

APPLICATION REPORT

Project Name: Adulthood Transitions for Hispanic Families: Self-Advocacy through Education
Applicant Organization: Special Kids Connect
Awarded Amount: \$130,000
Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

Special Kids Connect seeks to promote equity in service access and utilization for Monterey County's Hispanic and Spanish-speaking regional enter consumers through a 3-part Transition to Adulthood conference series. Each half-day conference will highlight one of the areas of transition: (1) Public Benefits / Legal Implications / Guardianship Options, (2) Education / Employment, and (3) Regional Center / Self-Determination Services. Conferences will target families with regional enter consumers ages 14 and up and will include workshops, spotlight presentations on peer-family success stories, and esu e fairs.

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Adulthood Transitions for Hispanic Families: Self-Advocacy through Education	
2. Awarded Amount	Applicant Response \$130,000	
3. Organization Type Choose the response that best describes your organization.	Applicant Response Community Based Organization (CBO), 501(c)(3)	
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 of that project. You may upload your brochure or add a website link.	Applicant Response Special Kids Connect (SKC) is Monterey County's esu e center for families who have individuals with developmental needs. As its name suggests, SKC "connects" families with local esu e agencies, empowering self-advocacy. Where needs cannot be met through established channels, SKC collaborates with community partners to develop innovative solutions. Over the past 4 years, SKC has made significant strides in supporting Monterey County's Hispanic communities. SKC's bilingual staff, which includes 2 native Mexican Spanish-speakers, has been instrumental in identifying and helping families understand, access, and utilize regional center and general services throughout each event, bilingual workshops, and 1:1 support. In 2019 (pre-COVID), SKC's 2 most popular Spanish workshops were Transition to Adulthood panel-led offerings. Collectively, these educated 47 individuals on the adult transition process in the areas of education, regional center supports, and guardianship options.	
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	1
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 TITLE	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 Assessment and quantify your organization was awarded funding.</p>	<p>Applicant Response</p> <table border="1" data-bbox="483 415 1328 798"> <thead> <tr> <th data-bbox="483 415 703 493">Year Awarded</th> <th data-bbox="703 415 909 493">Project Title</th> <th data-bbox="909 415 1120 493">Grant Number</th> <th data-bbox="1120 415 1328 493">Award Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 493 703 688">F19-20</td> <td data-bbox="703 493 909 688">Respite duration & Orientation program Increase Respite (In-Home) Service Utilization Among Montecity County's Hispanic Regional Center Consumers</td> <td data-bbox="909 493 1120 688">19-C04</td> <td data-bbox="1120 493 1328 688">64,914</td> </tr> <tr> <td data-bbox="483 688 703 798">F20-21</td> <td data-bbox="703 688 909 798">Gene Service Acquisition: Clearing the Path to Regional Center Authorizations</td> <td data-bbox="909 688 1120 798">20-C04</td> <td data-bbox="1120 688 1328 798">89,700</td> </tr> </tbody> </table>	Year Awarded	Project Title	Grant Number	Award Amount	F19-20	Respite duration & Orientation program Increase Respite (In-Home) Service Utilization Among Montecity County's Hispanic Regional Center Consumers	19-C04	64,914	F20-21	Gene Service Acquisition: Clearing the Path to Regional Center Authorizations	20-C04	89,700	
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F20-21	Gene Service Acquisition: Clearing the Path to Regional Center Authorizations	20-C04	89,700											
<p>3. Previous Grant Outcomes</p> <p>Provide a brief grant summary of your project outcomes for fiscal year 2019-20 and/ 2020-21.</p>	<p>Applicant Response</p> <p>Special Kids Connection's 2019-20 grant (19-C04) supported Hispanic regional center families' understanding, acquisition, and usage of respite services. Over the 13-month period, SKC directly served 220 Hispanic consumer-families through the delivery of 30 respite orientation/education workshops (16 in Spanish; 14 in English) and its 1:1 support with various aspects of FMS respite including vendor paperwork, caregiver applications, and eligibility determination. The projects included the development of 2 animated educational videos (one in English, another in Spanish) encouraging the use of participant-directed respite.