

APPLICATION REPORT

Project Name: Partners in Learning (Advancing Training)
Applicant Organization: Valley Mountain Regional Center
Awarded Amount: \$100,000
Funding Announcement Name: Learning Services and Equity Grant



PROJECT SUMMARY

To provide comprehensive knowledge of parts of the IDD community and their local communities in general. The project will be accomplished by providing a series of training participants.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Servicios en la formación de polígrafos/ partners in learning	
2. Awarded Amount	Applicant Response \$100,000	
3. Organization Type Choose the response that best describes your organization.	Applicant Response Regional Center (RC)	
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 Valley Mountain Regional Center was established in 1974, we serve over 16,000 individuals with developmental disabilities and their families. We provide continuous training opportunities to families and providers throughout the year. We also partner with our community to provide the CHOICES Conference of 500 Self-Advocates and a provider Best Practice Conference of 125 service providers. Tracy Anderson, the Executive Director has five years of experience collaborating with Family Voices, Family Resource Network of CA, and Family Empowerment Centers California on the statewide partners in learning CA program from 2007 to 2011.	
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) Did your organization receive DDS grant funding in fiscal year 2019-2020-21? If yes, go to question 3. Complete each column. If not, skip this category and go to category 3.	Applicant Response Yes	
2. Previous Grant Award(s)	Applicant Response	

APPLICANT INFORMATION	APPLICANT RESPONSE				ATTACHMENT
<p>Since fiscal year 2019, complete a workflow each DDS Service Areas and Equity grant organization was awarded funding.</p>	<p>Year Awarded</p>	<p>Project Title</p>	<p>Grant Number</p>	<p>Award Amount</p>	
<p>2019-2020</p>	<p>Interpretive Training and Language Access</p>	<p>19-VMRC-07</p>	<p>100,000</p>		
<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>Outcomes from your grant for 2019-2020: Our project was focused on Interpreters and Translators and Language Access to give our interpreters better exposure to the nuances of the regional center that they were interpreting from English to Spanish. Sometimes our terms are not easily interpreted if the full context is not understood. We have seen families access generative services and improve their access and understanding of regional center services by hearing about them in their language. Translation of Vocabulary has been a massive key in assisting families in understanding the meaning of services. Nevertheless, families continue to need assistance in accessing the generative services and regional center services. One of the most significant outcomes from this project has been to continue providing training to the interpreters and translators who are vendors of VMRC.</p>				
<p>4. Project Transition</p> <p>If awarded, how will you ensure project transition into the 2021-proposed project? Does your proposed project expand on your current project, if so how? What activities, measures, 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>Our first projects entered on building language access by expanding our library of translated forms and informational materials, and building up our community partnerships through outreach, culminating in a large community event. In 2018 we continued to build our capacity and held our second Cultural Fair, this time in Stanislaus County our second largest area. In 2019 our outreach continued to grow and our annual event was the largest event in our regional center's history hosting close to 2000 people. The next year we focus on translated materials describing services and put an emphasis on the development of our interpreters so they better understand our regional center system as they interpreted us to meet and a go to other languages. This proposal aims to focus on consumers and families to create a cadre of advocates with a deep and comprehensive knowledge of services, advocacy, regional center and their community systems, and how to impact changes in these systems to improve their responsiveness to the community's needs. While access and the expansion of information, knowledge, and exposure to regional center and our community have been the prevailing themes so far in our approach this project takes a targeted approach and adds self-advocates as a co-primary target population.</p>				
<p>General Application</p>					
<p>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>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 your project will serve. Check all that apply.</p>	<p>Applicant Response</p> <p>Valley Mountain Regional Center</p>				
