

APPLICATION REPORT

Project Name: Disability Action Center V.E.S.T. Program
Applicant Organization: Disability Action Center
Awarded Amount: \$90,000.00
Funding Announcement Name: Training Services Access and Equity Grant



PROJECT SUMMARY

Disability Action Center Vocational Educational Special Training (V.E.S.T.) Program - \$180,000; 24-month program proposal: Develop and train transitional youth aged 14-24 in leadership and self-advocacy skills needed to exercise informed decision-making, and personal and community leadership through opportunity to engage in a paid peer-to-peer mentoring internship.

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Disability Action Center Vocational Educational Special Training (V.E.S.T.) Program	
2. Awarded Amount	Applicant Response \$90,000.00	
3. Organization Type Choose the response that best describes your organization.	Applicant Response Community Based Organization (CBO), 501(c)(3)	5
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 and add a website link.	Applicant Response Disability Action Center (DAC) is a private, 501(c)(3) founded in 1980 to meet specific needs of people with disabilities living in northern California. DAC assists persons with disabilities to achieve and/or maintain their independence. We provide information and resources to eliminate physical, emotional, societal barriers. We increase opportunities for participation in the community through advocacy, education and action. As a California Department of Aging Emerging Aging and Disability Resource Connection (ADRC), DAC serves Butte, Colusa, Glenn, Tehama, Plumas, Shasta, Lassen, Siskiyou, and Mendocino Counties. DAC serves all age groups. We have a strong interest in promoting activities for transition-aged youth in our rural region. Our strong relationships with the Department of Employment Network, the Department of Rehabilitation, and Multi-County Employment and Social Service agencies help us generate multiple life skills, job training, skill assessment, and employment opportunities.	
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 notification 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) 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.	Applicant Response No	
2. Previous Grant Award(s)	Applicant Response	

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<p>Since fiscal year 2019, please provide a brief summary of your previous and Equity grant organizations was awarded funding.</p>	<p>Year Awarded</p>	<p>Project Title</p>	<p>Grant Number</p>	<p>Award Amount</p>	
<p>3. Previous Grant Outcomes Provide a brief summary of your project outcomes for fiscal year 2019-20 and/ 2020-21.</p>	<p>Applicant Response Not Applicable</p>				
<p>4. Project Transition If awarded, how will you continue project transition into the 2021-22 proposed project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change.</p>	<p>Applicant Response Not Applicable</p>				
<p>General Application Proposal Summary</p>					
<p>1. Project Type Choose the project type that best describes your activities from the list below:</p>	<p>Applicant Response Education and Training</p>				
<p>2. Duration of project Choose the duration of your project.</p>	<p>Applicant Response 24 months</p>				
<p>3. Regional Centers Choose the Regional Center(s) that you project will serve. Check all that apply.</p>	<p>Applicant Response Foothill Regional Center</p>				
<p>4. Counties Served List the county counties you project proposes to serve. Check all that apply.</p>	<p>Applicant Response Butte County, Plumas County, Tehama County, Shasta County, Glenn County</p>				
<p>5. City of Los Angeles If your project proposes to serve the City of Los Angeles, list the zip codes you project will serve.</p>	<p>Applicant Response Not Applicable</p>				
<p>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.</p>	<p>Applicant Response 1. Level Up Napa 2. The River Tribe 3. Lucas Rural Services 4. Northern Valley Indian Health We currently work collaboratively to provide emergency preparedness education and services, disability information, and services about DAC programs with each of these CBOs to reach our region's Hispanic, Native American, Latinx, and rural populations. We plan to expand our relationships to ensure full V.E.S.T. Program opportunities reaches youth, their families, and employees within these demographics.</p>				
<p>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.</p>	<p>Applicant Response No</p>				
<p>8. Strategies and Sustainability</p>	<p>Applicant Response</p>				

