

**Regional Center of Orange County
Self-Determination Program Local Advisory Committee Meeting
Date: July 29, 2024
6:30 p.m. - 8:30 p.m.
Zoom Meeting**

Register in advance for this meeting:

<https://rcocdd.zoom.us/meeting/register/tJMrc-2gqDsuEtewTLDhopfY9uoQRedqEeHQ>

“Self-determination provides consumers and their families with an individual budget which they can use to purchase the services and supports they need to implement their Individual Program Plan.”

Please note: in accordance with the Bagley Keene Act, Section 11125.7: Members of the public may directly address this Committee on each agenda item before or during the Committee’s discussion and consideration of each agenda item. We would be grateful if comments could be limited to three minutes.

AGENDA

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|---|------|
| 1. Welcome and Introductions | All |
| 2. LVAC Committee Member Vacancy and Statewide SDAC Meeting Attendance | All |
| 3. Approval of April 29, 2024 Meeting Summary | All |
| 4. Funding to Support Implementation of the Self-Determination Program for Fiscal Year 2022-2023 | All |
| a. Update on Status of PCP Training for Participants and families | |
| b. Review submitted RFP for PCP Training to develop More Independent Facilitators (IF) - IF training | |
| c. Review submitted RFP submissions for SDP Resource Fair Follow-Up | |
| d. Review of Alternative Options for Funding to Support Implementation of the Self-Determination Program – Coaching for Individuals | |
| 5. Review DDS Directive regarding non-employer burden | All |
| https://www.dds.ca.gov/wp-content/uploads/2024/05/Self-Determination-Program-Employer-Burden-and-Other-Employment-Related-Costs.pdf | |
| 6. RCOC Self-Determination Activities: | RCOC |
| a. Current listing of all the Regional Center’s Self-Determination Participation Status | |
| 7. Community Input and Barriers to Completing the SDP Process | All |
| 8. Agenda Items and Date of the Next Meeting | All |
| 9. Adjourn | All |

Request for Proposal

From Self-Determination Local Advisory Committee for RCOC

Issued on November 6, 2023

Deadline for submission: May 30, 2024

Background: Self-Determination Program Local Advisory Committees (SDP LAC's) were established by law to provide oversight of the Self-Determination Program (SDP) and make recommendations for improvement to each local regional center and the Department of Developmental Services. Periodically, funds are granted by the Department of Developmental Services (DDS) to the SDP LAC's and Regional Centers to support the implementation of the SDP. The SDP LAC for Regional Center of Orange County (RCOC) has prioritized the needs in the local area for the use of the first provision of funds, and is seeking proposals from interested parties to carry out the below project which the committee wishes to fund.

Project Proposal/Description: Person-centered Planning (PCP) Training for Prospective and New Independent Facilitators

Person-centered Planning (PCP) gives the participant's agency to choose how they want to live their life, including what their goals are and what they need. The National Association of State Directors of Developmental Disabilities (NASDDS) defined PCP as ... "a way to assist people who need support in their life to construct and describe how they envision their life, their goals, what they need, and how they prefer their needs be met, in order to include purpose and meaning in their life."

Proposals are being accepted that teach prospective and new Independent Facilitators (IF) how to conduct a successful PCP meeting and create an effective PCP plan for SDP participants of the RCOC. This training should take into consideration any and all DDS changes to SDP. The training may be conducted remotely via Zoom or in-person with the option for attendees to participate by Zoom. The training must be available in English, Spanish, and Vietnamese.

Total funding available: TBD (approved by LAC on 4/29/2024)

Project must be completed by January 1, 2025.

