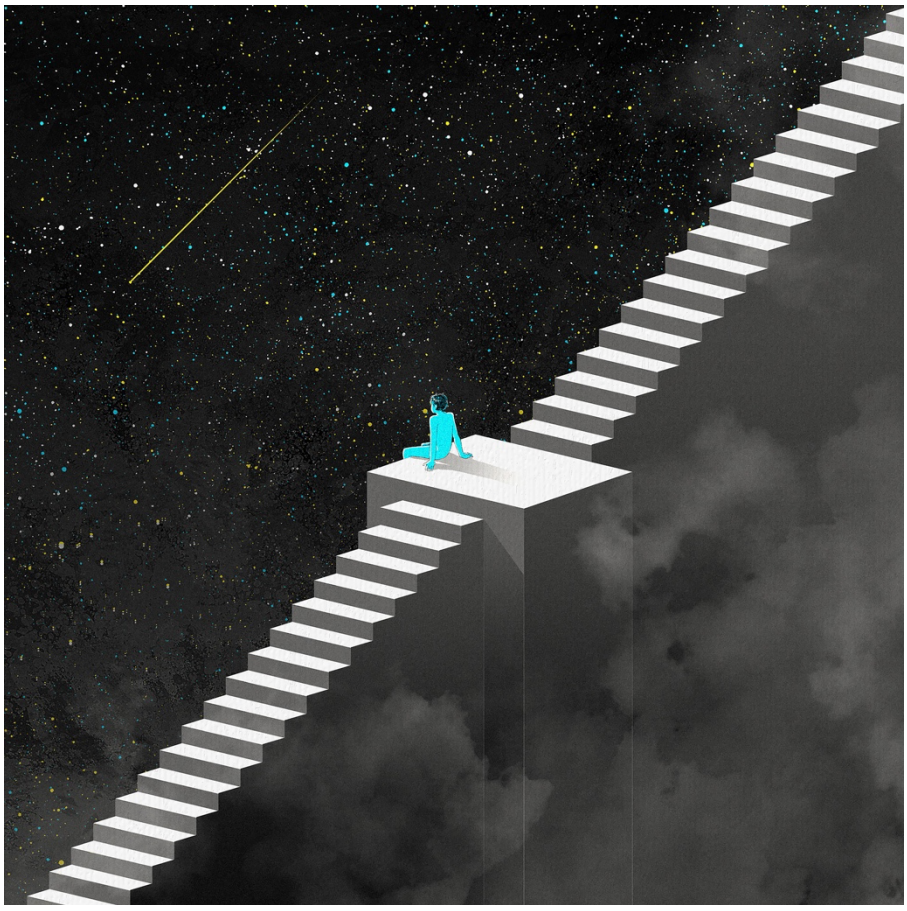


Project Title: Malacors StarVerse

Company: Malacors Organization

Project Directors: Dr. Li-Rong Lilly Cheng, Tammy Feng

Project Team Members:

Autism Team: Dr. Helen Grech, Dr. Chu Shin Ying, Dr. Betty Yu.
Dr. Rosario Roman. Dr. Carol Westby, Dr. Patricia Prelock,
Dr. Barry Prizant, Dr. Henry Angelo, and Dr. Fernanda Dreux.

Medical Team: Dr. Su Xinyi.

Tech Team: Yan Hao, K Myint Cho, Li Yiheng.

Media Team: Mok Ling Ling, Xie Jinzhi, Ma Qiming, Yaling Huang, Miao Ming.

eLearning Team: Teh Teong Chin

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The Origins of Project

Amongst those of us who believe there is a high-tech alien race living on a planet somewhere in the galaxy, we also wish to believe that they have unique skills and kind hearts. And if we could meet them, we would become good friends. Malacors is no exception.

Malacors is inspired to build a world like this on Social Media - where there would be no war, only laughter, no discrimination, where everyone is equal, and can enjoy fair access to resources.

Malacors will start with a commitment to provide a voice for a marginalized community.