<p>How will you perpetuate its work after the grant funding has concluded?</p>	<p>Our long-term youth transition plan includes programming with Butte, Glenn, Plumas, Shasta and Tehama counties into our entire catchment area serving all parts of 10 central Northern California counties. To accomplish this, we are actively seeking additional funding through private grants. We are also strengthening our marketing, fundraising and outreach efforts through our flagship Systems Change platform, the Disability Advocacy Network (DAN).</p> <p>Founded in 2012, DAN serves the Northern Sacramento Valley and surrounding communities in partnership with DAC and the SCDD Northern State affiliate. DAN's primary focus is to serve as a trusted and reliable authority using information regarding long-term services and supports (LTSS), and legislative and health care changes affecting all age groups. DAN Members recognize the benefits of DAC's services and our efforts. They not only provide monetary, and in-kind support for the community projects under DAC's care.</p>														
1. Ethnic Groups Served															
<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>Native American, Hmong, Hispanic, African American</p> <p>DAC staff has multilingual fluency, varied cultural knowledge and life experience. We enthusiastically collaborate with agencies serving the groups selected, and plan expansion.</p>														
2. Ethnic Group(s), Language(s) and Number of Individuals Served															
<p>For each ethnicity group, provide the number of individuals you expect intends to serve and the related language(s).</p>	<p>Applicant Response</p> <table border="1" data-bbox="479 821 1333 1083"> <tr> <td style="background-color: #003366; color: white;"> </td> <td style="background-color: #003366; color: white;"> </td> <td style="background-color: #003366; color: white;"> </td> </tr> <tr> <td>Native American</td> <td>4</td> <td>English</td> </tr> <tr> <td>Hmong</td> <td>4</td> <td>Hmong</td> </tr> <tr> <td>Hispanic</td> <td>8</td> <td>Spanish</td> </tr> </table>					Native American	4	English	Hmong	4	Hmong	Hispanic	8	Spanish	
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3. Age Group(s) Served															
<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>Our ILCTansition Youth age range is 16 to 24 years.</p>														
Project Application															
1. Project Summary and Organizational Experience															
	<p>Applicant Response</p>														

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Provide a clear and concise summary that includes a defined target population, treatment area, and project design. Specifically describe what you 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>2015 saw the launch of Federal initiatives aimed at addressing the complex needs of youth with disabilities and their families. The adaptation of budget-based partnerships to assist transitional youth with disabilities became a multi-year objective to ensure that youth in transition served access to a comprehensive set of services and supports to help them develop the skills required to</p> <ul style="list-style-type: none"> • manage their life, health, and wellness; • gain adequate formal high school; access postsecondary education; and, • secure meaningful employment at a family-sustaining wage with pathways to career advancement. <p>It is with this foundational objective that the Disability Action Center (DAC) designed its transitional-age youth Vocational, Educational, Social Re-entry Training program: DAC V.E.S.T.</p> <p>DAC has over 40 years' experience providing Independent Living program to help persons with disabilities of all ages in Butte, Glenn, Lassen, Modoc, Siskiyou, Shasta, Tehama, and parts of Colusa and Trinity Counties. We operate our core programs from centers in Chico (Butte) and Redding (Shasta). Our numerous free services that provide information, resources and partnership with a DAC advocate to form an individualized Independent Living plan (ILP) in which youth live as independently as possible. The V.E.S.T. program's primary objective is to develop and train transitional youth (ages 14 to 24 years) who have disabilities in the leadership and self-advocacy skills needed to exercise informed decision making. Youth enrolled in the Social program may opt out each and tabling opportunities to help raise awareness of activities and functions of DAC and FNRC. Youth may also pursue learning goals or may train to participate in a paid peer-to-peer mentoring internship. The V.E.S.T. Program opens the pathway for youth to engage in extended IL program setting and community/peer interaction.</p> <p>We recognize and respect that cross-agency coordination and collaboration are key elements of the program's success to effectively meet the diverse and complex needs of transitioning youth with disabilities. Subsequently, an additional key objective is the formation of an external Professional Volunteer Mentor Network to support the V.E.S.T. program as guest speakers, trainers, and to provide employment shadowing opportunities for the youth participants who choose a vocational program focus. We believe this structure provides a winning environment for everyone as opportunities begin to flourish and healing follows another devastating fire season.</p> <p>We welcome increased agency collaboration and education to help youth engage to grow. We invited open communication and relationship advancement with the Northern Regional Center and the State Council on Developmental Disabilities North State Regional Office as we launched this innovative program. We are thankful to include written acknowledgement and endorsement of our program proposal with this application from both organizations.</p>	
2. Data and Community Input	Applicant Response	