Application Instructions

Submit the following documentation/information by May 30, 2024:

1. Application Questionnaire
2. Responses to the project-specific questions
3. Project budget

GENERAL APPLICATION QUESTIONNAIRE

1. Name of Applicant (Organization or Individual)

A. Norton Facilitation

2. Is Applicant an Independent Contractor / Sole Proprietor, Partnership, LLC, or a corporation (indicate whether nonprofit or for profit)

Independent Contractor - Sole Proprietor

3. Name of Primary Contact

Andrea Norton

4. Email of Primary Contact

[REDACTED]@gmail.com

5. Telephone Number of Primary Contact

[REDACTED]

6. Address

[REDACTED]

7. Website (if applicable)

<https://www.nortonfacilitation.com/>

8. What percentage of the ownership of this business or of the total number of members of the Board of Directors are persons with developmental disabilities or cross-disabilities? What is the demographics of the Board of Directors and/or vested owners?

Owner has cross-disabilities

9. Describe your experience:

- a. Working with persons with intellectual or developmental disabilities including the scope of the services you have provided*

I have been involved in the special education community throughout my entire life. I attended a reverse mainstream preschool alongside a close family member who has Intellectual Disabilities. I volunteered for the Special Olympics swim team throughout high school, worked as a lifeguard at Camp Able at Coronado, and taught swim lessons for children and adults with special needs. I

was the President of my high school's Best Buddies Club, and continued on with our own version of the club in college where I led the Best Friends program. I attended Cal Poly, San Luis Obispo where I earned my Bachelor of Science in Liberal Studies, MA in Special Education with an emphasis on Autism Spectrum Disorder, as well as my Education Specialist Credential Mild/Moderate Disabilities, California Single Subject Teaching Credential in Social Science and a Multiple Subject Teaching Credential with EL Authorization. I worked as an Education Specialist for 10 years in the San Dieguito Unified High School District after completing my master's degree. For the last 5 years, I have worked as an Instructor and Course Developer for the San Diego County Office of Education teaching and writing curriculum for courses in the Teacher Certification within the Teacher Effectiveness & Preparation (TEP) for the Education Specialist Intern Program, as well as teaching a course for an Added Authorization for Special Education program for Autism Spectrum Disorder and a course for a Certificate in Inclusive School Practices. I am a founding member and on the board of a local non-profit called Casa di Amici which works to support adults with intellectual disabilities since 2016. I received training and my certification as an Independent Facilitator through the Guidelight Group in the Spring 2022. I have been working as a small business owner supporting local families in Southern California by advocating for my clients and their families needs. My work as an Independent Facilitator is a true passion of mine. Through my work, I have the joy of seeing my client's lives change in a positive way and get to watch them flourish!

b. Working with underserved, unserved, or BIPOC communities

In 2008, I approached a local charitable foundation, Price Charities, and proposed to design, develop, and facilitate a youth summer program in an economically disadvantaged community with a diverse population, including many individuals who faced barriers to access support services. This community was composed predominantly of people of color, including many immigrants, many of which had limited English proficiency. For 10 years, I worked as the Summer Program Director providing a youth summer camp, completely free of charge to families to approximately 80 children residing in the community each year. I was able to utilize generic community resources to make the program educational and interactive. I also worked to secure grants to teach the participants how to swim. I also worked closely with local community members, even hiring staff from within the community which enabled us to better reach and connect with these unserved families.

c. With community outreach, training, and resource development

I have participated in Self-Determination Program Local Advisory Committee meetings. I attend frequent conferences to continue learning and connect with others in the community. I have collaborated with others within the field including service providers, families, vendors, FMS's, and colleagues in Independent Facilitation.

10. Describe your familiarity and experience with:

- a. Use of plain language / universal design of learning (including drafting plain language materials and speaking in plain language)*

-
- b. *Community resources, the regional center system, and other agencies who have a role in supporting people with intellectual and/or developmental disabilities*

As a special education teacher I am well versed and trained in universal design for learning. In both the courses I teach to adult interns, as well as the classes I taught to students with special needs, all of my instruction is created in a way that is accessible to a variety of learners. By working as an IF, I frequently am using layman terms, reducing the use of acronyms, and providing visual supports to help families and clients understand the sometimes difficult to understand processes required in transitioning to the Self-Determination Program.

