

APPLICATION REPORT

Project Name: Bilingual/bicultural Chinese Family & Self-advocate Technology Training (BCFSAT II) Project
Applicant Organization: CPAD
Awarded Amount: \$80,000.00
Funding Announcement Name: Mentoring Services Access and Equity Grant



PROJECT SUMMARY

The project goal is to increase knowledge/skills in utilizing technology in organizing and managing service related documentation and resources by Chinese families and self advocates in the regional center system.

| APPLICANT INFORMATION | APPLICANT RESPONSE | ATTACHMENTS |
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| Applicant Eligibility | | |
| Applicant Information | | |
| 1. Project Title What is the Project Title? | Applicant Response Bilingual/bicultural Chinese Family & Self-advocate Technology Training II Project (BCFSAT II) | |
| 2. Awarded Amount | Applicant Response \$80,000.00 | |
| 3. Organization Type Choose the response that best describes your organization. | Applicant Response Community Based Organization (CBO), 501(c)(3) | 2 |
| 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 CPAD, a CBO, has been implementing the 20-21 DDS SAE grant awarded \$110,571.00 for the Bilingual/bicultural Chinese Family & Self-advocate Virtual Training (BCFSAVT) project to Chinese families and self-advocates of ELARC, FDLRC and SGRC. The project has developed/provided 8 online trainings to 15 parent and self-advocate leaders, preparing them to support and coach following training to parents and self-advocates beginning December 2021. In 2017-19, CPAD partnered with UCLA Taran Center in developing and implementing a DDS Disparity grant--the Family Mentor Partner Program (FM) for the ELARC and FDLRC Chinese speaking client families. In 2017-2019, CPAD had implemented DDS Disparity subcontracts with ELARC as well as ELARC-FRC. Since 2006, CPAD has been a Community Parent Resource Center (CPRC) funded by the Office of Special Education and Rehabilitation Services in partnership with Fiesta Education, Inc., providing education and support to over 500 Chinese American families. | 1 |
| 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) or 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 Yes | 1 |
| Grant Reapplication Information | | |
| Grant Reapplications | | |
| 1. Previous Award(s) | Applicant Response | |

| APPLICANT INFORMATION | APPLICANT RESPONSE | ATTACHMENT | | | | | | | | |
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| <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 Self-Efficacy and Equity grant your organization was awarded funding.</p> | <p>Applicant Response</p> <table border="1" data-bbox="483 415 1328 625"> <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 1118 493">Grant Number</th> <th data-bbox="1118 415 1328 493">Award Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 493 703 625">20-21</td> <td data-bbox="703 493 909 625">Bilingual/bicultural Chinese Family & Self-advocate Virtual Training(BCFSAVT) Project</td> <td data-bbox="909 493 1118 625">20-C31</td> <td data-bbox="1118 493 1328 625">\$110,571</td> </tr> </tbody> </table> | Year Awarded | Project Title | Grant Number | Award Amount | 20-21 | Bilingual/bicultural Chinese Family & Self-advocate Virtual Training(BCFSAVT) Project | 20-C31 | \$110,571 | |
| Year Awarded | Project Title | Grant Number | Award Amount | | | | | | | |
| 20-21 | Bilingual/bicultural Chinese Family & Self-advocate Virtual Training(BCFSAVT) Project | 20-C31 | \$110,571 | | | | | | | |
| <p>3. Previous Grant Outcomes</p> <p>Provide a brief summary of your project outcomes for fiscal year 2019-20 and/ 2020-21.</p> | <p>Applicant Response</p> <p>CAD has started implementing the 2020-21 DDS SAE grant, Bilingual/bicultural Chinese Family & Self-advocate Virtual Training (BCFSAVT) effective May 1, 2021. To date, the project has developed 8 biculturally relevant training curriculum to parent leaders(4) and self-advocate leaders(4). We have targeted to recruit 13 Chinese parent and self-advocate leaders, and to date 15 Chinese parent leaders (8) and self-advocate leaders(7) has been recruited and participated in 8 online training since September 2021. The training curriculum has been developed and provided in C T's One-page file(2 sessions) and Zoom Technology class (2 sessions). Training focus groups have been conducted to obtain participants' feedbacks in curriculum development. Post tests have been developed, approved by DDS and implemented at the end of the above online training. We have expanded our proposed 8 online training to 10, adding one(1) additional training for these leaders to provide culturally relevant accommodations. One last online training on Online Communication is being developed and scheduled for November 13, 2021 for both the parent and self-advocate leaders. The project has also developed out each flyer and bilingual intake/registration materials for outreach and enrollment for upcoming parent and self-advocate training beginning in December 2021. The intake/registration forms for parent & self-advocate leaders have been approved by DDS. Trained leaders will be participating and providing support/ coaching to their parent and self-advocate participants in late training from December 2021 to February 2022. These leaders will be guided and supported in monthly super sessions in their parent/self-advocate support work, and will also be gathering feedbacks from families, barriers and challenges in assessing services. Parent leaders and project's parent and self-advocate dinars will be doing a post training intake interview with the participants in February 2022. Two post training focus groups will also be conducted at the end of all training with parents and self-advocates respectively to gather feedbacks on training needs, efficacy, and their barriers in service access.</p> | | | | | | | | | |