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT																																																																																																																																																											
<p>Explain how the target population(s) are understood using RCOS data. 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>Recent US Census data reveals the average race and ethnicity statistics for the Northern California as:</p> <ul style="list-style-type: none"> Black African American alone percent <1.8% American Indian and Alaska Native alone percent <1.7% Asian alone percent <4.9% Native Hawaiian and Other Pacific Islander alone percent <0.4% Two or More Races percent <4.8% Hispanic Latino percent <14.5% <p>We studied the 2020 FNRC data as it related to:</p> <ul style="list-style-type: none"> EDD Employment Measures average annual wages Annual purchase of service authorizations and expenditures by individual's ethnicity and age, per capita, and Individuals receiving only case management services by age and ethnicity. <div data-bbox="500 688 1187 915"> <p style="text-align: center;">FAR NORTHERN REGIONAL CENTER PERFORMANCE CONTRACT PLAN 2020</p> <p>MEASURES RELATED TO EMPLOYMENT EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)</p> <table border="1"> <tr> <td>Average annual wages for clients, ages 16-64 (measured annually)</td> <td>2016: \$8,327 2017: \$9,019 2018: no data</td> <td>2016: \$4,683 2017: \$5,311 2018: no data</td> <td>People with developmental disabilities deserve to earn real wages for real work.</td> <td> <ul style="list-style-type: none"> Work with habilitation providers to find ways to move individuals out of Work Activity Programs that pay individuals for piece work and subminimum wage. 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Program goals align consistently with the following FNRC Activities Summary as:</p> <ul style="list-style-type: none"> Develop a variety of programs outside habilitation services that support individuals in paid internships and part-time employment. Utilize paid internships and incentive payments to the employees and service providers to increase work opportunities. Develop Local Partnership Agreements (LPA) with local educational agencies and Department of Rehabilitation to identify ways these agencies will work together to streamline services, including paid internships to qualified students. Develop a work readiness curriculum to be presented to clients by peer advocates that emphasizes the advantages of work and develops work readiness skills. 	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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 the 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>DAC is a newly recognized California Department of Aging Emerging Aging and Disability Resource Center (ADRC), and positioned as the sole Independent Living Center (ILC) in the RC catchment area. For the first time in our agency's 40+ year history, we are successfully designing formal, working, cross-agency relationships and programs that bring strong, more efficient support channels to our communities.</p> <p>Our current youth program is limited in scope to light social and life skills activities. DAC V.E.S.T. brings in solid experiential life planning and goal setting. With the establishment of this innovative youth transition program, we believe we are beginning to dissolve the service silos that currently exist in the California regions between the Intellectual/Developmental Disability and the Physical Disability service providers. As an Emerging ADRC, we strive to accommodate the needs and interests of all populations, including different age groups, people with different types of disabilities, and culturally diverse groups.</p> <p>DAC additionally maintains one of the most ethnically diverse Bilingual and multilingual Staff structures within the California ILC network. This diversity stands in sharp contrast to the regional demographics. We believe that it makes us a stronger organization and able to collaborate more effectively with, and reach underserved communities. During the 2020-21 service year we experienced a 10% overall increase of clients from diverse communities.</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>DAC recognizes that inequality can exist notwithstanding a population is divided. We believe that inequalities are considered inequitable when they are unfair and avoidable. Our program seeks a measure of fairness throughout each and every unit of community-based professional volunteerment and leadership into its population as an area of focus. These leaders would act as an additional conduit for recruitment of DAC V.E.S.T. services, support and advocacy for youth and their families.</p> <p>DAC is presently experiencing a measure of success working with a small number of FNRC clients and their families in selecting up activities and individual life skills goals. DAC V.E.S.T. aims to provide the foundation structure of increased and education about both the ILC and RC access and services. Implementing a more traditional youth program with a full skills curriculum to include pre- and post-program assessment surveys and goal setting will open the door to better strategies for successful transitions for young people with I/DD and physical disabilities from childhood into adulthood. We hired a new service provider with a background in youth services to prepare for this program expansion.</p> <p>We remain mindful of the continued COVID-19 challenges. Consequently, we plan to group activities, include support for online access, and supportive outdoor activities. Inclusion and equity is our goal, and all projected activities will be free of charge to all participants.</p>	
<p>5. Support of RC Plan</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>How does this project support the RC plan to promote equity and reduce disparities in your proposed catchment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce disparities in your catchment area? How will you partner and collaborate with their organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>DAC is a newly recognized California Department of Aging Emerging Aging and Disability Resource Connection (ADRC) and positioned as the sole Independent Living Center (ILC) in the RC catchment area. For the first time in our agency's 40+ year service history, we are successfully designing formal, working, cross-agency relationships and programs that bring stronger, more efficient support channels to our communities.</p> <p>Our current youth program engages limited social and life skills activities. DAC V.E.S.T. brings solid preparatory life planning and goal setting. With the establishment of this innovative youth transition program, we believe we are beginning to dissolve the service silos that currently exist in other California regions between the Intellectual/Developmental Disability and the Physical Disability service providers. As an Emerging ADRC, we strive to accommodate the needs and interests of all populations, including different age groups, people with different types of disabilities, and culturally diverse groups.</p> <p>DAC additionally maintains one of the most ethnically diverse Bilingual and multilingual Staff structures within the California ILC network. This diversity stands in sharp contrast to the regional demographics. We believe that it makes us a stronger organization and able to be effectively collaborate with and each underserved communities. During our 2019-2020 service year, we experienced a 10% overall increase with clients from diverse communities.</p>	
<p>6. Project Activities</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	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>Independent Living philosophy behind Peer Mentor support is that people with disabilities have the life experience and knowledge that best assist others in learning to become independent in their activities. Peers serve as role models and facilitate help others lead meaningful lives and achieve desired levels of independence. Peer support provides a mutual, one-to-one relationship between experienced and less experienced individuals for the purpose of personal and professional development.</p> <p>Given continued COVID-19 social distancing constraints, our proposed small group training and activity numbers were intentional to ensure program and data consistency to prepare for expansion into the full RC/LC catchment area. Our objective is to develop and train transitional youth who have disabilities aged 14-24 in leadership and self-advocacy skills needed to exercise informed decision-making, and personal and community leadership through opportunity to engage in a paid peer-to-peer mentoring internship. To accomplish this, in brief summary our schedule of activities in relative time order includes:</p> <ul style="list-style-type: none"> • Recruit program participants through RC transition-aged youth community in Northern and Southern catchment area <ul style="list-style-type: none"> ◦ Develop culturally sensitive outreach, information and activities about the V.E.S.T. Program ◦ Complete Peer Mentor preparatory program curriculum • Secure Peer Mentor activity sites and schedule, to include online capacity for any required social distancing • Analyze and access prospective Peer Mentor participant self-selected V.E.S.T. goal(s) prior to program curriculum group activity initialization • Targeted program marketing and outreach awareness with end goal to reduce disparities and improve equity in purchase of Services (SOS) in the joint DAC/FNRC catchment counties <ul style="list-style-type: none"> ◦ Target V.E.S.T. to area educational campuses and local businesses to raise program awareness ◦ Engage future Peer Mentor participation in awareness events. Teach future Peer Mentor to track impact of <ul style="list-style-type: none"> ▪ Program awareness materials distributed ▪ Attendees at awareness events ▪ Referrals for service to DAC/FNRC from outreach efforts • Create and expand awareness for competitive, integrated employment opportunities through the V.E.S.T. Professional Volunteer Mentor Network. <ul style="list-style-type: none"> ◦ Create Network parameters ◦ Secure Network MOUs ◦ Design sponsor system to secure program fiscal continuity • Oversee Peer Mentor-led trainings that include interactive social opportunities. Peer Mentor learns to <ul style="list-style-type: none"> ◦ Select small group activity ◦ Create and purchase activity supplies ◦ Target activity to the community ◦ Lead small group activity • Analyze and access data from Peer Mentor participant self-selected V.E.S.T. goals to stop program activity data. Identify <ul style="list-style-type: none"> ◦ Engagement of participants who complete an entire activity series ◦ Engagement of participants who show increased knowledge/skill ◦ Activities best suited to keep focus on participant self-selected goal improvement ◦ Determine progress and identify areas for continued growth and development 	
7. Project Measures	Applicant Response	