11. List the project you are applying for under this RFP

Recruitment/Training of Independent Facilitators – associated with increasing the number of available independent facilitators with a focus on independent facilitators who are bilingual and bicultural. This could include, but is not limited to, recruitment, development and/or provision of training, translation/interpreters, costs related to the provision of training, etc.

12. Provide us with the name and contact information (telephone, email address) of 3 professional references

[REDACTED]

[REDACTED]

[REDACTED]

PROJECT SPECIFIC-QUESTIONNAIRE

In addition to responding to the general application, please answer the supplemental questions below on a separate paper:

1. *Your experience in SDP, including the name of the associated regional center(s) where you provide services.*
 - o I received training and my certification as an Independent Facilitator through the Guidelight Group in the Spring 2022. I have been working as an IF supporting over 30 local families in Southern California providing transition support into the Self-Determination Program, as well as ongoing facilitation support. I work with and have clients at San Diego Regional Center, Regional Center of Orange County, and Inland Regional Center.
2. *Your experience with Person-centered planning.*
 - o I began person-centered planning for my students with special needs as an Education Specialist in the classroom to help support transitioning age students. I have now been Person-Centered planning to support the transition to the Self-Determination Program for two years. I have created over 30 Person-centered plans for a range of ages, level of needs, and varying communication styles.
3. *List the relevant qualifications for the individuals who would be responsible for carrying out this project.*
 - o Translators with experience in the special education field
 - o Parent of an SDP Participant who has gone through the transition process
4. *Ability to maintain and monitor project plans, project schedules, work hours, budgets, and expenditures.*
 - o I successfully support approximately 30 clients as an IF, all in varying stages of either transitioning into SDP, actively participating in SDP, or transitioning to a new year of SDP. Through this experience I have had the opportunity to track spending, balance budgets, maintain project schedules and timelines.
 - o As a special education teacher, I maintained and completed IEPs & triennial assessments, supported student's accommodations, and implemented services as a case manager for 28 students each school year.
 - o As a Summer Program Director, I hired and managed staff, maintained a schedule, prepared the budget, and planned & executed all activities.
5. *Outline the timeline for completion of tasks to ensure the project deadline is met by January 15, 2023.*

- o **June 2024-** Training Materials Development; Design and formatting of the materials.
- o **July 2024-** Professional translation of training materials into Vietnamese and Spanish; Proofreading and editing of translated materials; advertise training
- o **August 2024-** Record Training: Create a virtual resource library to accompany training materials for participants to refer back to or take the class as a self-paced version; English, Vietnamese and Spanish available in Recorded and Digital formats; advertise training
- o **September 2024-** Use translated material to connect with prospective and new Independent Facilitators, with an emphasis on those who are bilingual and bicultural
- o **October 2024-** Hold first session of training: 4 weeks of 2 hour sessions via Zoom; offered in English and Spanish with live interpretation
- o **November 2024-** Hold second session of training: 4 weeks of 2 hour sessions via Zoom; offered in English and Vietnamese with live interpretation; make changes and improvements based off of anonymous feedback from first session's participants
- o **December 2024-** analyze effectiveness of training by following up with previous participants; create presentation of the effectiveness of the training course using data collection to report back to RCOC, DDS, and the SDP LAC on results of the project

6. *Identify the anticipated outcomes of your project and how you will measure your success.*

- o Anticipated outcomes: train approximately 16 prospective and new Independent Facilitators, 50% or more of which will be bilingual and/or bicultural, on how to conduct a successful PCP meeting and create an effective PCP plan for SDP participants of the RCOC.
- o Success will be measured by:
 - surveying participants and how they identify
 - comparing pre-training and post-training surveys to measure growth made from the course in skills and understanding of Person-centered Planning
 - surveying participants after the end of course to see how they have used their new skills

7. *Attach a one-page Project Budget showing how funds will be utilized. Please include separate line items for all planned expenditures.*

- o Please see attached.