</p> <p>Eighty-seven percent of respite workshop attendees stated that they had an increased understanding of respite and their families' options after attending an SKC workshop. Seventy-five percent of workshop attendees expressed an interest in utilizing respite over the next 12 months. As a result, the most significant impacts of this project were the qualitative ones which will support Montecity County's Hispanic families, as well as throughout the state of California, for years to come. These include: (1) A catalog of newly developed English and Spanish respite services, available 24/7 for download on Special Kids Connection's website [English: https://spealkids.nne.to/g/learning-ente/respite; Spanish: https://spealkids.nne.to/g/learning-ente/respi]. (2) "Discover the Magic of FMS Respite" videos in English and Spanish which can be used throughout the state to educate and encourage families on the benefits and simplicity of acquiring and using participant-directed respite [https://spealkids.nne.to/g/learning-ente/fms/espite], and (3) Increased awareness at state and local levels of the present-day inadequacies of respite service offerings funded under served regional center consumers whose language and culture are often barriers to the acceptance of services provided inside their homes.</p> <p>Special Kids Connection's 2020-21 grant (20-C04) is a 12-month project running through April 2022 to support regional center consumers' acquisition and exhaustion of generative services in the areas of IHSS, SSI, and Medi-Cal. Workshops for this project, via Zoom, begin in November.</p> <p>The big wins for this project, to date are (1) the implementation of feedback on acquisition challenges from Hispanic families, San Andreas Regional Center service coordinators, and the agencies through which these services are obtained, (2) the development of curricula that address the hurdles identified in the feedback obtained, (3) the translation of English-only state forms for services that had previously not been available in any other languages for families, and (4) new collaborative partnerships with the local Social Security Administration (SSA) office and the Montecity County Department of Social Services.</p>													
<p>4. Project Transition</p>	<p>Applicant Response</p>													

APPLICANT TITN	APPLICANT RESPONSE	ATTACHMENT
<p>If awarded, how will you convert the proposed project into the 2021-22 proposed project? Does your proposed project expand on previous activities, measures, or target groups being added? Provide a summary of the differences and reasons why you are proposing the change.</p>	<p>SKC's current project supports families' acquisition of services in the areas of SSI, IHSS, and Medi-Cal, each of which have different application processes, eligibility requirements, and benefit levels for children versus adults (18+). The transition from child to adult eligibility has been identified by SKC during this project as a significant barrier for refugee families. A transitional adult applicant's educational standing, living arrangements, and legal status all play a role in determining eligibility and benefit amounts for the individual. Hispanic families, particularly those in Spanish-speaking households, are already prepared to navigate the transition landscape. Uninformed applicants and culturally predisposed to expect no support, they often withdraw from seeking any assistance, choosing to care for their adult consumer in their own, instead.</p> <p>SKC wishes to take these learnings to lay the foundation for a comprehensive Transition to Adulthood reference series, which will educate families in these areas of transition: Public Benefits / Legal Implications / Guardianship Options, Education / Employment, and Regional Center Support / Self-Determination.</p> <p>The target group for 2021-22 will be narrowed from 20-C04's "all ages" target to regional center families who have consumers with ages 14 and older. In addition to targeting families with service professionals, the proposed project will feature inspirational testimonials from Hispanic consumer-families who have successfully navigated these systems and are flourishing, as a result.</p> <p>Because a significant percentage of underserved Hispanic families live in geographically remote areas of Monterey County where transitional regional center vendors are scarce, self-determination will be a focus of the Regional Center Support reference. Identification of families' hurdles/hesitations in exploring self-determination will be a performance measure of this project.</p>	
General Application		
Proposal Summary		
<p>1. Project Type</p> <p>Choose the project type that best describes your activities from the list below:</p>	<p>Applicant Response</p> <p>Education and Training</p>	
<p>2. Duration of project</p> <p>Choose the duration of your project.</p>	<p>Applicant Response</p> <p>12 months</p>	
<p>3. Regional Centers</p> <p>Choose the Regional Center(s) that you project will serve. Check all that apply.</p>	<p>Applicant Response</p> <p>San Andreas Regional Center</p>	
<p>4. Counties Served</p> <p>List the county(ies) you project to serve. Check all that apply.</p>	<p>Applicant Response</p> <p>Monterey County</p>	
<p>5. City of Los Angeles</p> <p>If your project proposes to serve the City of Los Angeles, list the zip codes you project will serve.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>6. Community Based Organizations</p> <p>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.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>7. Multiple Organizations</p> <p>Does your project include partnership with one or more organizations either as a contractor or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.</p>	<p>Applicant Response</p> <p>No</p>	