APPLICANT NARRATIVE	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 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>When working to improve our communities we acknowledge that many people may be affected. We plan to use accepted standards of good evaluation procedures that are visible, justifiable. We also plan to obtain guidance from our key stakeholders that have something to gain or lose from what will be learned from our evaluation process as it relates to RC data and what may be done with that knowledge. Our project measures include the following:</p> <p>Program Analysis- Minimum quarterly summary and analysis of data collected. Identify most suitable activity continuation based on participant consent(s). This measure will</p> <ul style="list-style-type: none"> • Facilitate goal-setting timeframes, • Ensure individualized program structure based on participant interest, • Provide valuable input on matching the participant with a professional Volunteer Mentor, • Identify areas for continued participant growth and development. <p>Outreach- Social skills often influence how youth with disabilities are perceived by others. Opportunities for direct teaching, modeling, and coaching participants to manage their environments is a critical program element. All program youth may engage in outreach awareness events that help them learn to track the</p> <ul style="list-style-type: none"> • Number of materials distributed, • Event attendance, • Referrals to RC and ILC services obtained. <p>Professional Volunteer Mentor Development- Secure at least ten professional V.E.S.T. supporters as guest speakers, trainers, workshop providers. Our six-month paid internship will strengthen mentee/mentor relationships, firm alignment between peer experience and program goal measurements.</p> <p>Direct observation and data collection will also occur with:</p> <p>Youth Peer Mentor Candidates- Work with RC for selection and development of eight eligible participants who may choose training to become paid peer mentors during the grant period.</p> <p>Peer Mentor-led Trainings- Provide further social development through leading small group sessions to include community program participation, activity planning and preparation.</p>	
8. Budget Template and Narrative	Applicant Response	