Proposed Project Budget				
Project Proposal/Description:				
Project Applicant				
Prepared By:				
	From	To		
Project dates:	June 2024	1/1/2025		
Expense category	# of units	Estimated Hours	Cost or Rate (\$)	Amount
Training Materials Development	250 pages	160.00	\$80.00	\$12,800.00
Content creation for the training materials; Design and formatting of the materials. Training Documents: Pre-Planning Workbook & Questions; Additional Resource List (Online, Books, Videos); Common Approaches to Person Centered Planning; Several Samples of different style PCPs; Checklists of Things to Consider: When planning for Employment, Living, for Staff; Understanding the Circle of support; Getting Ready for the meeting: Pre-meeting, During meeting, Post-Meeting; Participation in the PCP; Rights, responsibilities, grievances, and laws; Self Advocacy; Vocabulary & Key Words; Reflection worksheet & Surveys; Sample Invitation to PCP Party; Sample Agendas; POV guide: When to use 1st vs 3rd person in the PCP; PCP template; Writing quality Goals in PCP; What to avoid when creating a PCP; Creating Action Steps; Identifying Supports; Review and Editing the PCP; Using the PCP to align with RCOC services; Works Cited.				
Translation of Training Materials into Spanish and Vietnamese	500 pages	160.00	\$80.00	\$12,800.00
Professional translation of training materials and curriculum described above into Spanish & Vietnamese (estimate 80 hours for each language). Proofreading and editing of translated materials.				
Live Virtual Training Sessions	8 weeks for 3 hours/wk	24.00	\$80.00	\$1,920.00
Two cohorts of once a week live virtual training sessions for 2 hours for 4 weeks; plus set up and closing time (1 hour per session) for a total of 8 sessions				
Live Translation for Virtual Training Sessions (Spanish & Vietnamese)	8 weeks for 3 hours/wk for each language	48.00	\$80.00	\$3,840.00
3 hours once a week for each cohorts (8 weeks total). One cohort will have Spanish interpretation, the other cohort will have Vietnamese interpretation.				
Video Recordings (in English, Spanish, and Vietnamese)	25 hours of recording time for each language	75.00	\$80.00	\$6,000.00
Video record curriculum explanations and create a virtual resource library to accompany training materials for participants to refer back to or take the class as a self-paced version				
Training Follow-Up	1 hour per participant	20.00	\$80.00	\$1,600.00
Follow-up sessions/ consultations for each participants. Monitoring and support for implementing Person-Centered Plans. 1 hour touch-base meeting for questions and concerns, plus four hours for scheduling time.				
Community Outreach	30 hours	30.00	\$80.00	\$2,400.00
Use translated material to connect with prospective and new Independent Facilitators, with an emphasis on those who are bilingual and bicultural				
Evaluations & Feedback	40 hours over course of 6 months	40.00	\$80.00	\$3,200.00
Surveys or evaluation forms creation and distributed. Data analysis of feedback received. Incorporating feedback into future training sessions. Also use to create a presentation for stakeholders (RCOC, DDS, and the SDP LAC) on results of anticipated outcomes.				
Administrative Costs	40 hours over course of 6 months	40.00	\$80.00	\$3,200.00
Project management and coordination.				
TOTAL		597.00		\$47,760.00

SDP Resource Fair Follow-Up

Project Proposal

Greenfield and Associates proposes to provide the following services as a follow-up to the Self Determination Resource Fair for Regional Center participants and their families for the purpose of “filling the gap” between initial interest in SDP, and being connected to professional Independent Facilitators/Financial Management Service(s) that can facilitate their enrollment in the Self Determination Program:

- The development of a Quick Start Guide for persons served who are considering enrollment in the Self Determination Program, including:
 - A Flow Diagram in plain language that simplifies the steps required to enroll in the Self Determination Program.
 - The Flow Diagram will be able to be published in .PDF, and .JPEG and embedded in websites to be used in print as well as web-based production, including posting on the RCOC website.
 - The Flow Diagram will contain printed links, and live click-through for websites, to the resources for each step of the process
 - The Flow Diagram will be published in English, Spanish, and Vietnamese.
 - The Flow Diagram will be developed via collaboration with persons served as well as people who identify as BIPOC.
- The Development of a Self Determination Program Readiness Assessment Tool:
 - The Assessment Tool will be made available to the Regional Center of Orange County, in formats that can be printed, and posted on website(s).
 - The Assessment Tool will be published in English, Spanish, and Vietnamese.
 - The Assessment Tool will be linked in the Flow Diagram
- Creation of a small Team of People for the purpose of providing follow-up outreach calls, emails, and/or meetings to assist Resource Fair attendees with answering questions and getting their needs met with regard to entering the Self Determination Program:
 - The team may include self-advocates, family members of persons served, experienced Orange County based Independent Facilitators, and/or people who identify as BIPOC.
 - The team may include persons whose first language is English, Spanish, Vietnamese, and/or Mandarin. Additional languages may be used, based on Interpreter availability.
 - Training will be provided for all persons involved in outreach/follow-up activities.
- Outreach to attendees of the SDP Resource Fair conducted by the outreach team, and/or the project Manager. Outreach will include multiple attempts, including email, phone calls, and/or meetings (Zoom or in-person)

- A SDP Resource Fair Follow-up Program summary report (based on the steps in the Quick Start Guide) that shows the number of outreaches, and status for each individual that is contacted.
 - The summary report will also provide feedback on perceived or actual challenges for each person contacted with regard to moving forward in SDP
- A Project Manager to oversee the SDP Resource Fair Follow-up Program, whose duties will include:
 - Coordinating the development of the Quick-Start Guide
 - Development of the Self Determination Program Readiness Tool
 - Recruitment and training of all persons involved in the SDP Resource Fair Follow-up Program
 - Oversight of the Follow-up Outreach Activities
 - Development of the SDP Resource Fair Follow-up Program summary report
 - Being the Point-of-Contact person for all Project Activities

GENERAL APPLICATION QUESTIONNAIRE

1. Name of Applicant (Organization or Individual)

Greenfield and Associates LLC, Bill Greenfield, Owner

2. Is Applicant an Independent Contractor / Sole Proprietor, Partnership, LLC, or a corporation (indicate whether nonprofit or for profit)

Greenfield and Associates LLC is a for profit Limited Liability Company

3. Name of Primary Contact

Bill Greenfield

4. Email of Primary Contact

████████████████████@m

5. Telephone Number of Primary Contact

██████████

6. Address

[REDACTED]

7. Website (if applicable)

<https://www.greenfieldandassociates.com>

8. What percentage of the ownership of this business or of the total number of members of the Board of Directors are persons with developmental disabilities or cross-disabilities? What is the demographics of the Board of Directors and/or vested owners?

I (Bill Greenfield) am the sole owner of Greenfield and Associates LLC. I do not have a developmental disability, and am Caucasian. However, I will be employing persons served, their families/friends, and/or persons who identify as BIPOC as (1099) general contractors for this project.

9. Describe your experience:

a. Working with persons with intellectual or developmental disabilities including the scope of the services you have provided

I (Bill Greenfield) have worked with persons with intellectual and developmental disabilities as a Special Education teacher/administrator in public, non-public, and private school settings for more than 24 years. The services I have provided include Specialized Academic Instruction, Mentoring, Job Coaching, Travel Training, Work Experience Training, and Recreation/Leisure Services. I have also coached multiple seasons of Miracle League Baseball and Challenger Football.