| <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 projects, 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.</p> | <p>Applicant Response</p> <p>If the proposed project is awarded, it will be able to transition from the current 2020-21 project smoothly since the CAD project team already has built a solid foundation in working relationship and experience with the resulting Cal State L.A. sub grant as well as the independent curriculum developer/trainer. Also, the proposed 21-22 project actually expand on current project's goal to increase access and reduce disparity through an increase in technology skills among Chinese regional center families and self-advocates. Our 2020-21 project focus on training in the C T One Page file, Zoom technology class and Online Communication. Both community leaders, parents and self-advocates continued to express overwhelmed with the technological challenges during the pandemic. The current project is proposing to conduct post training focus groups with parents and self-advocates in March 2022 which will act as the informative data for the beginning development of the new 2021-22 project.</p> <p>The proposed BCFSAVT II project will be developing and implementing 4 bilingual and bicultural technology training, a step up training, for parent/caregivers and Self-advocate on: setting up email and file organization, utilization and managing of emails, know-hows in managing and organizing on-line service related documents/files. The training curriculum will be modified to provide appropriate accommodations for self-advocates, using best practices and plain language materials. The technology training represents skills that are necessary for successful service engagement as well as preparing caregivers in future plans for their family members and support for their family members with IDD. In addition, these are critical skills for self-advocates' autonomy in being independent. Many of the self-advocates have expressed in the current 2020-2021 project that they "really want to learn the skills to be able to do things by myself...not have to ask my family for help..."</p> | | | | | | | | | |
| <p>General Application Proposal Summary</p> | | | | | | | | | | |
| <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>Applicant Response</p> | | | | | | | | | |

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| Choose the duration of your project. | 12 months | |
| 3. Regional Centers | Applicant Response | |
| Choose the Regional Center(s) that your project will serve. Check all that apply. | Eastern Los Angeles Regional Center , Frank D. Lanteman Regional Center , San Gabriel/ Marina Regional Center | |
| 4. Counties Served | Applicant Response | |
| List the county/ counties your project proposes to serve. Check all that apply. | Los Angeles County | |
| 5. City of Los Angeles | Applicant Response | |
| If your project proposes to serve the City of Los Angeles, list the zip codes your project will serve. | The project will serve Los Angeles city in the following zip codes within the at-risk areas of ELARC and FDLRC-- central Los Angeles, Chinatown, East Los Angeles and Lincoln Heights and Boyle Heights where there is a higher concentration of Chinese population: 90004 90005 90006 90010 90012 90013 90014 90015 90017 90019 90020 90021 90022 90023 90026 90027 90028 90029 90030 90031 90032 90033 90036 90038 90039 90040 90041, 90042 90048 90050 90051 90053 90054 90055 90053 90060 90063 90065 90069 90070 90071 90072 90074 90075 90076 90078 90079 90084 90086 90087 90088 90093 90096 | |
| 6. Community Based Organizations | Applicant Response | |
| 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. | Not Applicable | |
| 7. 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. | Yes | 3 |
| 8. Strategies and Sustainability | Applicant Response | |
| How will you perpetuate its work after the grant funding has concluded? | The project's bilingual/bicultural training efforts improve Chinese families' access to services will be sustained through the skills parent and self-advocate leaders gained. Currently leaders are also ethnically challenged, and this project will build the organization's leaders' capacity to provide effective support, reaching other families after the project ends. In addition, the project's esophageal deposit of training materials, resources and information materials are continued each and support other regional enter families. Since they will be deposited in organization's bilingual website/YouTube for the public access. Since these training videos are bilingual, English speaking families and self-advocates can access them from the organization's website and continue to be benefited. Families can continue to access trainings and leaders can use these resources in supporting and conducting future training members in the community. | |
| 1. Ethnic Groups Served | Applicant Response | |
| Select the ethnicity group(s) the project will serve. From "Indian", "Pacific Islander", "Sla i " "Other" use comment section to list specific groups. | Chinese | |
| Applicant Comment | The project will target serving both the Cantonese and Mandarin families and English speaking Chinese American self-advocates. Interpretation lines with Cantonese and Mandarin interpreters will be available for all 4 parent training sessions. Training materials will be translated to Chinese. | |