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT
<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 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>Our programs scheduled activities are expected over a 24-month project period (\$180,000 total budget requested.)</p> <p>The following budget justification totals reflect a 12-month period. (\$90,000)</p> <p>A. Personnel: Total Annual Costs \$ 57,165.00</p> <p>V.E.S.T. Program Peer Mentors (.20 FTE, 100% DAC V.E.S.T. funded) Costs allocated for a six-month internship at \$14.00 per hour. Total budget costs of \$ 21,505.00 all with funding for up to 8 interns for the grant period.</p> <p>V.E.S.T. Program Manager (1.0 FTE, 25% DAC V.E.S.T. funded) This individual's annual salary is \$52,000.00. \$13,000.00 is covered annually as .25 FTE percentage annually. The remaining .75 FTE is covered by various other grant line responsibilities.</p> <p>V.E.S.T. Program Activity Lead (1.0 FTE, 25% DAC V.E.S.T. funded) This individual's annual salary is \$35,880.00. \$13,000.00 is covered annually as .50 FTE percentage annually. The remaining .50 FTE is covered by various other grant line responsibilities.</p> <p>B. Benefits: Total Annual Costs \$4,720.00</p> <p>V.E.S.T. Employee Benefits Total costs are allocated as FTE percentages on respective lines as follows:</p> <p>V.E.S.T. Program Peer Mentors - 14% charged on \$21,505.00; \$3,010.00</p> <p>V.E.S.T. Program Manager - 3.50% charged on \$13,000.00; \$455.00</p> <p>V.E.S.T. Program Activity Lead - 7% charged on \$17,940.00; \$1,255.00</p> <p>Operating Expenses: Total Annual Costs \$28,335.00</p> <p>Allowable expenses for operations costs were calculated as approximately 1/9th of the total annual DAC All-Agency Budget which operates from 9 independent funding sources inclusive of this award. Expenditures for Reasonable Accommodation and Meeting expenses were weighted more heavily to support the costs associated with a strong virtual presence due to continued COVID-19 Social Distancing recommendations statewide. Those lines include estimates for an required real-time captioning, online hosting platform, and ASL translation respectively.</p> <p>Allowable Indirect Costs were calculated at a modest 5.00% of the total budget to buffer time for any fiscal or administrative tasks not customarily completed through the Program Manager, but are passed to our internal Finance and/or HR departments.</p> <p>Reasonable Accommodation - qualified readers interpreters; captioning and ASL \$2,250.00</p> <p>Meeting Expenses - virtual meeting platform expenses, meeting materials, etc. \$2,500.00</p> <p>Dues/Fees/Membership - affiliations with other entities \$100.00</p> <p>Equipment - maintain, operate, and repair \$235.00</p> <p>Utilities Chico - water, electricity, etc. \$1,200.00</p> <p>Utilities Redding - " " \$1,200.00</p> <p>Insurance - liability, bond \$2,370.00</p> <p>Occupancy - rent, security \$7,940.00</p> <p>Outreach & Public Relations - education, public awareness \$2,500.00</p> <p> stage & Shipping \$200.00</p> <p> printing \$500.00</p> <p>Supplies - paper, ink, etc. \$800.00</p> <p>Telephone/Internet \$1,540.00</p> <p>Travel/Conference/Training - employee/volunteer necessary costs \$3,000.00</p> <p>Vehicle Expense - gas, maintain \$2,000.00</p> <p>Indirect Costs - admin/HR \$4,500.00</p>	