<p>4. Counties Served</p> <p>List the county/ counties your project proposes to serve. Check all that apply.</p>	<p>Applicant Response</p> <p>Amador County, Calaveras County, San Joaquin County, Stanislaus County, Tuolumne 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 your 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>This training model includes extensive involvement of community based organizations because one of the intentions of the program is that participants get a comprehensive knowledge of parts of the IDD community and their local communities in general. Not only will we be working with our standard community partners like the state union (SCDD NVH), families unite (FRN), independent living centers (DRAIL), providers (CLASP), local parent groups (SNAP, ICC, and SNIMC), but many others.</p>				
<p>7. Multiple Organizations</p>	<p>Applicant Response</p>				

<p>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>No</p>							
<p>8. Strategies and Sustainability How will you perpetuate its work after the grant funding has concluded?</p>	<p>Applicant Response If this national model of advocacy training is successful in your area it may become a template for other partner organizations. It could move forward independently with a fee-for-service financing model (like many other similar events have done). Both the CHOICES Self-Advocacy Conference and the Provider Best Practice Symposiums are self-sustaining and considered valuable community resources.</p>							
Project Application								
<p>1. Ethnic Groups Served Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" "Other" use comment section to list specific groups. Applicant Comment</p>	<p>Applicant Response Hispanic</p>							
<p>2. Ethnic Group(s), Language(s) and Number of Individuals Served 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="483 846 1330 1014"> <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 style="text-align: center;">the</td> <td style="text-align: center;">10</td> <td style="text-align: center;">English</td> </tr> </table>				the	10	English	
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<p>3. Age Group(s) Served Select all Age Groups the project will serve. Applicant Comment</p>	<p>Applicant Response Thirteen, and older, 16 to 17, Thirteen to Fifteen, Birth to Thirteen (Early Start) The primary target ages are parents of 8-12 year old and 18-24 year old, and adult consumers.</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 project summary that includes a defined target population, a treatment area, and a pre-test design. Specifically describe what you expect 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>Valley Mountain Regional Center proposes to implement the most widely known advanced training program developed for people with developmental disabilities and their families. Partners in Community Making is a well-established advanced training program developed by the Minnesota Governor's Council on Developmental Disabilities (MGCDD) in 1987. Since its beginning the program has trained more than 27,000 self-advocates and parents of children with developmental disabilities across this country and internationally. As described by MGCDD, the program "teaches people with disabilities and family members the power of advocacy to positively change the way people with disabilities are supported, viewed, taught, live and work. Advocates have changed the nature of supports and services for people with disabilities in areas such as education, employment, civil rights, and community living." The focus of the partnership expands from one with legislators and local politicians, the regional center, and education officials, to community groups and educators and providers. This proposal is different from even the standard partners in Community Making program because it will be held primarily in Spanish so that our bilingual Spanish speaking families are the primary focus instead of the group needing additional accommodations. In the end of the project participants will gain information and knowledge of the whole community system, they will learn why and how services and service systems were created and how advocates participate in their oversight and how they will change them when needed.