| 2. Ethnic Group(s), Language(s) and Number of Individuals Served | Applicant Response | |

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| <p>For each ethnicity group, provide the number of individuals you represent intends to serve and the related language(s).</p> | <div style="background-color: #0056b3; width: 100%; height: 100%;"></div> | |
| <p>3. A e Group(s) Served Select all Age Groups the people will serve.</p> | <p>Applicant Response Thee t 21 , 16 t 21 , 22 and older</p> | |
| <p>Applicant Comment</p> | <p>Self-adv ate t aining parti ipants will include age 16 and above, while the e will be n age limits fo pa ent parti ipants. arents parti ipating an ha e hildren f om all ages.</p> | |
| Project Application | | |
| Project Application | | |
| <p>1. Project Summar and rganizational xperience Provide a clear and concise project summary that includes a defined target population, at hment area, and p e t design. Specifically describe what y u p e ct will accomplish and how it will benefit the community served. In y u answer, include what experience y u rganization has w king with the target population?</p> | <p>Applicant Response The Chinese a ents Ass iati n f the Disabled (C AD) is applying f \$80,900.00 f om the 2021-2022 DDS Se i e A e ss and Equity Grant t in ease kn wledge/know-hows in the utilizati n f te hn l gy in rganizing and managing se i e elated documentations and es u es by Chinese families and self adv ates with IDD ser ed by the Eastern Los Angeles Regi nal Cente (ELARC) and F ank D. Lante man Regional Center (FDLRC) and the San Gabriel m ona Regional Center (SG RC). This will be an expansi n n u u ent 20-21 DDS BCFSAVT p e t whi h f uses on the beginning le el f Zoom ac ess t aining. This will be a omplished th ough the development and implementati n of a se ies of inte mediate level bilingual/bi ultu al Chinese Family & Self-adv ate i tual te hn l gy T aining. Indi iduals se ed by ELARC, FDLRC, and SG RC are targeted f this p p sed p e t because OS disparities f this a ial/ethni population ha en t imp ved ve the yea s. F m C AD's 2020-21's DDS SAE grant in p iding te hn l gy t aining t u Chinese families and self adv ates, we f und that the te hnol gy needs f the Chinese families and self ad ates requi es more w rk than what u iginal p e t was able t er. The pr l onged pandemi has f ed e e yone t ely n techn logy t mmuni ate, plan and supp t thei family membe s with IDD. C mmuni ations and documentation are often sent th ough emails, yet a l t of Chinese families and adv ates a e n t e sed with emails n kn w h w t manage the documents and files they e ei e in elati n t ser i e support f thei family members with Intelle tual and De el pmental Disabilities(IDD) (e.g. using and managing email files/documents in f ll wing up and p e pa ing f se i e supp t with thei se i e dinat s). The p oposed BCFSAVT II p e t will be de el ping and implementing 4 bilingual and bi ultural te hnol gy t aining f parent/ aregi ers and Self-adv ate n the f ll wing t pi s: setting up email and file rganizati n, utilizati n and managing f emails, know-hows in managing and rganizing n-line se ice elated documents/files. The t aining u i ula will be modified t pr ide appropriate ac mm dation f self-adv ates, using best p a ti es and plain language mate ials, and a esou e ep sit y will be developed and made available in rganizati n's website f families t access. C AD is equipped t manage and implement this pr ect sin e it has a lengthy hist y f p iding bilingual and bi ultu al t aining and support t thei members in a e ssing Regional Cente and the gene i se i es. Th ough these past 30 years, C AD has built a t using elati nship within the Chinese disability mmunity. It has l ng hist y f llaborating with ther non-profit se i e rganizations and with the ab e-menti ned egi nal ente s, such as implementing dispa ity sub nt a ts and pr iding monthly parent and self-adv ate support g ups t Chinese egi onal enter families.</p> | |
| <p>2. Data and Communit Input Explain how the target population(s) are underse ed using RC OS data othe data as supporting eviden e of the disparity. In y u answer, include how y u rganizati n used input f m the mmunity and/ ta get population t design the pr ect?</p> | <p>Applicant Response OS data f year 2020 f FDLRC, ELARC and SG RC ontinued t eveal disparity am ng Chinese egi onal enter lients in g eater Los Angeles, especially f Age 22 and above egi onal enter lients/families. FDLRC P S Data: F nsurers Age 22 and up, English speaking families' expenditu es were alm st 34% m e than those f Mandarin families, and 38% m e than those f Cant nese families. English speaking families per apita auth ized se i es we e alm st 45% that of Cant nese speaking families and m e than 22% m e that f Mandarin speaking families. ELARC P S Data for Age 22 and up: English speaking families per apita auth ized se i es we e alm st 1.8 times that of Cantonese speaking families and eight th usands m e than Mandarin speaking families. English speaking families' expenditu es we e about tw times that f Cant nese speaking families, and almost eight thousand m e than those f Mandarin speaking families. SGPRC P S data for Age 22 and up: English speaking families' per apita expenditu es was about double f Mandarin speaking families, and 1.8 times m e than th se of Cantonese speaking families. F per apita auth ized se i es, English families was 1.9 times that f Mandarin and 1.75 times Cantonese families. C AD obtains feedbacks and input f om Chinese egi onal enter families and self-adv ates th ugh mnthly Cant nese/Mandarin parent support groups and self-adv ates g oup, mmuni ations in WeChat parent support group and pr et f us g ups.</p> | 1 |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENT |
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| <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 at home 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>The current BCSAVT project is unique in that it uses culturally and linguistically responsive strategies in developing and implementing the technology training for Chinese families and self-advocates. The training curriculum will include setting up/organizing networks, utilization of Google Drive in managing documents and developing a repository of bilingual training materials. The repository training materials will be available to all Chinese/English speaking families/self-advocates through C-AD's website.</p> <p>In addition, the 21-22 BCSAVT II project is also unique in training Chinese self-advocate and in preparing them to engage in the service access process towards independence. The culturally strategic training will continue to include caretakers' sit-in and support self-advocates training as needed. This is implemented to increase caretakers' awareness, recognition and support for self-advocates' self-determination efforts/needs. This training with self-advocates in turn will prepare them for the Self-Determination process. With C-AD's self-advocate group being one of a few of its kind in the state, this will be a pioneering project and predicted that this can be replicated to the minority groups. In addition, repositories for training videos and/or recordings can be used by the minority groups in gaining the technology skills needed to manage emails and self-related documents in order to advocate, negotiate, communicate and plan goals effectively.</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>Most of the above regional center's 2020 POS report have shown a decrease in per capita expenditure among Asian consumers due to the pandemic. This is partly due to the digital divide compounded by linguistic and cultural challenges, which continued to be a barrier for minority families and self-advocates. C-AD has been collaborating with the above regional centers in outreach and supporting their Chinese families and individuals with IDD to bridge this gap through support and training.</p> <p>The current proposed project will build on the foundation of the 20-21 DDS project's technology training. By providing technology training in setting, organizing and managing digital email files, Chinese families and self-advocates will gain the skills in setting necessary documents to follow up/addressing service requests, such as application and renewals for IHSS, SSI, coordinating school-related service support. Families lacking the necessary technology skills have problems advocating and accessing services for their family members and for themselves. Many complained feeling overwhelmed by the digital world with all the digital files, chose to give up asking and seeking services. Some when asked about their reports by parent leaders, responded that they did not know the locations of the documents. The effect, some families just gave up on following up in addressing services, e.g. planning for their loved one's meetings for support, due to the technology barrier/knowledge.</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 home area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce disparities in your home 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>Current proposed 21-22 BCSAVT project is aligned with ELARC, FDLRC and SG-RC's as well as DDS' recommendations and plan to promote equity and increase services to Chinese families/self-advocates. Most of the above regional center's 2020 POS report have shown a decrease in per capita expenditure among Asian consumers due to the pandemic. This is partly due to the digital divide compounded by linguistic and cultural challenges, which continued to be a barrier for minority families and self-advocates. C-AD has been collaborating with the above regional centers in outreach and supporting their Chinese families and individuals with IDD to bridge this gap through support and training.</p> <p>The current proposed project will build on the foundation of the 20-21 DDS project's technology training. By providing technology training in setting, organizing and managing digital email files, Chinese families and self-advocates will gain the skills in setting necessary documents to follow up/addressing service requests, such as application and renewals for IHSS, SSI, coordinating school-related service support. Families lacking the necessary technology skills have problems advocating and accessing services for their family members and for themselves. The project will be bridging this digital divide, in helping Chinese RC clients/families with the technology skills to negotiate the service systems, advocate, plan and access services as needed.</p> | |
| <p>6. Project Activities</p> | <p>Applicant Response</p> | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENT |
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| <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>The project will collaborate with Cal State LA in developing and overseeing all evaluation activities. Cal State LA will implement the evaluation and submit reports to the Project Manager. Proposed evaluation activities include 1) process evaluation of key outputs (e.g., numbers of workshops and participants); and 2) outcome evaluation through posttests for each training session, and 3) post-training focus groups to assess how trainings were received and a case study development. The Project team which has the experience working in the current 20-21 DDS grant with Dr. Ashley Munger, Cal State LA, and Dr. Carl S. Hotmille, will be working closely together in the development of bilingual and bilingual technology training curriculum, for Chinese parents and for self-advocates.</p> <p>The C/AD team will be responsible in completing training materials translated into Chinese for parents, and curriculum for self-advocates will be modified into plain language and best practices. Dr. Munger will be developing and overseeing the implementation of post tests for each training module along with respective learning objectives. Concurrent to the curriculum development, the C/AD team will be developing out each flyer for the enrollment of 65 training participants, parents(50) and self-advocates(15). Project staff will also be developing bilingual intake forms to be administered by each participant and self-advocate from participating families participating in the training. The C/AD will complete intake forms with participants at the beginning of the program and follow-up phone call after the program is completed to evaluate any differences in regional center services they received and what services barriers they perceived before and after engaging with the program.</p> <p>The online training will be conducted on the zoom platform for parents with interpretation lines in Cantonese and Mandarin. The series of 4 parent training will be conducted first and August to October 2022. 4 training sessions for self-advocates will follow starting around October to December 2022. The project is planning to provide the self-advocate training in person to provide hands-on support for participants. After the completion of all 8 training, the project will be conducting 2 post-training focus groups to capture successes/challenges, lessons learned, and personal development.</p> <p>Dr. Carl S. Hotmille, training curriculum designer/developer, in addition to designing, developing and conducting the training, he will also be developing a user repository for C/AD's distribution and made available in C/AD's website and generate participant materials in USB drives.</p> | 3 |
| <p>7. Project Measures</p> <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 you 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>Applicant Response</p> <p>The project will collaborate with Cal State LA in developing and overseeing all evaluation activities. Cal State LA will implement the evaluation and submit reports to the Project Manager. Proposed evaluation activities include 1) process evaluation of key outputs (e.g., numbers of workshops and participants); and 2) outcome evaluation through posttests for each training session, and 3) post-training focus groups to assess how trainings were received and a case study development.</p> <p>Formative evaluation. A focus group will be conducted with Family and Self-Advocates at the end of the project to capture successes/challenges, lessons learned, and personal development.</p> <p>Process evaluation. The evaluators will track all project outputs, including milestones achieved, number of materials developed, numbers of training, and numbers of participants.</p> <p>Outcome evaluation. The outcome evaluation will assess 1) change in Regional Center services use and perceived barriers over time for participating families, 2) achievement of learning outcomes for each workshop for participating families, and 3) perceptions of the trainings by participants through a final focus group. For families participating in the training, C/AD will do an intake at the beginning of the program and follow-up phone call after the program is completed asking them about which regional center services they received and what services barriers they perceived before and after engaging with the program.</p> <p>Formative learning outcomes for each session are as follows:</p> <ul style="list-style-type: none"> Engage in strategies for organizing files related to services delivery, needs, and resources, particularly on using email and computer file storage Engage in strategies for file and email safety and privacy Navigate commonly available and free online tools for communication and collaboration (e.g., Google Drive) | |
| <p>8. Budget Template and Narrative</p> | <p>Applicant Response</p> | |

| APPLICANT QUESTION | APPLICANT RESPONSE | ATTACHMENT |