<p>8. Strategies and Sustainability</p>	<p>Applicant Response</p>	

<p>How will you perpetuate its work after the grant funding has ended?</p>	<p>Learnings from this project will inform Special Kids Connect, the regional center, and community agencies of Hispanic families' greatest areas of need as they transition to adulthood, along with optimal approaches to meeting those needs. Once grant funding has ended, work will continue in the following areas:</p> <ol style="list-style-type: none"> 1. Formation of self-advocacy through education ~ New partnerships formed through collaborations with community agencies for this project will lead to the development of future adult transition workshops. 2. Self-Determination ~ Additional approaches developed as part of this project will help SKC identify future opportunities for engaging enrollment in the self-determination program by Hispanic (particularly Spanish-speaking) families, who have not been among the program's early adopters. 3. Peer role modeling ~ Successful use of testimonials from peer families will inform future project work where cultural norms/biases influence families' willingness to access services. 							
Project Application								
<p>1. Ethnic Groups Served</p> <p>Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic", "Other" use comment section to list specific groups.</p> <p>Applicant Comment</p>	<p>Applicant Response</p> <p>Hispanic</p>							
<p>2. Ethnic Group(s), Language(s) and Number of Individuals Served</p> <p>For each ethnicity group, provide the number of individuals you expect to serve and the related language(s).</p>	<p>Applicant Response</p> <table border="1" data-bbox="479 798 1334 951"> <tr> <td style="background-color: #003366; height: 30px;"></td> <td style="background-color: #003366; height: 30px;"></td> <td style="background-color: #003366; height: 30px;"></td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>							
<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>16 to 21, 22 and older</p> <p>The age group the project intends to serve is families of consumers who are ages 14 and up.</p>							
Project Application								
Project Application								
<p>1. Project Summary and Organizational Experience</p>	<p>Applicant Response</p>							

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Provide a clear and concise summary that includes a defined target population, categorical area, and project design. Specifically describe what your project 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>Special Kids Connection seeks to promote equity in service areas for Monterey County's Hispanic consumers through a 3-part Transition to Adulthood conference series. Each conference will highlight one of the areas of transition: (1) Public Benefits / Legal Implications / Guardianship Options, (2) Education / Employment, and (3) Regional Center / Self-Determination Services. Conferences will target families with regional eligible consumers ages 14 and up.</p> <p>The goal of the conference series will be to empower Hispanic regional center families, through education and peer role modeling, to effectively advocate for their regional center consumer's full potential in their adult lives. Each half-day conference will begin with a breakfast and keynote presenter who will speak on a topic relating to the day's theme. Afterwards, families will be given the opportunity to attend two breakout workshops on related topics, in their preferred language. Upon completion of the workshops, families will convene for luncheon. During the luncheon, attendees will hear from peer families who will share success stories related to the day's theme. (Example: A young adult from a Spanish-speaking household will talk about his experience at a local community college. A Hispanic family will talk about its self-determination journey.) Both the breakfast and the luncheon talks will be simultaneously interpreted through headsets. An agency representative will take place after luncheon, allowing families to visit with community agencies and pick-up additional information. The conferences will be planned for fall 2022, with one Saturday conference per month (August, September, October) from 9 am – 2 pm. They will be held in the predominantly Hispanic/Spanish-speaking areas of Monterey County (likely Salinas & Sledad). Pre- and post-surveys will be used to determine the effectiveness of conferences and format.</p> <p>From its previous disparity/SAE projects over the last 4+ years, SKC has gained a great deal of experience with, and has earned the trust of, Monterey County's Hispanic/Spanish-speaking special needs families. SKC has also been an active participant and provider of support for parent-led Spanish-speaking special needs support groups in Monterey County.