicant Response In support of DDS's Promoting Service Access and Equity Grant program, this ETP will mitigate the disparities in utilization services among Vietnamese with IDD and their families in Orange County through the implementation of technology in main training, parent education training, community outreach, and education. As part of the project design, long-term sustainability components are built into the ETP: equip BPSOS-CCA with the necessary infrastructure to become a used resource and training center for the large Vietnamese population in the region. Sustainability components incorporated into project include: <ul style="list-style-type: none"> • Collaboration with local RC and over 40 multi-sector partners to ease any minimal change within our health systems • Leveraging funds to state and federally programs • Implementation of technology solutions to deliver online educational trainings • Utilizing the nationally validated National Core Indicators (NCI) track performance 	
1. Ethnic Groups Served Select the ethnicity group(s) the project will serve. From "Indian", "Pacific Islander", "Slavic", "Other" use comment section to list specific groups	Applicant Response Vietnamese	
Applicant Comment		

<p>2. Ethnic Group(s), Language(s) and Number of Individuals Served</p> <p>For each ethnicity group, provide the number of individuals you predict intends to serve and the related language(s)</p>	<p>Applicant Response</p>	
<p>3. Age Group(s) Served</p> <p>Select all Age Groups the project will serve</p> <p>Applicant Comment</p>	<p>Applicant Response</p> <p>Three to Five , Three to 21 , 16 to 21 , 22 and older</p>	
<p>Project Application</p>		
<p>Project Application</p>		
<p>1. Project Summary and Organizational Experience</p> <p>Provide a clear and concise project summary that includes a defined target population, categorical area, and project design. Specifically describe what you predict will accomplish and how it will benefit the community served. In your answer, include what experience your organization has working with the target population?</p>	<p>Applicant Response</p> <p>Project design: To reduce Purchase Services (POS) disparities, Bhat People SOS – Center Community Advancement (BPSOS-CCA) proposes a new 12-month Education and Training Project (ETP) to increase self-advocacy and family knowledge about the Lanham Act and the availability of resources for Vietnamese individuals with Intellectual and Developmental Disabilities (IDDs) and their families. The ETP incorporates a strengths-based, person-centered approach to the efficiency of the service delivery process, to improve educational training and initial intake subsequent screening and assessment. Project interventions include: 1) online parent education training using innovative technology solutions, 2) peer-to-peer support groups, and 3) community outreach and engagement activities utilizing culturally and linguistically appropriate information.</p> <p>Target population and catchment area: This project will target underserved Vietnamese population residing in Orange County. Orange County is home to the largest concentration of Vietnamese individuals in the United States. There are more than 200,000 Vietnamese residents in the region, which 67% are foreign-born and the majority (52%) are limited English proficient (LEP) (ACS 2019). Vietnamese residents experience significant disparity in accessing appropriate regional center services, which has led to underutilization and higher expenditures. Indicative of this underutilization, the RCOC 2019-20 Expenditure Report demonstrates 27% Vietnamese consumers reported purchase services, compared to only 19% English speakers.</p> <p>Short-term impacts the ETP will include: 1) increased average annual POS authorizations, 2) increased availability of culturally and linguistically eligible individuals to RC services and genetic resources for Vietnamese residents, 3) increased awareness of RC services within the Vietnamese community, and 4) reduced barriers faced by Vietnamese residents to RC services and POS utilization. Long-term impacts include increased equity in POS services for underserved populations and enhanced quality of life for individuals diagnosed with developmental disabilities.</p> <p>Organizational experience working with the target population: BPSOS-CCA is well positioned to immediately implement the Education and Training Project (ETP) by leveraging over 20 years of experience providing direct services to the Vietnamese community and resources established through partnerships with the RCOC and more than 40 service providers in the local region. Since 2014, we have implemented several federally- and state-funded grants annually to serve over 2,000 Vietnamese families by connecting these families to health, educational and genetic services. Since 2018, through the partnership with DDS, BPSOS-CCA has served over 600 Vietnamese residents with linguistically and culturally appropriate self-advocacy training and provided individualized support for 74 Vietnamese individuals with IDDs.</p>	