</p> <p>Curriculum</p> <p>The training will be an eight months (one weekend a month) intensive experience with participants often making lifelong connections with their advocates and policymakers for various levels. Some of the topics of the program will include the following:</p> <ol style="list-style-type: none"> 1. History of the Disability Community/Advocacy Movement 2. Inclusive Education 3. Service Coordination (Case Management and Self-Directed Services) 4. Person-Centered Planning and Person-Centered Thinking 5. Supported, Competitive, & Customized Employment 6. Supported Living/Home of Your Own 7. Community Organizing, Advocacy, and Meeting with Public Officials 8. Having a Vision for the Future 9. State Legislation and Federal Legislation and the Processes 10. Parliamentary Education Boards, Commissions, Councils, Committees, etc. 11. Serving on Boards 12. Assistive Technology, Positioning, and Behavior 13. Media and Communications Skills 14. Graduation Ceremony and How to Maintain an Advocacy Network into the Future <p>This program will benefit the entire region because it results in participants gaining the confidence and skills to serve on boards and commissions, organizing their own support advocacy groups to help others. VMRC has extensive experience providing trainings and large conferences with our self-advocates and providers and we have worked with our Hispanic parents groups to organize several short-term workshops.</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 target population to design the project?</p>	<p>Applicant Response</p> <p>We have identified a disparity in spending for Hispanics in the transition age range showing that the Hispanic community makes up 41% of this population but the VMRC expenditure represents only 28%. When compared to the Caucasian group the difference is 19%.</p> <p>The second area of concern is where we see the largest disparity. Hispanic children 10-12 years old represent 46% of that age group but the VMRC expenditures represent only 27%. When compared to the Caucasian group the difference comes to 37%.</p> <p>The partners program not only provides participants with large scale context of the IDD community but it will also describe the purpose of each of the services provided and how the service standards are created and changed. VMRC has been pursuing the answers for the disparities knowing that for some age groups disparities don't exist but this information has led us to meet in focus groups with family groups to learn more. Some of the initial findings include a mistrust and misunderstanding of the IDD System and their systems, lack of knowledge of self-advocacy and lack of trust in their children's self-advocacy, limited knowledge of what services are supposed to do to achieve, lack of understanding of the purpose and limitations of each institution that is supposed to be there to help them. The partners program will eliminate first from these age groups and will provide training on these topics in great detail.</p>	
<p>3. Uniqueness</p>	<p>Applicant Response</p>	

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<p>How is the proposed project unique (e.g., strategies, activities, and objectives) in the proposed regional center? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?</p>	<p>Currently there are training programs that focus specifically on services and they are designed to gain information useful for the individual participant. While this program will result in gaining knowledge of topics important to the individual in the moment they will achieve far more. The participants will also get an understanding of issues that they will need in the future, will be trained to be an advocate and a community leader for others, and they will likely create lifelong personal relationships with fellow partners who have extremely important families.</p> <p>In addition to this standard schedule this program will be amended to establish a highly culturally competent format to include sessions with a primary focus in Spanish. Other modifications to the national program include:</p> <ol style="list-style-type: none"> 1. Dispute resolution (how the processes work, you rights, you appeal levels, the various types of dispute processes at the state and local level and in the regional center, education, IHSS, Medi-Cal, SSI, etc.). 2. Cultural Competence (how to demand services to be provided in a way that meet all family needs with consideration of the unique needs impacted by an individual's cultural and ethnic background). <p>Finally the other difference is that this program will be in person and participants and presenters must show proof of availability to participate. This last provision is important for establishing equal support amongst participants.</p>	