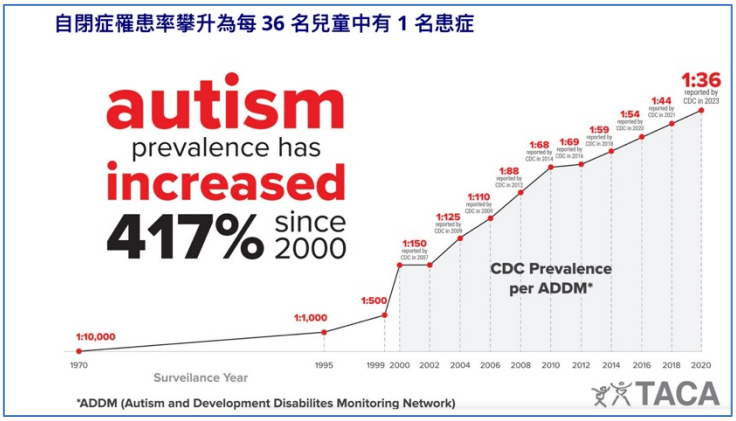
"Autistic children" is the first group that Malacors Organization aims to involve. Since birth, autistic children are considered among the loneliest in the world. Described by others as distant stars hanging in the dark night, beautiful yet challenging to approach; their loneliness is heartbreaking.

In 1943, Dr. Leo Kanner named and identified the autistic community. Various experts from different fields, including scientists, educators, and healthcare professionals, have worked tirelessly to help them open up emotionally, integrate into society, and become "normal." However, is being "autistic" abnormal? A child with an extraordinary memory among the autistic community asks, "I am clearly a zebra, why turn me into a horse without stripes?"

Autistic persons are neuroatypical and they are part of the human condition. Neurodiversity is to be respected not marginalized.

The Case for Malacors StarVerse

1. Severe shortage of professionals: according to the latest report from the Centers for Disease Control and Prevention (CDC) in 2023, there is an alarming increase in the number of children born with autism. Now, 1 in every 36 children is diagnosed with Autism Spectrum Disorder (ASD), marking a 417% increase compared to 16 years ago.



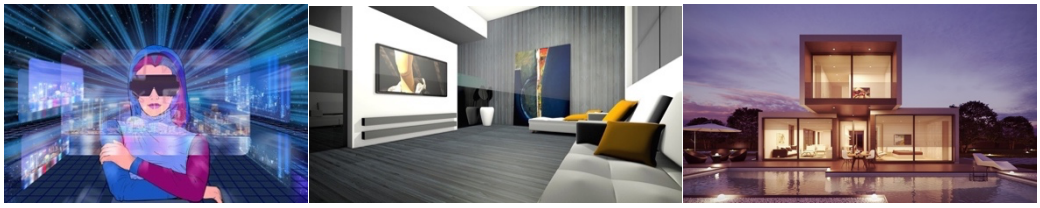
2. The global healthcare system has not kept pace with this rapid increase. Taking China as an example, with a population of 230 million aged zero to 14, there are only 128,000 pediatricians, averaging 1,797 children for one pediatrician, as per the "China Health and Family Planning Statistical Yearbook 2017." This severe shortage of healthcare professionals, especially those specialized in autism, makes it challenging to achieve widespread diagnosis and intervention for children with autism.

3. Biased media reporting: Film and television, as powerful communication tools, often portray individuals with autism by emphasizing their exceptional memory or repetitive behaviors. This perpetuates societal stereotypes, leading some parents to feel their children have defects, making them reluctant to discuss it with others and hesitant to seek medical attention. Often, they feel ashamed and lose “face”.

4. Limited adoption of new technological products: there are multiple products that have been developed to meet the needs of autistic individuals, excedding 80 million investment by Dachen Venture, Sequoia Capital, and Northern Light Venture Capital, etc. However, these products have not been adopted largely by either individuals or their family members to improve their quality of communication and well beings. The autism technology market is expected to grow at a compound annual rate of 4.3%, reaching $4.6121 billion by 2027.

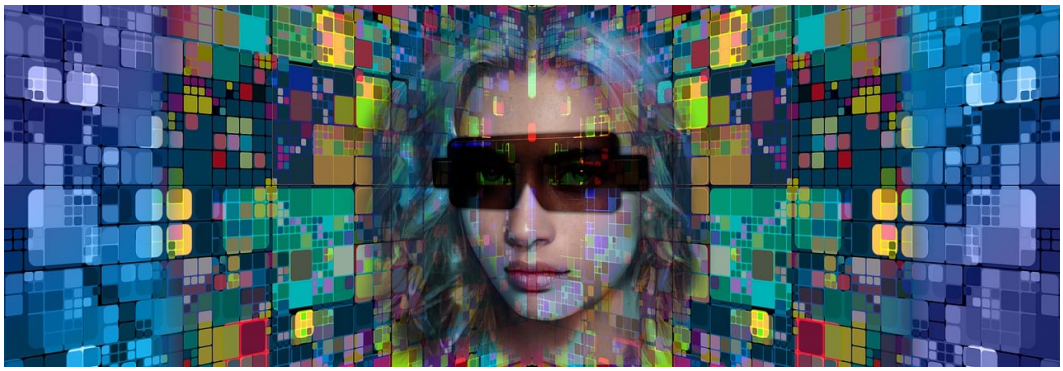
5. Employment challenges for adult individuals with autism: Up to 85% of American university graduates with autism face unemployment. 1. Challenges include societal skepticism regarding the work capabilities of individuals with autism. 2. Some autistic individuals are uncomfortable with bright lights or loud noises in the environment. 3. There is a dearth of resources for them to access suitable employment opportunities.