<p>2. Data and Community Input</p> <p>Explain how the target population(s) are understood using RCOS data and other data as supporting evidence of the disparity. In your answer, include how your organization used input from the community and/or target population to design the project?</p>	<p>Applicant Response</p> <p>The project design and activities of the ETP are informed by several key findings drawn from direct services, peer-to-peer surveys, DDS and RCOC POS reports. Based on these data, BPSOS-CCA identified key barriers faced by Vietnamese individuals with IDDs and their families when accessing POS and RC services. These include: the lack of culturally and linguistically responsive providers, the need for information in native languages, cultural barriers to entering IDDs and family members requesting services, stigma associated with disability, social isolation, and barriers between public systems and the community.</p> <p>Vietnamese residents face significant disparities in accessing appropriate regional center services, resulting in the underutilization and higher expenditures. The RCOC POS Expenditure Report 2019-20 indicated that the demand for Vietnamese-specific services is substantial. The Vietnamese language was the 3rd highest in demand by RCOC consumers, with English and Spanish being the 1st and 2nd. In specific to utilization of POS and purchase services, 27.3% Vietnamese consumers reported purchase services, compared to 18.9% English speakers in FY 2019-20. The overall average expenditure spent on Vietnamese was only \$10,551, compared to \$17,204 RCOC average and \$29,818 average spending in those who were White.</p>	
<p>3. Uniqueness</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>How is the proposed project unique/different from a currently funded grant (e.g., strategies, activities, and objectives) in the proposed regional center at-homent area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?</p>	<p>The ETP expansion is unique in that it builds upon the evidence-based Social Ecological Model (SEM), a multi-level approach to social human services. The model situates an individual within interconnected and overlapping bands of influences (individual, organizational, community, and policy) which shapes the needs and experiences of an individual in everyday life. Our approach considers the complex interplay between these individual influences and addresses each person comprehensively in various situations.</p> <p>The ETP is designed with the philosophy that it is to ensure families gain access to the services they need to provide these families with comprehensive and accurate knowledge of their legal rights in a language they understand. From experience, consumers who learn about their rights will know how to self-advocate, make informed decisions, and speak up for themselves and their loved ones. The ETP enables BPSOS-CCA to serve as a bridge connecting each consumer with the information and support necessary to these consumers plan to use need, connect with the RC system, and access social services and resources available in the community. In this aspect, the proposal is unique because BPSOS-CCA is one of the few community-based service providers that has developed IDD-related training and outreach materials in Vietnamese.</p>	
<p>4. Improve Equity and Service Access</p> <p>How will you promote equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>Our approach, in short, is geared towards ensuring that all Californians have equitable access to appropriate information in a language they can understand. Second, our approach aims to center the perspective of the individuals with IDD and their family members. Lastly, we prioritize the needs and preferences of the individual and family members in service provision. To this end, the ETP will mitigate the disparities in the RC system, increase access to services for Vietnamese individuals with IDDs and their families through the implementation of: 1) culturally and linguistically eligible information and parent education training, 2) peer-to-peer support groups, and 3) community outreach and engagement.</p> <p>Through the ETP, at least 120 underserved Vietnamese individuals with IDDs and family members understand their rights, how to navigate the legal system to access services, how to identify and access local resources, and how to gain access and utilize POS and appropriate services. Vietnamese individuals with IDDs and their family members will also gain support to connect and increase interpersonal communication with their peers, learn about their rights to make informed decisions, and self-advocate.</p> <p>To improve equity in the developmental services system, we collaborate with the RCs and a network of 40 service providers to create an information change within the service system and improve access to services for individuals with IDDs and their families.</p>	