</p> <p>In addition, SKC has a great deal of experience supporting Hispanic/Spanish-speaking consumer's transition to adulthood. In 2019, SKC held 2 bilingual Transition to Adulthood panel-style workshops (Salinas and Sledad) that covered school transition, regional center transition, and guardianships. SKC has also conducted a six-session, first of its kind, "D-It Yourself Limited Conversation" workshop series where SKC brought in an estate planning attorney and reunited bilingual volunteer staff to help Spanish-speaking families complete paperwork to apply for limited guardianship for their regional center loved ones.</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 target populations for this project are of Hispanic and Spanish language Monterey County regional center consumers. San Andreas Regional Center (SARC) OS data shows both populations significantly under-served across all ages. For adults (ages 22+), Hispanic and Spanish consumers are utilized and utilized 59% and 55%, respectively, of services of their White and English counterparts.</p> <p>SKC used input from SARC, Latin disability rights advocates, and regional center families in designing this project. SARC personnel and SKC's findings indicate that the period of adult transition is when Hispanic families are most engaged in learning about services. Yet, 30% of Spanish-speaking consumers - families live in the county's southern region which has a dearth of regional center services. SARC reports that these families would benefit most from self-determination but have, to date, been the most resistant to exploring its use.</p> <p>Disability rights advocates, including the World Institute on Disability (WID), report that the U.S. approach to disability through the provision of adult services support and inclusion is "very different most Latinos" and causes them to be ultimately resistant to asking for help. WID's key to Vision edits communities which create networking opportunities between Latino families and agencies, and (2) expose Latinos to mentors and role models, for being effective catalysts for change. This project is designed to incorporate both.</p>	
<p>3. Uniqueness</p> <p>How is the proposed project unique/different from a currently funded grant (e.g., strategies, activities, and objectives) in the proposed regional center categorical 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>Applicant Response</p> <p>This project is unique/different from a currently funded grant in the San Andreas Regional Center categorical area in the following ways:</p> <ol style="list-style-type: none"> 1. It uses a culturally family conference-style format to bring entire families together, building a sense of community to normalize the challenges that underserved families often face in isolation. 2. In a culturally respectful manner, it will encourage the use of person-centered planning as a foundation for encouraging the selection and organization of services and supports. 3. It encourages self-advocacy by combining an educational component with a representative. Families/consumers can learn about a topic and immediately initiate next steps with agencies who will be on hand to support their needs. 4. It helps families understand how the various services/supports available through the adulthood transition period affect their and their kin's net for the maximum benefit of their consumer. 5. It employs success stories from peer role models as tools for inspiration and motivation. 6. It capitalizes on the time in a consumer's life, adulthood transition, when families are most receptive to receiving information as an opportunity to encourage the exploration of self-determination as a viable and attractive option to traditional regional center services. 	
<p>4. Improve Equity and Service Access</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>How will you promote equitable access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>This project will capitalize on the window of time when families express the most interest and willingness to learn about service opportunities for their consumer: adult transition. It will discuss in a format that is familiar to Monterey County's Latinx families: educational conferences. Following a decade, the Spanish-speaking disability community in Monterey County has used mini-conferences on Saturdays over the breakfast and luncheons to promote self-advocacy through networking and information dissemination. Each of the three Adult Transition conferences in this project will have a narrow focus for our attendees as they are not overwhelmed with information and can gain quality access to service agencies professionals and community resources.</p> <p>Key to improving services and equity will be:</p> <ol style="list-style-type: none"> 1. Educating families on the various aspects of adult transition and how these can work together to optimally support their consumer's needs. 2. Following the benefits of self-determination. This is a potential game-changer for families who have not had ready access to additional regional and -vended programs. 3. Shining the light on peer leaders. Hispanic families will hear from peers who have successfully self-advocated for themselves as the adult transition process and/or self-determination. 4. Bringing families together in support of one another to normalize their challenges and support their consumer's rights to realizing their full potential as adults. 	