<p>Explain how the project budget is allocated to the activities and objective and confirm that the budget does not include non-allowable costs that are funded by other sources.</p>	<p>All line items in personnel, and Operations represent DAC's goal of organizing grant uses effectively and efficiently to achieve the goals of the DAC V.E.S.T. Youth Transition Peer Mentoring program. Highest personnel costs are allocated for peer mentoring interns, with other key program personnel subsidizing other funding sources to maximize this program funding.</p> <p>The personnel category includes payroll; employee costs and benefits.</p> <p>The Operations line items cover all reasonable, necessary and grant-allowable business expenses as well as expenses equated for the delivery of Independent Living Case Services, which includes Youth Transition Services, DAC's consumables and utility.</p> <p>DAC follows a federally-approved cost allocation plan attached for reference. (A vetting instrument is likely in the future.)</p> <p>The projected annual expenditures are allocated as \$90,000.00. Total amount requested for the 24-month project is \$180,000.00.</p>	<p>1</p>
<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>2</p>
<p>2. RC Contact</p> <p>CBOs are required to submit their application 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>Melissa Guhler Executive Director Famothem Regional Center P.O. Box 492418 Redding, CA 96049-2418 (530) 222-4791 (530) 221-9502 direct line mguhler@famothemr.org</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, resources, and the budget.</p>	<p>Applicant Response</p> <p>Yes</p>	
<p>Applicant Contact</p>	<p>Evan G. LeVang, Executive Director</p>	