Utilizing artificial intelligence to construct a Web3.0 StarVerse city – Malacors StarVerse.



In AI Malacors StarVerse, the environment is fully virtual. Friendship communities do not require real identities. Anyone can create any number of fictional identities with any appearance. Individuals can seek solace from friends/mentors/guides at any time. Or choose to engage in exhilarating games, and challenges from Robots.

The aim is to use the convenience of new technologies to create a carefree, relaxed environment, a place where autistic individuals enjoy spending time at. Through games, conversations and forums, the overriding goal is always to inspire, to unleash talents, understand success, and challenge long-standing stereotypes.



The visionary AI Malacors StarVerse runs FIVE HUBS:

1. Online AI Medical Services – adopting a global collaboration/direction to expand and integrate the network of healthcare professionals. Using Big Data and Machine Deep Learning technology to ensure the accuracy of diagnosis.

2. Online AI Academy Services – offering both synchronous and asynchronous course training leading to professional certification on completion. Advertising of job opportunities and scholarships.

Professor Cheng have suggested the following experts to join the online teaching courses: Dr. Carol Westby, Dr. Patricia Prelock, Dr. Barry Prizant, Dr. Henry Angelo, and Dr. Fernanda Dreux.

3. Online AI Media Advocacy – utilizing diverse storytelling on citizen media platforms (e.g., social media, online influencers) to raise awareness and for advocacy.

4. Online AI Product Marketplace - connecting new technological products with the public, enhancing market visibility.

5. Online AI Community - creating support programs for individuals with autism by establishing a community for social connections, providing animal companionship, offering sports coaching, developing the Star Art Gallery, engaging interactions with Robots, and introducing interactive games/challenges.

1. The Online AI Medical Services Hub

Remote healthcare offers numerous advantages especially for individuals with Autism Spectrum:

1.1 Psychological Comfort: Social labels can be a psychological barrier/ stigma for individuals and parents. Remote consultations provide privacy.

1.2 Extended Consultation Time: Online consultations typically allow for longer periods, enabling more thorough discussions.

1.3 Secure & Comfortable Environment: avoiding crowds, building a calmer mood in the familiar surroundings of a home environment is infinitely less stressful.

1.4 Emergency Medical Attention: The hub will offer wearable devices and apps for monitoring and recording health metrics like blood pressure, heart rate, blood sugar, temperature, weight, sleep quality, steps taken, blood oxygen levels, etc. When connected to the platform, abnormal readings trigger alerts, even notifying relevant contacts for immediate assistance.

1.5 AI-driven Healthcare: Leveraging big data and deep learning, analyzing common characteristics and differences among hundreds of autism cases, we aim to derive accuracy in diagnostic methods. These methods can be transformed into an interactive game. Upon first login, individuals with autism will be encouraged to engage in a game challenge, with rewards provided on successful completion. Medical professionals will review the diagnostic results derived from the gaming process, confirming and subsequently planning tailored learning and treatment approaches for the individual.

2. The Online AI Academy Hub

Collaborating with global educational centers, agencies and professionals, the project will invite and curate programs to run synchronous and asynchronous online courses, issuing certificates on completion.

2.1 Professor Cheng will run and design online speech therapy courses aimed at expanding the therapy support professionals acutely needed.

Professor Cheng works at San Diego State University, holding a Ph.D. in Speech-Language Pathology and Diversity Education. Known as the "Advocate for the Voiceless," Professor Cheng has dedicated 47 years to teaching individuals with Autism to communicate. Meticulously studying their conditions, and wholeheartedly empowering them, she advocates for societal understanding and services of this underserved, overlooked, vulnerable community, rightfully earning her title as a guardian for children with autism.

Recently, Lilly received the “Women Changing the World Global Summit and Awards” at the Fairmont Windsor in London on May 25. She was the first-place winner of the Hall of Fame award. Lilly has demonstrated the transformative powere of cultural exchagne and solidarity forstering unity and understanding among diverse comomunities.