<p>4. Improve Equity and Service Access</p> <p>How will you prevent improve equity, access, and education barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>VMRC has several initiatives to improve equity and access to services and removing barriers such as providing services in multiple languages, pay differentials for bilingual staff, relevant legal services for Spanish speaking consumers, implicit bias training and cultural and linguistic competence training, and more. However, this project empowers the consumers and families to be the change agents to improve equity, access, and remove barriers for themselves and theirs.</p> <p>As the number of trainees graduates grows in our community there will be more people involved in decision making positions and they will be informed and equipped with the knowledge and confidence to strategically make the needed change happen. One of the partners graduates Donald Roberts was an effective leader among his peers and fought for many issues important to the community. Other graduates have become regional center board members, family service center directors, regional center employees, regional state union advisory members, self-advocacy presidents, national speakers, and even Kennedy fundations and two former DDAA commissioners.</p> <p>The project will result in confident well informed advocates able to organize themselves and impact change effectively but no one knows the full potential this type of training program will have in our community broader it depends on the graduates though we know many have gone on to do great things for our community.</p>	
<p>5. Support of RC Plan</p> <p>How does this project support the RC plan to promote equity and education disparities in your proposed center? If you are a RC, how does this project support your recommendations and plan to promote equity and education disparities in your center area? How will you prevent collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>One of the lessons we as a regional center have learned and continue to learn is that these issues connected to equity and disparities cannot be addressed resolved solely by VMRC. We have the ability to change policy, change enhance training for staff, address cultural implicit bias, and make other organizational service standard changes. However, lack of trust and lack of knowledge information are the largest barriers to communication and the effectiveness of the services supports needed. This project represents a major investment in a small group of 50 advocates but each year we should be able to add 50 more quickly becoming a large group of highly skilled change agents who will help us in our plans to understand what changes would turn this disparity around and provide us with guidance and advocacy to add initiatives we have not thought of yet.</p> <p>We will collaborate with a full team of community partners (families, consumers, providers, SCDD, DRAIL, FRN, and other community groups) who will help us in developing this group of skilled advocates who become the leaders and policymakers in our community for the near future.</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>Each activity is aimed at providing instruction materials and a learning environment that will address the competencies necessary for graduating from a trainee in a learning intensive program. The project will continuously measure the rate of learning of all its participants using a combination of both qualitative and quantitative measures.</p>	1
<p>7. Project Measures</p>	<p>Applicant Response</p>	

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<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>Quantitative Data</p> <p>Each session will begin with a pre-test of the group's current understanding and knowledge of content to be learned. For example, the first session is about the history of the disability community and the changes throughout history in the approaches to supporting people with developmental disabilities and their families. The session will begin with the pre-test on facts, and personal beliefs and impressions. The final test will include the same fact questions but also will be developed to gauge any changes in broader understanding as to why certain things are done the way they are today.</p> <p>Qualitative Data</p> <p>Qualitative data will be gathered in the end of the program in the form of a program evaluation. The project will report on how many people graduate, their self-assessment in their confidence level in being a change agent, and their assessment of whether or not they feel they have permanent allies in advocacy.</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 Restitutions are available here. 	<p>Applicant Response</p> <table border="1"> <tr> <td>8 Months ofkers Fees</td> <td>\$ 48,000 (16 sessions at \$3000 each)</td> <td>\$ 48,000.00</td> </tr> <tr> <td>8 Months ofkers Travel</td> <td>\$ 19,200 (16 sessions at \$1200 each)</td> <td>\$ 19,200.00</td> </tr> <tr> <td>Participant Per Diem Travel (over 0 miles)</td> <td>\$5000 (\$.58 mile stim total about 15000 (15 miles reimbursed monthly)</td> <td>\$ 5,000.00</td> </tr> <tr> <td>Materials</td> <td>\$1,500 (50 participants at \$ 50 each)</td> <td>\$ 12,500.00</td> </tr> <tr> <td>Interpreter</td> <td>Interpreter \$3507, (rate is \$ 7.40 per hour)</td> <td>\$ 3,507.00</td> </tr> <tr> <td>Translators</td> <td>15 sessions \$12000 (rate is \$.20 per word not to exceed \$1500)</td> <td>\$ 12,000.00</td> </tr> <tr> <td>Conferencing Facility</td> <td>\$15000 (VMRC will use our facilities or hotel room on other sessions. The weekend will include conferencing cost to include the hotel billroom, the meals on the participants, and the audio and visual costs or the restorations).