

# Application Report



**Applicant Organization:** PRAGNYA  
**Project Name:** Person Enrichment Program 2.0  
**Application ID:** App-22-684  
**Funding Announcement:** FY 22-23 Service Access and Equity Grant  
**Awarded Amount:** \$210,000

**Project Summary:** Person Enrichment Program 2.0 (PEP 2.0) aims to delve deeper into educating and preparing informed and empowered individuals and their circle of support - Family members and their service providers through thoughtfully tailored, easy to understand, plain language courses and cohort development. PEP 2.0 will offer 13 week long courses (for Self/Family advocates and Service Providers) comprising of weekly classes with progressive content on the following topics: - Regional Center System and Supports navigation for a better quality of life of the individual being served. - School Based Support system navigation and how to develop a wraparound system of support services(Interdisciplinary Supports Team -IDST). - How to Lead a Self Determined Life - through the SDP with a deep dive into Person Centered Planning, Transition & Independent Facilitation to finding community based supports. Attendees will be assessed for knowledge gained and will be provided resource material along with the support# to a cohort that they can come back to for guidance. "Easy to Understand/ Plain Language" courseware will be provided for all attendees. We intend to make this available to all communities, with a focus on the underserved minorities of South Asians, Filipino, Latino, and Self Advocate groups. An informed individual is an enriched individual who can with their informed circles of support (family/service providers) feel empowered enough to advocate for themselves and access the support that would enrich their quality of life.

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**Section Name:** Applicant Eligibility

**Sub Section Name:** Applicant Information

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**1. Applicant Question:** Project Title

What is the Project Title?

**Applicant Response:**

Person Enrichment Program 2.0

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**2. Applicant Question:** Awarded Amount

What is the total amount awarded for the project?

**Applicant Response:**

\$210,000

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**3. Applicant Question:** Organization Type

Choose the response that best describes your organization.

**Applicant Response:**

Community Based Organization (CBO), 501(c)(3)

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**4. Applicant Question:** Description of Organization/Group

Provide a brief description of the organization or 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:**

PRAGNYA is a CBO in operation for close to 5yrs serving the I/DD community in the catchment areas of SARC, GGRC & RCEB. With the PSAE Grant 2020, we were able to connect with the ethnic cultural groups improving their engagement with the RCs providing them informational support to better navigate the Developmental Services system.

Through the current PEP project, we are offering activities of skills enrichment (Financial literacy, Executive Function, Advocacy & Leadership, RC Supports etc.), Community Integration (Cultural competency) & Acculturation (Neurodiversity awareness & acceptance training). We introduced new programs of entrepreneurship & business ownership to benefit the neurodiverse community.

Driving all of this, would be PRAGNYA's vision of integrating our Neurodiverse/ Developmentally Different individuals into mainstream society with support from trained Allies in the community, which would further the principle of the HCBS Final Rule.

for more info, visit [www.pragnya.org](http://www.pragnya.org)

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**5. Applicant Question:** 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

**Attachment:**

[Pragnya\\_Certificate of Good Standing 2022.pdf](#) - PDF FILE

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**6. Applicant Question:** 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

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**Section Name:** Grant Reapplication Information

**Sub Section Name:** Grant Reapplications Only

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**1. Applicant Question:** Previous Award(s)

Did your organization receive DDS grant funding in fiscal year 2020-21 or 2021-22? If yes, go to question 2 to complete each column. If no, skip this category and go to category 3.

**Applicant Response:**

Yes

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**2. Applicant Question:** Previous Grant Award(s)

Since fiscal year 2020, complete a row for each DDS Service Access and Equity grant your organization was awarded funding.

**Applicant Response:**

Year Awarded	Project Title	Grant Number	Award Amount
2020	ENGAGE with Pragnyna	20-C19	250,000
2021	Person Enrichment Program	21-C19	175,000

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**3. Applicant Question:** Previous Grant Outcomes

Provide a brief grant summary of your project outcomes for fiscal year 2020-21 and/or 2021-22.