3. The Online AI Media Advocacy Hub

With the rise of self-media, ushering in an era of audio-visual communication, Influencers (also known as KOL - Key Opinion Leaders) have the ability to capture the hearts of millions of followers. This project aims to engage renowned Influencers or articulate individuals with autism to host live streaming sessions, focusing on themes of self-empowerment.

3.1 A Convention of Specialists

A Convention Hall featuring renowned experts (such as Ruby Lo Sio) in the field of Autism from all over the world. This Convention will also showcase the profound impact these specialists have contributed to their field of study.

3.2 A Online Show

According to UN estimates, there are some 80 million individuals with Autism worldwide. Yet, no one has estimated how many musicians, artists, writers,

engineers or entrepreneurs are among them.

A Hall of fame featuring the success of Austistic individuals (Elon Musk, Temple Branden…); the Online Show aims to share the myriad aspects of the autism spectrum. To help audiences, worldwide, understand the spectrum better and even the influential figures behind growth – whether it be parents, mentors, or friends – and how these supportive individuals successfully built bridges for communication.

4. The Online AI Product Marketplace Hub

Many cutting-edge technological products such as AI-powered game boxes for early intervention needs of Autistic children offer remote diagnosis for autism at eighteen months, bringing early crucial information to families. KOLs content could focus on products from these tech companies.

4.1 Assistive Communication Category

Tobii Dynavox: Speech-generating devices controlled through eye gaze or touch to aid communication.
Proloquo2Go: An application designed to assist communication.
Ablenet: Assistive technology devices for learning and communication.

4.2 Health and Stability Category

Nuheara IQbuds2 Max: Advanced hearing aids that reduce noise and overload.
Touchpoint Calm: Wearable wristband aiding in calmness.
General Health: Assistive devices for maintaining health and aiding sleep.

4.3 Location Detection Category

Life360: Location detection with alert features.
AirTag: Suburban location detection.
Angelsense, Jiobit: GPS trackers.
SmartSole: GPS tracker concealed in shoes.
B'zT: Close-range tracking for children's clothing.

4.4 Autism Apps Category

Gemiini: Assists autistic children in learning language, reading, and behavioral skills. Tiimo: Teaches planning and organizational skills.

Goally: Daily life applications.
Voice Assistant Devices: Speech assistive devices for play

5. The Online AI Community Hub

5.1 A Social Platform

Social communities serve as excellent mediums for communication and friendship. The popular platforms like Facebook, Instagram, and Line cater to different audiences and purposes. The goal here is to bring together individuals, their families, friends, classmates, teachers, and those who care about the community. This social platform fosters bonding and communication between individuals and with the broader society.

A Comparative Study of Online Social Platforms

Platform	Facebook	Instagram	Line	Malacors StarVerse
Primary Age Group	35-65 years old	18-34 years old	20-29 years old	10-60 years old

Behavior and Purpose	Receive updates from friends, external news, and new information; express opinions on specific topics	Share life, establish taste and style; follow interesting Key Opinion Leaders or brands	Instant messaging, access to promotions and services from businesses	Provide new information, interactive games, medical services, share life experiences, and chat with friends

5.2 A Games Center

In one storyline involving mysterious visitors to Malacors StarVerse Media Station, causing a stir, players can choose a character to go undercover within the station, collecting evidence. Excitement unfolds from there.

The strategy is based on eight core concepts, including a sense of mission, achievement badges, leaderboards, lottery tickets, promotions, point based challenges, countdowns, information exploration, rewards, community interaction, and free (or discounted) vouchers. These serve as references for designing challenging games.

5.3 A Friendship Store

This online store allows sellers and buyers to determine content and prices. Products can range from handmade crafts, pet accessories, artworks, songs, to literary works.

Technology products featured in the Ai Advocacy Hub and Influencer programs available at discounted prices, with manufacturers regularly providing discounts or free items.

Content from daily live media casts can be printed into physical and

electronic publications, available for sale in this section.

5.4 A Pet Station

The social and emotional isolation faced by many individuals have and can be helped by pets providing emotional support and companionship.

Research indicates that interacting with pets not only reduces anxiety and depressive emotions but also contributes to improved mental health. In some cases, therapy dogs have shown to engage individuals with astounding results.

Animal assisted therapy is widely deployed in Europe and America. For instance, horseback riding training can help individuals with autism improve muscle strength and coordination issues, and along with positive effects on emotional education.
Such interactions and processes contribute to physical and mental relaxation, train body language expression, and cultivate a sense of responsibility and emotional development.