<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 attachment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce disparities in your attachment area? How will you collaborate with their organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>This proposed project supports the San Andreas Regional Center's (SARC) stated disparity reduction goals in its attachment area in the following ways:</p> <ul style="list-style-type: none"> • SARC Strategic Plan: <i>"Increase accessibility and use of universal services in individuals of various ethnicities and diagnosis."</i> The entire purpose of this project is to inform Hispanic/Spanish-speaking families of adult and soon-to-be-adult consumers of the services available and to encourage their use. • SARC Strategic Plan: <i>"Decrease the number of adults receiving only case management services."</i> This project supports families as they transition to adulthood, as well as those who are already adults, by emphasizing the importance and rights of adult consumers to live their best lives, drawing from a wide range of services and supports available to them. • SARC Strategic Plan: <i>"Increase the number of individuals satisfied with their services and supports."</i> One half-day conference will be devoted to increased understanding of regional center services and supports, with an emphasis on self-determination as a compelling, viable, and achievable path toward service/support satisfaction. <p>SKC's work with SARC on this project is in direct alignment with SARC's approach to meeting its goals by <i>"collaborating with community representatives and shareholder organizations to develop outreach and education opportunities for minority groups."</i></p>	
<p>6. Project Activities</p> <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>Applicant Response</p> <p>The schedule of activities reflects the steps needed to ensure conferences are in line with intent and a plan to get to meet the needs of Monterey County Hispanic families in a culturally sensitive manner. Input from regional center families, along with the agencies and professionals who work with them, will be critical to the planning phase of this project. Because venue options for conference-style events are very limited in the Spanish-speaking areas of Monterey County, securing sites will require that reservations are made 5 to 6 months in advance of conference dates. During this planning time, SKC will:</p> <ul style="list-style-type: none"> • Survey regional center families who have consumers between 14 and 24 years of age to assess current needs / challenges. Regional center families who have successfully navigated the adult transition landscape will also be interviewed to understand how they've overcome various challenges and for insight on what they wish they had known before embarking on the transition journey. • Collaborate with San Andreas Regional Center, Monterey County S.L.A., Central Coast Center for Independent Living (CCCIL), Department of Rehabilitation Services (DOR) Independent Living Center) and other appropriate community partners on the development of conference content and on identifying families willing to be showcased as role models for peers/students. • Request agencies to be present with a representative at each conference. • Develop a marketing plan that will effectively reach and engage attendees by targeting families. <p>The conferences, themselves, will take place in the fall (August, September, October) with one conference per month. Early fall is a critical window of opportunity for reaching Monterey County's agrically-based Hispanic families, many of whom migrate South with the crops each November.</p> <p>A post-conference analysis will occur after each conference date to ensure the needs of families are being met. Subsequent conferences formats will be tweaked, as necessary, to incorporate less needs-led and more goal-oriented ways.</p> <p>Follow-up phone calls to conference attendees will take place through December. The purpose of these activities will be to ascertain what aspects of the conferences were most helpful, to learn how families used information to self-advocate, and to identify areas where future education and advocacy trainings are needed.</p> <p>Results will be tabulated/compiled and presented to the San Andreas Regional Center in January. Findings will be the basis for identifying and collaborating on future opportunities for adult transition education and support.</p>	
<p>7. Project Measures</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	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>Performance measures are designed to (a) measure attendees' satisfaction with knowledge gained from the conferences, (b) provide insight into the effectiveness of educating families in an online e-style format, and (c) identify areas for opportunity for future educational/advocacy work.</p> <p>Pre- and post-surveys will be administered to all attendees at each conference. Survey questions will be tailored to the conference theme for which they will be administered. Follow-up calls will be made to attendees 30 to 60 days post-conference to identify (1) steps families have taken and/ or plan to take to support their consumers, (2) challenges still being faced, and (3) areas where additional educational support is desired.