## Applicant Response:

**Grant# 20-C19 - 2021-22 :** Through the ENGAGE (Engaging Neurodiverse Groups Through Allyship, Growth-mindset and Empowerment) project PRAGNYA worked diligently to serve people of multiple ethnicities--South Asian, Southeast Asian including Vietnamese and Filipino, Latino, as well as the English-speaking community to fulfill the goals of breaking down barriers and improving access to Regional Center and other community services and supports. With the support of the DDS grant, PRAGNYA continued to expand its mission to be a community connector, guiding families of multiple ethnicities in navigating complex service systems and providing reassurance that PRAGNYA is their staunch ally in helping them overcome their fears and cultural, linguistic and other barriers. Carefully tailored and created Multicultural events like the Summer Festival, the Dinkchak Dandiya, the Dia De Los Muertos Celebration, Taste of Thanks etc. served as the perfect inroad into the secluded lives of families and individuals with IDD, breaking down the initial barrier of fear or judgment and other cultural barriers of shame and guilt in these specific communities regarding Disability.

Community Allies were built via Awareness talks, seminars, Workshops at local community organizations such as churches, temples, gurdwaras and community groups, Technology Companies to identify and refer families that need the support to the Regional Centers and CBOs like PRAGNYA.

Through Educational workshops, information pertinent and relevant to the Neurodiverse/ IDD community was disseminated to self advocates and families on topics ranging from RC Supports to Skill Building to Advocacy. Through the ENGAGE project, PRAGNYA successfully increased awareness about IDD/ Neurodiversity, Support services available and empowered individuals and families to advocate for a better quality of life for themselves.

**Grant# 21-C19 - 2021-22 :** The Person Enrichment Program Grant of PRAGNYA arose from the insights gained during the course of the ENGAGE grant, wherein we realized that there was a dire need for a cohesive system of supports with every stakeholder in the life of the individual (neurodiverse/ IDD) needed support for a better level of understanding in certain areas that could add value to improving the quality of life for that individual. Training workshops with followup meetings have been designed for the Self advocate, the Family Advocate and the Service Provider in areas of Skills Enhancements(life, work, communication), Implicit Bias, Cultural Competency, Self Determination, Person Centered Thinking, Neuro Ally Trainings, and more. The project is currently on-going and is receiving glowing feedback from the stakeholder groups from the South Asian, Filipino, Latino, Black and English speaking communities as well.

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## 4. Applicant Question: Project Transition

If awarded, how will your current project(s) transition into the 2022-23 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.

### Applicant Response:

As we progress through the Person Enrichment Project, we see an emerging need for a thorough & detailed course for the 3 stakeholder groups that we have been targeting: The Self Advocate, Family Advocates & Service Providers. While the 90/120 min workshops serve to inform the attendees & are very well-received, we see an increasing number of follow up questions, requests for hands on support & engagement with regard to wrap around support options.

It is hence PEP2.0 comprises of developing & conducting courses on the following high priority topic areas :

1. **Regional Center System and Support navigation**, for a better quality of life of the individual being served.
2. **School Based Support system** while developing a wraparound system of support services (*Interdisciplinary Supports Team -IDST*).
3. **How to Lead a Self Determined Life** through the SDP with a deep dive into Person Centered Planning, Transition & Independent Facilitation to finding community based supports.

The courses will comprise of **weekly classes that run through an entire quarter**, the **attendees will be assessed for knowledge gained & provided resource material** along with the **support # to a cohort that they can come back to**, for guidance. **Easy to Understand**, Plain Language **course material** will be provided to all attendees.

This is available to **“ALL”** communities, with a focus on the underserved minorities of South Asians, Filipino, Latino, & Self Advocate groups. The weekly course meetings will give them:

- Continuity of in depth learning,
- Provide them with the opportunity for hands on support if needed with regard to specific situations &
- Better equip them into utilizing the knowledge they have gained through the course to better the quality of life of the individual being served.