I am an Independent Facilitator. I provide Person-Centered planning, pre-enrollment services, and ongoing support for persons served as they transition into the Self Determination Program. Finally, for the past 5 years, I been a consultant to the Greater Los Angeles Area Council, Scouts BSA to assist with increasing equity and inclusion of persons with disabilities in Scouting activities. My direct goals are to increase access for persons with disabilities to Pack, Troop, Camp, Outdoor Adventure activities, and rank advancement opportunities. I am also on the teaching staff of the Scouts BSA National Camp Accreditation School, where I instruct on subjects such as, increasing inclusion for persons with disabilities, and compliance with the Americans with Disabilities Act.

b. Working with underserved, unserved, or BIPOC communities

The vast majority of the persons with disabilities with which I have worked over the past 24 years, have been underserved/unserved, and/or People of Color. Additionally, the majority of the persons with disabilities that I have (and currently) serve, are identified as socioeconomically disadvantaged. My experience has helped me develop a sensitivity for the unique needs and circumstances of the persons with disabilities who are also underserved.

c. With community outreach, training, and resource development

Most of the persons with disabilities that I have served during my career have been under or unserved, and often socioeconomically disadvantaged. It has been important that I develop community resources and engage in community outreach to the families of my students. For example, in my current position as an Adult Transition Specialist, I facilitate ongoing food and clothing drives to meet the resource needs of my students and their families. I also develop work experience sites, employment opportunities, and community based charitable work opportunities (i.e. Blessing Boxes, Homeless Intervention Services (HIS) – OC; the Family Support Network; Path Homeless Services; PYLUSD Family Resource Center, etc.) for the students that I serve, as well as their families.

10. Describe your familiarity and experience with:

a. Person-Centered Planning

My first training in Person-Centered Planning occurred in 2009. I have been using person-centered thinking and planning for 15+ years and currently train others in Person-Centered planning.

b. Self-determination

I am an experienced professional Independent Facilitator with training in self-determination

c. Use of plain language / universal design of learning (including drafting plain language materials and speaking in plain language)

Over the course of my 24+ years as a Special Educator, I have used plain language with students with disabilities, and their families, as an instructional support for scaffolding comprehension to the subject matter being taught. My initial training on Universal Design for Learning (UDL) was in approximately 2005. Over the course of multiple years, I have integrated UDL strategies in school, work experience, and employment settings in order to “level the playing field” for work tasks, and information comprehension to assist my students with disabilities. I also draft

messages/assignments, and speak in plain language with my students with disabilities, and their families.

d. Community resources, the regional center system, and other agencies who have a role in supporting people with intellectual and/or developmental disabilities

I have been facilitating access for my students with disabilities, and their families to community resources for over 15 years. Some of the community resources to which I provide linkage to families on my caseload include SSI, Medical/Cal Optima, CalFresh, food banks, low-no cost clothing sources, low/no cost immigration attorneys, and homeless/housing resources.

I have worked with the regional center system, including Service Coordinators and Supervisors in IEP meetings, as well as with facilitating my unserved students applying for services for 15+ years. I have been working with the Regional Center as an Independent Facilitator for almost a year now.

I have a 10+ year working relationship with the State Council on Developmental Disabilities. Specifically, I have partnered with them to provide resource and training sessions for the families of students with disabilities in my school district. I have also facilitated linkages for families to the SCDD for the purpose of providing advocacy to my students with disabilities that have been denied services/public benefits to which they were entitled.

11. List the project you are applying for under this RFP

Self-Determination Local Advisory Committee – SDP Resource Fair Follow-Up

12. Provide us with the name and contact information (telephone, email address) of 3 professional references.

[REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

PROJECT SPECIFIC-QUESTIONNAIRE

1. Your experience in SDP, including the name of the associated regional center(s) where you provide services.

I (Bill Greenfield) have been an Independent Facilitator since April 2023, and provide services to clients who are with the Regional Center of Orange County, and the North Los Angeles County Regional Center. I am a vendor for service code 099 with the Regional Center of Orange County. My Independent Facilitator and SDP training includes the State Council on Developmental Disabilities Independent Facilitator Training Program, and the North Los Angeles County Regional Center Independent Facilitator Training and Mentoring program with Claudia Wenger – Claudia Cares Consulting. I am currently providing Independent Facilitation to clients that are in the process of entering self-determination, as well as ongoing support to clients that have successfully transitioned into SDP.