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| <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 proposed budget is consistent with the stated project objectives 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 Rest of items are available here. | <p>The proposed project's personnel budget for the project staff includes the Project Manager, Assistant Project Manager, Family Training Coordinator, Self-Advocate Training Coordinator and the Project Administration Assistant/Self-advocate. All staff from the current 20-21 DDS project. All of these staff are part-time experienced parent leaders and self-advocate leader with good teamwork and rapport with Chinese families and self-advocates who are regional center clients. All the above staff are bilingual and bi-cultural, fluent in Cantonese and/ Mandarin. The CAD team will be responsible for the development of all program documentations, e.g. out each flyers and intake forms. The Project Manager will be overseeing the overall project progress, coordination with regional centers, and submitting Grant/Vantage reports as well as coordination with subcontractors in curriculum development and training evaluations. The Assistant Manager will be supporting the Project Manager in overseeing the outreach, recruitment and intake processes. The CAD staff will be working closely with D. Carl S. Hottmille, curriculum designer/trainer and D. Ashley Munge in developing ultimately elegant training materials for Chinese parents and self-advocates. The Family and Self-Advocate coordinators will be responsible for completing intakes with training participants before the start of training and at the end of the training series in November for parent participants and in January for self-advocate participants to collect data on any change in Regional center services received and feedbacks on any barriers in accessing services. Both coordinators and the Administration Assistant/Self-advocate Out each will be responsible for preparing each flyers and evaluating potential participants through email blast, social media, existing member contacts and publicize through the 3 identified regional center contacts and their respective family service centers. The Administration Assistant will be responsible for the administrative functions of the Zoom platform meeting scheduling and report evaluations. The Family Coordinator will also be responsible for providing Mandarin interpretation during training, while the Project Manager may also step in to support Cantonese interpretation. The CAD team will be evaluating participants for the post-training follow-ups for parents and self-advocates and assist in facilitating the follow-up discussions.</p> <p>The Subcontractor with Cal State Uni. L.A. is D. Munge's time in the project as the project's evaluator overseeing the development and efficacy of evaluation measures and activities, such as training post tests, focus groups, and reporting on evaluation outcomes, and support in the curriculum development. The independent subcontractor cost of \$10,800 for D. Carl S. Hottmille is for his time in designing, developing and providing the high quality training curriculum and resources.</p> | 4 |
| <p>9. Budget Costs</p> <p>Explain how the project budget is a clearly associated with the project activities and objectives and confirm that the budget does not include non-allable costs funded by other sources.</p> | <p>Applicant Response</p> <p>The project does not include any non-allowable costs funded by other funding sources. The operating costs are directly related to project's activities:</p> <ol style="list-style-type: none"> Personnel costs are related to all project staff with FTE percentage working on the project. The team will be developing multilingual outreach flyers, intake forms, providing input in the training curriculum development & design processes, coordinating training logistics, follow-up and supporting training participants during and after training, providing feedbacks to the team on training needs, participate in evaluation and facilitation for post-training follow-ups as well as preparing report data for project manager's quarterly reports to DDS. Subcontract Cal State L.A. evaluator is only contracted to work on proposed project, developing, implementing and gathering training evaluations and providing guidance to team on training development. Subcontract curriculum designer/trainer is contracted only to work on the development of proposed project's training curriculum. Operating costs: <ul style="list-style-type: none"> Supplies are only for training participants and project staff, including USB devices for training materials and other office supplies for participants. Facility cost is budgeted at 60% of the proposed project. Food and beverage trainings are budgeted for in-person training in the Fall to accommodate hands-on, thus effective, learning for participants. Printing cost is for the printing of project's training materials. Equipment is the 60% laptop computer for the Assistant Manager. Zoom cost is for non-profit subscription enable interpretation line functions during meetings. Translation is for the translation of training materials/ppts. Mailing cost is for mailing training materials to the participants and self-advocates who need the accommodations of hard copy materials. | |
| 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> | |

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| <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>Frank D. Lante man RC: Melinda Sullivan, Executive Director</p> <p>San Gabriel Regional Center: Amos Seong Byun, Community Outreach Specialist</p> <p>Eastern Los Angeles Regional Center: Carmen Luna, Family Services & Support; Minserrat Alais, Cultural Specialist.</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> | 2 |
| <p>Applicant Comment</p> | <p>CAD will be subcontracting with: 1. Cal State University, Los Angeles, Dr. Ashley Munger, who is your current year's project evaluator, to provide project evaluation and guidance in curriculum development. 2. Dr. Ca IS htmille, independent training curriculum design and trainer. Dr. S htmille has been providing curriculum development and training to 2020-21's DDS BCFSAVT project currently.</p> | |