The additional measure would include assessing the knowledge level on the subject matter through pre and post course surveys. A milestone measure of Course Material for each of the courses is also being proposed for PEP 2.0

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**Section Name:** General Application

**Sub Section Name:** Proposal Summary

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### 1. Applicant Question: Project Type

Choose the project type that best describes your activities from the list below:

#### Applicant Response:

Education and Training

#### Applicant Comment:

PEP 2.0 aims to delve deeper into educating and preparing informed and empowered individuals and their circle of support - Family members and their service providers on how to develop a wrap-around interdisciplinary support team, through thoughtfully tailored, easy to understand, plain language courses (spanning 13 weeks each) in the areas of Regional Center Service Navigation, Supports available through the School System(IEP/504)/ DOR/Community Supports and the Self Determination Program (right from their person centered planning, to getting the certified budget, advocating for their unmet needs, spending plan development and Independent facilitation).

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### 2. Applicant Question: Duration of project

Choose the duration of your project.

**Applicant Response:**

12 months

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**3. Applicant Question:** Regional Centers

Choose the Regional Center(s) that your project will serve. Check all that apply. If you are proposing a statewide project, select the All Regional Centers/Statewide option.

**Applicant Response:**

- San Andreas Regional Center
  - Regional Center of the East Bay
  - Golden Gate Regional Center
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**4. Applicant Question:** Counties Served

List the county or counties your project proposes to serve. Check all that apply. If you are proposing a statewide project, the select All Counties / Statewide option.

**Applicant Response:**

- Alameda County
  - Contra Costa County
  - Monterey County
  - San Benito County
  - San Francisco County
  - San Mateo County
  - Santa Clara County
  - Santa Cruz County
- 

**5. Applicant Question:** Community Based Organizations

Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.

**Applicant Response:**

Not Applicable

**Applicant Comment:**

Not Applicable

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**6. Applicant Question:** Multiple Organizations

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Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.

**Applicant Response:**

No

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**7. Applicant Question:** Strategies and Sustainability

How will your project continue its work after the grant funding has concluded?

**Applicant Response:**

The design of PEP 2.0 accounts for an organic cohort of course attendees that can come back or keep in communication with regard to the subject matter of the course. This cohort will continue to serve as a reference point and support group for future course attendees as well.

All course attendees will be provided "Easy to understand/ Plain language" courseware that will be developed for these three content rich areas:

- RC Supports and Navigation
- School System Supports and IDST (Interdisciplinary Support Team) development
- How to Lead a Self determined Life (with a step by step review of the different phases of transitioning to and thriving in Self Determination)

This material will serve as reference guides for the future for not only these attendees but also for future course participants.

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**Sub Section Name:** Target Population

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**1. Applicant Question:** Ethnicity Groups Served

Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" or "Other" use comment section to list specific groups.

**Applicant Response:**

- Filipino
- Hispanic
- Pacific Islander (list)
- Other (list)
- Indian (list)

**Applicant Comment:**

Others include, Asian Indian, Nepalese, Sri Lankan, Bangladeshi, Pakistani, Afghani, Ethiopian and Middle Eastern

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**2. Applicant Question:** Ethnicity Group(s), Language(s) and Number of Individuals Served

For each ethnicity group, provide the number of individuals your project intends to serve and the related language(s).

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**Applicant Response:**

<b>Ethnicity Group(s)</b>	<b>Individuals Served</b>	<b>Language(s)</b>
Asian Indian	50	Hindi, Telugu, Gujarati, Punjabi, Tamil, Kannada, Malayalam
East Asian	10	Vietnamese, Chinese
Filipino	15	Tagalog
Ethiopian	5	Amharic
Sri Lankan	5	Sinhala, Tamil
Nepal	5	Mithili, Hindi
Pakistani	10	Urdu, Punjabi
Bangladeshi	5	Bengali
Other	10	English
Hispanic	20	Spanish

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**3. Applicant Question:** Age Group(s) Served

Select all Age Groups the project will serve.