The goal here is to encourage and foster pet moments and therapy virtually and otherwise.

5.5 The Gymnasium

Here, individuals can find a gamut of suitable exercises at their finger tips, virtually. Have their own virtual gym space or join others and workout! If that’s not enough, personal training services tailored to meet individual or group needs, offering flexible scheduling can be arranged.

5.6 The Art Gallery

This is a digital art gallery exclusively for individuals with autism, allowing them to showcase their diverse artistic creations. Both short and long-term

exhibitions can be held allowing all to engage in international exchanges with like-minded individuals. Each artist can have their own dedicated personal audiovisual gallery, providing a platform to reveal their intricate, vibrant inner worlds to the world.

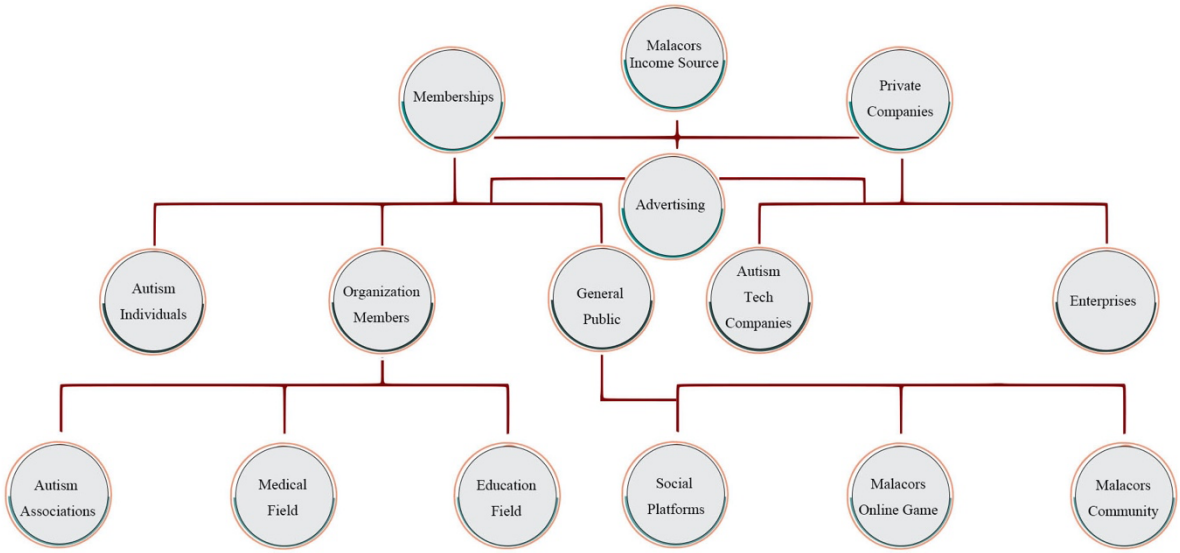
5.7 The StarVerse Bots

Users can customize their StarVerse Bots, these Bots are online assistants across the 5 Hubs. Whenever a user poses a query, Bots lead the way. They might even call on wise "Old Sky" to assist. As a user continues to ask questions, these Bots will grow alongside them, expanding their knowledge base to respond more flexibly.

During asynchronous online courses, when the system detects users facing issues or pauses, Bots can playfully intervene by offering games, relevant documents, videos, medical information, and other resources to help users overcome difficulties.

With AI computing, the collected data and information from these Bots together with Deep Learning technologies can be input into a neural network for text analysis and algorithms. The final algorithmic results will serve as a reference for designing not just future content but also Bot responses.

The Promotion Strategy



1. Cross-platform Cross-media Promotion:

Hire media promotion experts to upload daily live videos and photos of this project to popular social platforms such as Facebook, Instagram, YouTube, TikTok, Line, Twitter, etc., accompanied by well-crafted comments and posts.

2. Collaboration with Relevant Organizations:

Collaborate with globally renowned autism related organizations, foundations, educational centers, etc. Form satellite companies to mutually promote and provide professional support.

3. Offer Professional Certification:

Recognising the extreme shortage of autism professionals in many countries, the online teachers recruited by this project, with rich experience, can gain recognition from numerous institutions, and the issuing of certifications will serve as a powerful promotion tool.

4. Medical Roving Car Free Clinic:

Organize periodic mobile medical outreach activities that penetrate communities to provide free medical services for individuals with autism.