<p>5. Support of RC Plan</p> <p>How does this project support the RC plan to promote equity and reduce disparities in your proposed at-homent area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce disparities in your at-homent area? How will you promote collaboration with their organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>The ETP's proposed activities align with DDS and the Regional Center's guiding principles, persons served have knowledge, access, and participatory participation in any community activities and resources they choose.</p> <p>Since 2017, BPSOS-CCA has been a valued vendor and partner of the Regional Center Orange County (RCOC). BPSOS-CCA is the only culturally and linguistically competent parent training and education programs available for Vietnamese individuals with IDDs in Orange County. We regularly communicate with the RCOC to exchange concerns raised by consumers and families, and collaborate actively with RCOC to identify assets available in the community to address emerging issues.</p> <p>For his ETP 2021-22, we met with RCOC on October 6, 2021, to identify strategies that would help to complement and support the RCOC's services. Through mutual agreement with RCOC, his ETP project will effectively provide a solution to the RCOC's identified problem with utilization of POS by Vietnamese consumers, by creating the necessary conditions through which clients can access culturally and linguistically appropriate training and information, make informed decisions, access genetic and RC services, and eventually self-advocate. In his approach, BPSOS-CCA serves as the bridge connecting each consumer to the RC system, information, training, and provision of interpretation/translation as needed.</p>	
<p>6. Project Activities</p>	<p>Applicant Response</p>	

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT
<p>Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.</p> <p>Clearly and specifically state how the schedule of activities demonstrates the steps that the project will take to achieve its stated objective and measures</p>	<p>This 2-month Education and Training Project (ETP), spanning from 2/2022 to 2/2023, has the objective of increasing self-advocacy and family knowledge about the Lanierman Act and the availability of resources by providing culturally and linguistically eligible education and trainings to 120 Vietnamese with IDD and their family members by the end of February 2023. Building on our family-centered approach, project interventions will include: 1) parent education training using innovative technology solutions, 2) peer-to-peer support groups, and 3) community outreach and engagement activities using culturally and linguistically appropriate information.</p> <p>Parent education training using innovative technologies: In response to COVID-19 and social distancing guidelines mandated by Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH), we will expand the availability of accessible, linguistically eligible in-person and community resources to online platforms. Culturally and linguistically tailored parent education training workshops will be conducted using live online platforms for at least 20 Vietnamese individuals with IDD and family members. Training will address accessing resources provided by the RC, health self-advocacy, and navigating service agencies independently and enrollment in appropriate services. In addition, we will invite subject matter experts to present in live online training workshops.</p> <p>Additionally, we will create 8 on-demand training videos and self-paced parent training curriculums. These will be available on the E-learning platform https://bps-s-english.vu.vi/; Zoom and Microsoft Teams (MS Teams). Milestones including his activity include:</p> <ul style="list-style-type: none"> • 20 Vietnamese with IDD and family members trained; subsequently, 90% participants will have increased confidence in advocating for their child; and 90% will have increased knowledge of self-advocacy. • Updated and translated training curriculum • 8 on-demand training videos • website enhancements • E-Learning platform • 40 Vietnamese with IDD received RC services; and 60 received generic services <p>Peer-to-peer support group: To provide Vietnamese individuals with IDD and their family members with online opportunities to connect with their families, we will establish a support group for individuals with IDD and family members via Zoom. These sessions aim to provide a platform for families with similar challenges to share coping skills, provide a safe space to discuss openly and honestly about their feelings, and increase their sense of community involvement and empowerment.</p> <p>Outreach and engagement: We will develop and disseminate at least 2 tailored messages (English/Vietnamese) to reach at least 20,000 Vietnamese community members using ethnic media (including Vietnamese-language online media, advertising, and advertisements placed in local newspapers), email marketing, and social media.</p>	