**Applicant Response:**

- Birth up to Three (Early Start)
- Three to Five
- Three to 21
- 16 to 21
- 22 and older

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**Section Name:** Project Application

**Sub Section Name:** Project Application

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**1. Applicant Question:** Project Summary and Organizational Experience

Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served. In your answer, include what experience your organization has working with the target population and how your organization will work with the local RC(s).



## Applicant Response:

Person Enrichment Program 2.0 (PEP 2.0) aims to delve deeper into educating and preparing informed and empowered individuals and their circle of support - Family members and their service providers through thoughtfully tailored, easy to understand, plain language courses and cohort development.

The PEP project that is currently underway serves Self Advocates, Family Advocates and Service Providers offering workshops on several topics ranging from Knowledge building regarding RC Supports, Advocacy, Communication, Cultural Competency and more. The feedback on these PEP workshops has been extremely positive based on the surveys/ polls and 1:1 interviews. However, while the 90/120min workshops have served as a successful and meaningful learning experience for the stakeholder groups, we have been receiving multiple requests for refresher workshops and also hands-on support.

This demonstrates a need for a thorough and detailed course (a deeper dive with more hands on support) on some of the topics that we have been covering thus far. Hence our PEP 2.0 will offer 13 week long courses (for Self/Family advocates and Service Providers) comprising of weekly classes with progressive content on the following topics:

1. **Regional Center System and Supports** navigation for a better quality of life of the individual being served.
2. **School Based Support system** navigation and how to develop a wraparound system of support services(Interdisciplinary Supports Team -IDST).
3. **How to Lead a Self Determined Life** - through the SDP with a deep dive into Person Centered Planning, Transition & Independent Facilitation to finding community based supports.

Attendees will be assessed for knowledge gained and will be provided resource material along with the support# to a cohort that they can come back to for guidance. "Easy to Understand/ Plain Language" courseware will be provided for all attendees.

We intend to make this available to all communities, with a focus on the underserved minorities of South Asians, Filipino, Latino, and Self Advocate groups.

An informed individual is an enriched individual who can with their informed circles of support (family/service providers) feel empowered enough to advocate for themselves and access the support that would enrich their quality of life.

PRAGNYA has been in operation for close to 5yrs serving specific cultural groups South & East Asian, specifically Indian, Pakistani, Bangladeshi, Sri Lankan, Nepalese, Ethiopian, Filipino, Latino in the catchment areas of SARC, GGRC & RCEB.

With the prior year grants in 2020 and 2021, we have been able to connect with more of the ethnic cultural groups in improving their engagement with the RCs providing them informational support to better navigate the Developmental Services system.

Driving all of this, would be PRAGNYA's vision of integrating our neurodiverse/ IDD individuals into mainstream society with support from trained Allies, in line with the HCBS Final Rule.

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## 2. Applicant Question: Data and Community Input

Explain why you have selected your priority population(s) using RC POS data and other data as supporting evidence of the disparity or inequity. Include how your organization used input from the community, target population, and RC to design the proposal.

### **Applicant Response:**

Based on discussions with the Cultural Diversity specialists & the Disparity coordinators at SARC, RCEB & GGRC, we have learned :