2. Ability to maintain and monitor project plans, project schedules, work hours, budgets, and expenditures.

I have been managing projects, events, schedules and budgets for many years. In my practice as a professional educator, I manage complex schedules and budgets on a daily basis.

In my work as a consultant for Scouts BSA, in addition to assisting with inclusion for persons with disabilities, I plan as well as manage large events (1000+ Scouts, and 25+ volunteer staff) multiple times per year, with a typical budget of \$55,000+ per event. As I am also responsible for maintaining profitability of the events that I manage, I have extensive experience with generating profit & loss statements, managing costs, and realistic budget forecasting.

3. Outline the timeline for completion of tasks to ensure project deadline is met by January 1st, 2025.

- Development of a Quick Start Guide for SDP to be completed by within 120 days of start of contract.

- Development of a SDP Readiness Assessment Tool to be completed within 120 days of start of contract.
- Recruitment and Training of SDP Resource Fair Follow-up facilitators to be completed within 45 days of start of contract.
- Outreach to Attendees of the Resource Fair to be completed within 180 days of start of contract
- The SDP Resource Fair Follow-up Program Summary Report to be submitted to the Regional Center of Orange County on or before January 1st, 2025.

4. Identify the anticipated outcomes of your project and how will you measure your success.

- The anticipated overall outcome of the project is that as many attendees as possible (I would provide exact figures, but I do not yet have that data) will have the information that they need in order to make a decision as to whether or not they will choose to enter the Self Determination Program.
- Those that do choose to enter the Self Determination Program, will have a clearer path forward, based on the use of the Quick Start Guide and the Assessment tool, facilitated by Team member and/or an experienced Independent Facilitator.
- The Regional Center of Orange County will have a SDP Quick Start Guide and Assessment Tool to provide to Service Coordinators, Persons-Served, and/or their representatives, which will simplify the process of ascertaining whether or not a person is ready to enter the Self Determination Program.

SDP Resource Fair Follow-up

Project Budget

- 1) The development of a Quick Start Guide which includes a Flow Diagram in plain language that simplifies the steps required to enroll in the Self Determination Program:
1 Quick /start Guide= \$2000
- 2) The Quick Start Guide with Flow Diagram converted to Spanish, and Vietnamese: 3 hours each language:
(6 total) at \$100/hr. = \$600
- 3) The Development of a Self Determination Program Readiness Assessment Tool:
1 Self Determination Readiness Assessment Tool = \$1000
- 4) The Assessment Tool converted to Spanish, and Vietnamese: 3 hours each language:
(6 total) at \$100/hr. = \$600
- 5) Recruitment of a small Team of People for the purpose of providing follow-up outreach calls, emails, and/or meetings to assist Resource Fair:
4 hours at \$100/hr. = \$400
- 6) Training provided for all persons involved in outreach/follow-up activities. 4 hour small group training at \$30/hr. paid to each team member:
\$120 per person, at 5 persons = \$600
- 7) Outreach/Follow-up to attendees of the SDP Resource Fair, which includes up to 5 attempts via email, phone calls, and/or meetings: \$10 per attendee not reached, and \$40 per attendee reached, paid at Piece-Rate to Team members:
Per 100 attendees = \$4000
- 8) A SDP Resource Fair Follow-up Program Summary Report that documents the number of outreaches, and status/feedback for each individual that is contacted:
6 hours at \$100/hr. = \$600
- 9) A Project Manager to oversee the entire SDP Resource Fair Follow-up Program:
45 hours at \$100/hr. = \$4500

Total Project Cost: \$14,300