7. Project Measures	Applicant Response	

APPLICANT TITN	APPLICANT RESPONSE	ATTACHMENT
<p>Before answering this question, applicants must enter performance measures into the Activities Template located in the middle tab directly above.</p> <p>Are you proposing measures appropriate to track the project's objective and activities? Explain how your proposed measures provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated.</p>	<p>To evaluate the effectiveness of the project interventions, assessments will include both quantitative data and qualitative data measures: progress, outcomes, activities, and impact on project implementation.</p> <p>Guiding questions for evaluation include:</p> <ol style="list-style-type: none"> 1. To what extent do project services enable consumers to have access to the information they need to make informed decisions about services they want and need? 2. To what extent do project services improve the well-being of consumers? <p>We will employ a Continuous Quality Improvement (CQI) model to assess timely achievement and quality of measures. The CQI encompasses the following steps: Data, Evaluation & Assessment, and Improvement. In addition to using the DDS approved pre/post-survey, we will also include the National Client Indicators (NCI) measure of project performance. The pre-survey will be administered to 120 participants accessing parent educational services prior to interventions. This data will be used as baseline to compare against the 90-day post-survey. Project measures include:</p> <ul style="list-style-type: none"> • Information about project activities (e.g., training activities) • Information about project participants (e.g., demographics) • Project outcomes (e.g., number of people who accessed generic and RC services) • Impact on participants' knowledge and confidence • Type of barriers in accessing RC system <p>To measure project activities, each month, the Project Coordinator(s) will report the number of activities conducted (e.g., the number of educational workshops, support groups, materials developed). We maintain a log of all project participants accessing the ETP services and track the services that are provided to each family using a secured excel with password protection. A quarterly report will be submitted to DDS each quarter. Since 2018, we partnered with DDS and our project staff are trained to use the DDS Grant Vanage system.</p>	
<p>8. Budget Template and Narrative</p> <p>Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.</p> <p>In your Budget Template, explain how the project budget is consistent with the stated project objective and activities, and clearly and concisely explain how the proposed expenditures support the overall project design and proposed outcomes</p> <ul style="list-style-type: none"> • Budget Template example is located at Attachment C • Budget Details and Restrictions are available here 	<p>Applicant Response</p> <p>This ETP 12-month project has the objective of increasing self-efficacy and family knowledge about the Lanierman Act and the availability of services by providing culturally and linguistically eligible education and trainings to 20 Vietnamese individuals with IDD and their family members. To accomplish his objective, we eques \$200,000 from DDS to implement the project interventions. These include: 1) online parent education training using innovative technologies; 2) peer-to-peer support group, and 3) community outreach and engagement activities. The overall budget eques aligns with DDS' allowable budget line items to fulfill project objective.