- POS Disparity exists largely in the Asian, South Asian, Filipino, Latino, Pacific Islander & immigrant minority communities, (Ref: POS presentation GGRC Pg.5, RCEB Slide26)
- Disparity is higher among School Age children & Self advocates of these specific communities who may or may not be living with family members resulting in very low or NO POS authorizations. Families(Autism) are not aware of the role of their RC Case managers in their IEPs (Ref: Pg 3 SARC Public Forum report dated 5/10/21).
- The Lack of understanding of their rights, the system of supports & the fear of losing any available supports (especially for self advocates reliant on RC services/ paid staff) bars them from living a self determined life (Pg. 4 SARC Public forum input, GGRC Pg. 6)
- Linguistic & Cultural differences pose as barriers to access, both from linguistically competent staff, who may not be as aware of the support systems AND from knowledgeable staff/ service providers who may not be as culturally sensitive. (Pg. 2 SARC,GGRC Pg. 6)

The PEP 2.0 courses will address these disparity data points by providing ongoing tech support training courses & equipping all stakeholders with the information regarding systems, processes and guideposts, thereby empowering them with knowledge & confidence to advocate for their right to available support.

### **Attachment:**

[SAE\\_Data and Community Input 2022.pdf](#) - PDF FILE

[SARC\\_FY1920\\_PublicForumReport.pdf](#) - PDF FILE

[GGRC\\_POS\\_Disparity\\_Data\\_Meeting\\_2022.pdf](#) - PDF FILE

[RCEB\\_POS-Expenditures-Fiscal-Year-2020-2021.pdf](#) - PDF FILE

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### **3. Applicant Question:** Uniqueness

How is the proposed project unique from a currently funded grant (e.g., strategies, activities, and goals) in the proposed RC catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?

### Applicant Response:

PEP 2.0 is unique in the fact that it employs a tri-fold strategy in improving access to services for individuals of all ages, ethnicity and abilities (diagnoses):

- Continuity of learning regarding Services and supports at all levels through weekly class engagements for each 13 week long course
- Increased engagement and sustenance of such support through the formation of learning cohorts of families, self advocates and service providers
- Easy to Understand, Plain language Courseware/ Resource material for future reference

The courses will comprise 3 thoughtfully tailored, easy to understand, plain language courses (13 wks. ea.)

- Regional Center System and Supports
- School Based Support system
- How to Lead a Self Determined Life

With **weekly classes that run through an entire quarter**, the attendees will be **assessed for knowledge gained & provided resource material** along with the **support # to a cohort** that they can come back to, for guidance. This is available to “ALL” communities, with a focus on the underserved minorities of South Asians, Filipino, Latino, & Self Advocate groups.

An informed individual is an enriched individual who can with their informed circles of support (family/service providers) feel empowered enough to advocate for themselves and access the support that would enrich their quality of life.

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### 4. Applicant Question: Improve Equity and Service Access

How will your project measurably improve equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?

### Applicant Response:

As indicated from the Data & Community inputs section, we see the barriers to service access seem to be the lack of information & the misinformation that is rampant in the ethnic minority community in addition to the cultural and language barriers that prevent families & self advocates from asking for services in the first place.

Through our SAE project work since 2020, we have learned that self advocates & families from ethnic minorities struggle with acquiring knowledge about the system. Though the information is available publicly (Website, workshop etc.) the ability to access & retain information becomes a challenge for the members of the ethnic minority & self advocate community, as the workshops are quick overviews that point them to other resources for additional information and that becomes a barrier.

With PEP2.0 we propose to design an in-depth tailored course that the individual is able to get weekly engagement(for 13weeks) on the topics:

- Regional Center System & Supports
- School Based Support system
- How to Lead a Self Determined Life

And also have access to easy to read, plain language course material, for future reference; thereby empowering them with the knowledge to better access the services & support available to them in the system.

The goal is to educate & prepare well informed consumers who will have the knowledge & thus, confidence, to advocate for services & not rely solely on a case coordinator or a facilitator to get access to services.

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### 5. Applicant Question: Support of RC Plan

Does the project support the RC plan to promote equity and reduce disparities in their catchment? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations to promote community inclusion?