</td> <td>\$ 15,000.00</td> </tr> <tr> <td>Region I Center Facility: The only costs or facilities on the remaining weekends will be for the cost of meals daily)</td> <td>\$40,000 (\$50 daily per person quarters \$5000 month/weekend)</td> <td>\$ 35,000.00</td> </tr> <tr> <td>Project Facilitator (contract)</td> <td>\$30,000</td> <td>\$ 30,000.00</td> </tr> <tr> <td>Total</td> <td>\$200,000</td> <td>\$ 180,207.00</td> </tr> </table> <p>overhead costs are estimated at 15% (additional \$27,031) total amount of payment of invoices, on contract development, per diems.</p>	8 Months ofkers Fees	\$ 48,000 (16 sessions at \$3000 each)	\$ 48,000.00	8 Months ofkers Travel	\$ 19,200 (16 sessions at \$1200 each)	\$ 19,200.00	Participant Per Diem Travel (over 0 miles)	\$5000 (\$.58 mile stim total about 15000 (15 miles reimbursed monthly)	\$ 5,000.00	Materials	\$1,500 (50 participants at \$ 50 each)	\$ 12,500.00	Interpreter	Interpreter \$3507, (rate is \$ 7.40 per hour)	\$ 3,507.00	Translators	15 sessions \$12000 (rate is \$.20 per word not to exceed \$1500)	\$ 12,000.00	Conferencing Facility	\$15000 (VMRC will use our facilities or hotel room on other sessions. The weekend will include conferencing cost to include the hotel billroom, the meals on the participants, and the audio and visual costs or the restorations).	\$ 15,000.00	Region I Center Facility: The only costs or facilities on the remaining weekends will be for the cost of meals daily)	\$40,000 (\$50 daily per person quarters \$5000 month/weekend)	\$ 35,000.00	Project Facilitator (contract)	\$30,000	\$ 30,000.00	Total	\$200,000	\$ 180,207.00							
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<p>9. Budget Costs</p> <p>Explain how the project budget costs are clearly 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> <table border="1"> <tr> <td>8 Months ofkers Fees</td> <td>\$ 48,000 (16 sessions at \$3000 each)</td> <td>\$ 48,000.00</td> </tr> <tr> <td>8 Months ofkers Travel</td> <td>\$ 19,200 (16 sessions at \$1200 each)</td> <td>\$ 19,200.00</td> </tr> <tr> <td>Participant Per Diem Travel (over 0 miles)</td> <td>\$5000 (\$.58 mile stim total about 15000 (15 miles reimbursed monthly)</td> <td>\$ 5,000.00</td> </tr> <tr> <td>Materials</td> <td>\$1,500 (50 participants at \$ 50 each)</td> <td>\$ 12,500.00</td> </tr> <tr> <td>Interpreter</td> <td>Interpreter \$3507, (rate is \$ 7.40 per hour)</td> <td>\$ 3,507.00</td> </tr> <tr> <td>Translators</td> <td>15 sessions \$12000 (rate is \$.20 per word not to exceed \$1500)</td> <td>\$ 12,000.00</td> </tr> <tr> <td>Conferencing Facility</td> <td>\$15000 (VMRC will use our facilities or hotel room on other sessions. The weekend will include conferencing cost to include the hotel billroom, the meals on the participants, and the audio and visual costs or the restorations).</td> <td>\$ 15,000.00</td> </tr> <tr> <td>Region I Center Facility: The only costs or facilities on the remaining weekends will be for the cost of meals daily)</td> <td>\$40,000 (\$50 daily per person quarters \$5000 month/weekend)</td> <td>\$ 35,000.00</td> </tr> <tr> <td>Project Facilitator (contract)</td> <td>\$30,000</td> <td>\$ 30,000.00</td> </tr> <tr> <td>Total</td> <td>\$200,000</td> <td>\$ 180,207.00</td> </tr> <tr> <td>Indirect 15%</td> <td>\$27,031</td> <td>\$27,031</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>207,238</td> </tr> </table>	8 Months ofkers Fees	\$ 48,000 (16 sessions at \$3000 each)	\$ 48,000.00	8 Months ofkers Travel	\$ 19,200 (16 sessions at \$1200 each)	\$ 19,200.00	Participant Per Diem Travel (over 0 miles)	\$5000 (\$.58 mile stim total about 15000 (15 miles reimbursed monthly)	\$ 5,000.00	Materials	\$1,500 (50 participants at \$ 50 each)	\$ 12,500.00	Interpreter	Interpreter \$3507, (rate is \$ 7.40 per hour)	\$ 3,507.00	Translators	15 sessions \$12000 (rate is \$.20 per word not to exceed \$1500)	\$ 12,000.00	Conferencing Facility	\$15000 (VMRC will use our facilities or hotel room on other sessions. The weekend will include conferencing cost to include the hotel billroom, the meals on the participants, and the audio and visual costs or the restorations).	\$ 15,000.00	Region I Center Facility: The only costs or facilities on the remaining weekends will be for the cost of meals daily)	\$40,000 (\$50 daily per person quarters \$5000 month/weekend)	\$ 35,000.00	Project Facilitator (contract)	\$30,000	\$ 30,000.00	Total	\$200,000	\$ 180,207.00	Indirect 15%	\$27,031	\$27,031	TOTAL		207,238	
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<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. 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>n/a</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>	<p>Tony Anderson</p>	