</p> <p>For Personnel Expenses, we eques \$146,672.84 to cover 3.47 FTE payroll to provide 20 IDDs and their families with parent educational training and connect them to local center and generic services. The breakdown of costs personnel is \$120,658.80 payroll and \$26,014.04 covers employee benefits. Benefit package includes payroll taxes, workers' compensation, safety unemployment insurance, and health insurance. Project staff are equipped to conduct outreach and engagement, recruit project participants, update and answer parent training curriculum, provide training workshops, screen eligibility and regional center and generic services. Successful implementation of the project eques the support of the following project staff:</p> <ul style="list-style-type: none"> • Project Director, Ms. Hang Nguyen, MS (0.15FTE), will provide project oversight. • Project Manager, Mr. Jonathan Lee (0.5FTE), will manage the project. • Case Manager, Ms. Leslie Xu-Gace (0.75FTE), will coordinate with partners, develop materials, provide translations, and educate and connect individuals with IDDs and their families to local center and generic services. • Project Coordinators, Ms. Lily Nguyen (0.6FTE) and Ms. Vivian Lu (0.67FTE), will provide parent educational training, recruitment and screen participants, and administer pre/post surveys. • Project Assistant, Ms. Wendy Bui (0.75FTE), will support project staff and follow-up with participants pre/post surveys. <p>For Operating Expenses, we eques a total of \$28,327.16. These operating expenses include office lease to cover the workspace occupied by project staff, local mileage to meet with partners and service providers, copy/printing documents and translated materials, telecommunications to contact project participants and make referrals appropriate to service providers, office supplies such as pens/paper, ink, etc., and advertisement to increase awareness of project services.</p> <p>For Administrative and Indirect Costs, we eques \$25,000 (14.3% direct and personnel costs), to enhance and maintain the E-Learning technologies, financial audits, business insurance, and accounting services. The administrative costs are within the allowable amount for grant.</p>	6
<p>9. Budget Costs</p>	<p>Applicant Response</p>	

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT
<p>Explain how the project budget is allocated to the project activities and objectives and confirm that the budget does not include non-all-wable costs funded by other sources</p>	<p>BPSOS-CCA requires a \$200,000 budget to implement the 12-month ETP. A breakdown of the all-wable direct costs and administrative and indirect costs are as follows:</p> <p>Direct costs include DDS is \$175,000 (cover personnel salary and benefits, and operating expenses). Personnel requires \$120,658.80 (cover 3.47 FTE payroll) to implement the ETP:</p> <ul style="list-style-type: none"> Project Director, Hang Nguyen, MS - \$9,000 (5% FTE x \$60,000) Project Manager, Jonathan Lee, \$7,650 (15% FTE x \$51,000) Case Manager, Leslie Xu-Gace, \$30,750 (75% FTE x \$41,000) Project Coordinator, Lily Nguyen, \$23,400 (100% FTE x \$23,400) Project Coordinator 2, Vivian Lu, \$19,858 (67% FTE x \$29,640) Project Assistant, Wendy Bui, \$30,000 (75% FTE x \$40,000) <p>Employee fringe benefits requires \$26,014.04. The benefit rate is 21.56% (payroll taxes, workers' comp, unemployment insurance, and health insurance, \$120,658.80 x 21.56%).</p> <p>Operating expenses requires \$28,327.16 per month project activities.</p> <ul style="list-style-type: none"> Office lease is \$24,984, is proportional to the project staff to conduct project activities (3.47FTE x \$600/month x 12mo.). Local travel is \$58.33, at reimbursement rate \$0.56/mile (2.5miles/month /FTE x \$0.56/mile x 2m x 3.47FTE = \$58.33). Copying/printing is \$666.24, project use each materials (\$16/month x 2m x 3.47FTE = \$666.24). Telecommunications is \$832.80, telephone (\$20/month x 12m x 3.47FTE = \$832.80). Office supplies is \$985.79, writing utensils, paper pads, etc. (\$23.67/month x 12m x 3.47FTE = \$985.79). Advertisements is \$800. The cost is \$200 ad units (\$200 per article x 4 articles = \$800). <p>Administrative/Indirect Costs requires \$25,000, approximately 14.3% personnel and operating expenses (\$175,000 x 14.3%). This requires within the all-wable admin expenses (15% cap). A breakdown of the administrative costs is below:</p> <ul style="list-style-type: none"> Online IT services is \$10,000 Financial audit is \$5,000 Business insurance is \$5,000 Accounting is \$5,000 	

Proposal Certification		
Certification		
<p>1. Confirm Proposal Discussion with RC(s)</p> <p>CBOs are required to discuss their proposal with each RC(s) the CBO is intending to serve. If you are a CBO, have you discussed your proposal with each RC you are intending to serve?</p>	<p>Applicant Response</p> <p>Yes</p>	<p>1</p>
<p>2. RC Contact</p> <p>CBOs are required to submit their application on only to the Department and to each RC(s) that the CBO is intending to serve. If you are a CBO, state the name(s) of the contact person(s) at each RC you have discussed your proposal with</p>	<p>Applicant Response</p> <p>Larry Landauer and Kaitlynn Tuong from the Regional Center of Orange County (RCOC)</p>	

<p>3. Applicant Certification</p> <p>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.</p>	<p>Applicant Response</p> <p>Yes</p>	
<p>Applicant Comment</p>		