### **Applicant Response:**

The PEP 2.0 Project supports the RC plan to promote equity and reduce disparities in their catchment areas. Based on discussions with the Cultural Diversity specialists and the Disparity coordinators at SARC, RCEB and GGRC, we have learned that one of the biggest challenges is to be able to provide on-going technical support (information regarding services and supports) to each and every member of the underserved minority community and ensure that there is continuity of such support for individuals, families and even service providers (including new staff at the RCs).

Families (Autism) are not aware of the role of their RC Case managers in their IEPs thereby creating a gap in the wraparound support for the individual. (Ref: Page 3 of the Public Forum report on POS Data by SARC dated 5/10/21) They are unable to access RC supports that may be available for school age children.

Lack of awareness among families and self advocates regarding the range of services available to them and rampant misinformation among ethnic/immigrant minority & self advocates (*who are hesitant to engage for fear of losing existing support*), exacerbate the disparity.

The PEP 2.0 courses will address these disparity data points by equipping the individuals, their families and service providers (incl. Case coordinators) with the information regarding systems, processes and guideposts, thereby empowering them with knowledge and confidence to advocate for their right to available support.

### **Attachment:**

[SARC\\_FY1920\\_PublicForumReport.pdf](#) - PDF FILE

[GGRC\\_POS\\_Disparity\\_Data\\_Meeting\\_2022.pdf](#) - PDF FILE

[RCEB\\_POS-Expenditures-Fiscal-Year-2020-2021.pdf](#) - PDF FILE

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## **6. Applicant Question:** Project Activities and Measures

**Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.**

The schedule of activities clearly and specifically demonstrates the steps that the project will take to achieve its stated objective and measures. Do the proposed measures appropriately track the project objective and activities, provide insight into the effectiveness of project, and demonstrate impact on the target population?

### Applicant Response:

The project activities are spread out over a period of 12 months, into two phases, the first phase being the planning and recruiting phase and the second being the execution phase.

In the first phase we propose to start the activity “**PEP2.0**” of Planning and designing the course materials for the instruction and training to be carried in the next phase. We have set up a Milestone measure “**PEP2.0\_PM01**” for tracking the completion of this activity before the next phase starts. This activity will also focus on recruiting Family and Self Advocates from the community to enroll in the courses, the enrollment is tracked using a quantitative performance measure which will track the enrollment for all the courses throughout the year.

The second phase is where the execution of the plan starts. The first Course, “**Regional Center Supports and System Navigation Course - PEP2.0-1**” will commence May 01, 2023 and this activity is tied to the quantitative performance measure of “Number sessions” (PEP2.0\_PM02) and “Number attendees” (PEP2.0\_PM03) along with the data on the ethnicities of the attendees (PEP2.0\_PM07 to PM16). We also have a qualitative measure associated with his activity, “PEP2.0\_PM04” , a Pre/Post survey which all the attendees have to take.

Following the completion of PEP2.0-1 course, the next activity, “**Supports available through the School System/ DOR/Community Supports - PEP2.0-2**” will commence on Aug 01, 2023 and is tied to the quantitative performance measure, “PEP2.0\_PM02” , “PEP2.0\_PM03” and “PEP2.0\_PM07 through PM16”. The qualitative measure associated with his activity, “PEP2.0\_PM05”

The last activity listed is the “**Leading a self determined life through the Self Determination Program - PEP2.0-3**” set to commence on Nov 01, 2023 again tied to the qualitative measure “PEP2.0\_PM06” and quantitative measures, “PEP2.0\_PM02” , “PEP2.0\_PM03” and “PEP2.0\_PM07 through PM16”.

The enrollment of attendees for all the courses will be open from April 01, 2023. The enrollment for the first course, **PEP2.0-1** will close as of April 30th, 2023, and the enrollment for the second course, **PEP2.0-2** will close as of June 30th, and the enrollment date for **PEP2.0-3** close as of Oct 31st, 2023

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### 7. Applicant Question: Budget Template and Narrative

**Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.**

The project budget is consistent with the stated project objective and activities, and clearly and concisely explains how the proposed expenditures support the overall project design and outcomes. The project budget costs are clearly associated with the activities and does not include non-allowable costs or costs funded by other sources.