</p> <p>Planned percentage targets are set for all attendees for a given day's conference. Because families will have a high frequency of workshops to attend at each conference and because it is expected that attendees will be at various stages of their adult transition journey, many may not need to gain any new knowledge on a particular topic. Thus, percentage targets are lower for some measures than for others.</p> <p>Performance Measure #6 plans for 10% of conference attendees to express an interest in further exploration of self-determination. While this is a numerically low percentage, it would represent 5 out of a planned 50 attendees willing to take a closer look at this option which would represent significant progress. Enrollment in the Self-Determination Program (SDP) of Montecito County's Hispanic Consumers has been extremely low, with many dropping the program due to its complexities. SKC hopes to move the needle on SD interest through this project.</p> <p>Impact on the community will be evaluated by combining survey data with narratives from follow-up phone calls to gain an understanding of what aspects of the conference had the greatest impact on changing families' attitudes in supporting their adults' / soon-to-be adults' futures.</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>An explanation of the proposed expenditures is included in the Budget Template and is attached (as a PDF) to this question.</p> <p>Personnel expenses reflect SKC's proven team approach to executing large events. Special Kids Conference is known in Montecito County for its well-executed workshops and sessions. This is due, in large part, to careful planning so that every aspect is considered in detail. The initial months of the project will be a testament to SKC's ability to deliver on its performance measures. In addition to gathering input and drawing from the experiences of community partners (e.g., San Andreas Regional Center, Montecito County S/LA, Cental Coast Center for Independent Living (DOR)), SKC will also gather detailed input from Montecito County's Hispanic / Spanish-speaking regional enter families, themselves, to ensure conference content is relevant, meaningful, and provided in a way that encourages self-advocacy.</p> <p>While conferences are, admittedly, more expensive than workshops, SKC believes strongly that the value of educating families in an online format, where families can network and share their experiences, will more than outweigh any associated costs. Conferences from Montecito County's Hispanic families have, historically, enjoyed far greater attendance than have one-hour workshops. Budget operating expenses are largely tied to the conference days, themselves, and have been carefully considered to ensure the conferences are professionally executed and can accommodate Spanish, Indigenous language, and ASL attendees. SKC also acknowledges that many of our probable speakers (e.g., attorneys, SCDD staff, S/LA staff) are English-speaking and will require professional interpretation support.</p> <p>Administrative/Indirect costs reflect overhead expenditures and are set to not exceed 15% of the total project budget.</p>	1
<p>9. Budget Costs</p> <p>Explain how the project budget is directly associated with the project activities and objective and confirm that the budget does not include non-allowable costs funded by other sources.</p>	<p>Applicant Response</p> <p>Project budget costs are directly aligned with this project's activities and objectives and do not include non-allowable costs funded by other sources.</p> <p>Operating expenses reflect consideration of how best to deliver a quality educational offering that is accessible to all Montecito County Hispanic regional enter families. Of note:</p> <ul style="list-style-type: none"> Mailing will be accomplished primarily through texting and postcard mailing. While these are more expensive than the use of email or social media platforms, SKC has found that response rates from Hispanic families, particularly those who speak Spanish, are higher with low levels of literacy, a much higher when they receive postcards or image-filled text messages. Conference venues are accessible by public transportation and are equipped with the IT needed to operate simultaneous workshops in different rooms. They also offer large gathering areas for luncheon, sessions, and presentation by keynote speakers. Conference materials will include the distribution of a Special Needs Resource Guide which includes information in English and Spanish from the 200 Montecito County agencies and professionals available to support families. SKC will ensure inclusion by those who speak ASL, a language indigenous to the southern region of Mexico (e.g., Mixteco, Zapotec, Tzotzil). The staff translation services are included in this budget. <p>SKC has obtained cost estimates from probable vendors for each line item presented in its project budget.</p>	
<p>Proposal Certification</p> <p>Certification</p>		

APPLICANT TITN	APPLICANT RESPONSE	ATTACHMENT
<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 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>The San Andreas Regional Center individuals with whom Special Kids Contact discussed this project are as follows:</p> <ul style="list-style-type: none"> • Javier Zaldiva, Executive Director • Ruben Clinton, Diversity and Inclusion Specialist • Mineva Valdez, Monterey County District Manager, Adult Transition Unit <p>A letter of support from the San Andreas Regional Center is attached.</p>	<p>1</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>		