- Budget Template example is located at [Attachment C](#).
- Budget Details and Restrictions are available [here](#).

### **Applicant Response:**

Person Enrichment Program 2.0 is developed to be a hybrid program, there will be an in-person session where people can come into our facility to take the course or if they choose to be online we will provide a dial in(Zoom) option for all.

Our entire 12 month program (three courses) will be managed by a Project Manager who will be a full time employee tasked with preparing the course material and liaising with the Regional Centers representatives. The manager will also work with experts and consultants to build the courses to engage the speaker/ coaches for the sessions. The project manager office hours are also made available for the family and self advocates for 1:1 consultations in addition to the course sessions. The project manager will also be responsible for advertising and promoting the program to the ID/DD community in the catchment areas of SARC, GGRC and RCEB. The Project Manager will collate the survey results and prepare the quarterly reports for submission to Grantvantage under the supervision of project director at Pragnya.

The Project Coordinator, which is also a full time position will assist the Project manager in implementing the program and in the collation of data from the Pre/Post surveys. The Project coordinator will also assist the project with the planning and setup of the courses. In the event a self advocate needs any support to access the courses, the project coordinator will provide assistance to get the course material to the individual/ their support staff.

The operating expenses are budgeted for a 12 month period and are estimated costs we may incur based on the project needs. We envision most of the expenses will be incurred in the first quarter of year as this will be the phase we prepare and course materials and engage the speakers for the course that starts in the 2nd quarter of the year.

Please refer to the **Budget Narrative Table**(on page 2 in the attachment) for the narrative on each line item. We hope to remain well within the planned budget numbers on this project which is laid out to be a 12 month project.

### **Attachment:**

[PEP 2.0 BUDGET NARRATIVE 2022-23.pdf](#) - PDF FILE

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**Section Name:** Proposal Certification

**Sub Section Name:** Certification

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### **1. Applicant Question:** Confirm Proposal Discussion with RC(s)

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?

### **Applicant Response:**

Yes

### **Attachment:**

[SAE2022\\_grantsupportletter\\_SARC.pdf](#) - PDF FILE

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### **2. Applicant Question:** RC Contact

CBOs are required to submit their application concurrently to the Department and to each RC(s) catchment 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 emailed your proposal application. The RC contact list is available here at [Attachment F](#).

**Applicant Response:**

We work closely with the RCs, & have discussed our proposal with the disparity team at RC: SARC - Minerva Valdez & Mike Keely; RCEB - Jairo Guiza & Lisa Kleinbub; & GGRC - Ariana Cruz-sellu & Eric Zigman.

We have sent emails requesting for a letter of support, Refer to attachment.

**Attachment:**

[SAE2022\\_grantsupportletter\\_SARC.pdf](#) - PDF FILE

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**3. Applicant Question:** Code of Conduct**Grantee Code of Conduct**

The Department is committed to supporting services and programs with integrity that foster collaboration and professionalism. Grantees are expected to conduct project activities in a professional and respectful manner that include:

- **Valuing Diversity and Inclusion.** Grantees should embrace diversity that includes but is not limited to: ability, race, language, national origin, citizenship, age, gender identity or expression, sexual orientation, and religion.
- **Conducting Activities with Personal and Professional Integrity.** All activities with individuals, families, community organizations, regional centers, and state, local and federal agencies should be conducted with professionalism, dignity, respect, and fairness. Grantees should be open to listening to different points of view and fostering productive communication.
- **Providing a Positive Work Environment:** All projects should foster a positive and respectful work environment with their colleagues and other grantees.

**Applicant Response:**

- I acknowledge that I have reviewed the Code of Conduct.
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**4. Applicant Question:** Applicant Certification

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.

**Applicant Response:**

Yes

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