Malacors StarVerse Business Operation Model:

<table>
<tr>
<td>Main Partners:

• Medical Specialists
• Educational Experts
• Foundations
• Professional Organizations
• Tech Companies
• Gaming Companies
• Social Platforms
• Health Product Companies</td>
<td>Main Tasks:

• Influencer Live Streaming
• Film and TV Production
• Online Teaching
• Online Medical Consultation
• AI Platform Development and Maintenance (Social Community, Online Store)
• Mobile App Development
• Competitive Game Development
• Robot Ama Development
• Marketing Promotion</td>
<td>Value Propositions:

• Rich Online Gaming Experience
• Online Teaching Certification
• Online Medical Consultation
• Online Shopping
• New Information Dissemination
• AI-based Q&A
• Social Community</td>
<td>Customer Attractiveness:

• Rich Online Services
• User-Friendly Interface
• Affordable Prices
• 24/7 Assistance from Robot Ama
• Influencer Live Streaming
• Engaging Games
• Unique Products in the Online Store
• Professional Online Teaching
• Issuing Learning Certifications</td>
<td rowspan="2">Target Audience:

• Individuals with Autism
• Caregivers
• Family Members
• Professional Organizations
• Medical Institutions
• General Public</td>
</tr>
<tr>
<td>Key Resources:

• Advisory Team
• Teaching Team
• Medical Team
• AI Platform Development Team
• Film and TV Production Team
• Game Design/ Development Team
• Instructional Design / Development Team</td>
<td>Promotional Channels:

• Social Media Platforms
• Video Platforms
• Gaming Platforms
• Search Engines
• Autism Related Organizations
• Radio & TV Channels
• Magazines
• Newspapers
• Mobile Roving Clinic</td>
<td>Cost:

• Media Production
• AI Platform Development
• Staff Salaries
• Consulting, Teachers, and Doctors
• Marketing Promotion
• Hardware / Software Rental
• Mobile Car Set Up
• Game Development</td>
<td>Income:

• Membership Fees: USD $8 per month
• Corporate Sponsorships
• Product Sales
• Advertisement Revenue
• Fund Raising</td>
</tr>
</table>

Project Timeline

Fundraising for Startup Capital: July 2024 – December 2024

Phase 1 Timeline: Janary 2025 - December 2025

Hub	Job Tasks	Jan. to June	July to Dec.
Main Tasks: AI Media Advocacy, Telemedicine Development, Online Academy Development, Online Product Marketplace, Medical Roving Car Implment, Basic AI Platform functions, Marketing.			
AI Media Advocacy	Formation of Working Professional Team	→	
	Formation of Autism Professional Team	→	
	Product Marketplace Research	→	→
	Formation of Product Marketplace Partnership	→	→
	Contacting Interviewees	→	
	Interviews and Filming	→	→
	Video Post-Production		→
	Influencer Live Broadcasting		→
Telemedicine Development	Formation of Medical Professional Team	→	
	Formation of Partnership	→	
	Telemedicine Operation		→
Online Academy Development	Formation of Teaching Professional Team	→	
	Formation of Partnership	→	
	Online Academy Operation		→
Medical Roving Car Implment	Formation of Autism Therapy Team	→	→
	Medical Roving Car Setup	→	
	Formation of Partnership	→	
	Medical Roving Clinic Operation		→
Basic AI Platform functions	Create Homepage Basic Functions	→	→
	Telemedicine Webpage Development	→	
	Academy Webpage Development	→	
Marketing Promotion	Cross-platform Cross-media		→

Phase 2 Timeline: Janary 2026 - December 2026

Hub	Job Tasks	Jan. to June	July to Dec.
Main Tasks: AI Media Service, Telemedicine Service, Online Academy Service, Medical Roving Clinic Service, Online AI Community, Marketing.			
AI Media Service		→	
Telemedicine Service & AI Diagnosis Development	Telemedicine Operation	→	→
	Formation of Big Data & Deep Learning Professional Team	→	→
	AI Diagnosis Development	→	→
Online Academy Service		→	→
Medical Roving Clinic Service		→	→
Online AI Community	Formation of AI Professional Team	→	
	Social Platform Development	→	→
	Pet Station Development	→	
	Gymnasium Development	→	
	Art Gallery Development	→	
	Friendship Store Development	→	
Marketing Promotion		→	→

Phase 3 Timeline: Janary 2027 - December 2027

Hub	Job Tasks	Jan. to June	July to Dec.
Main Tasks: AI Media Service, Telemedicine Service, Online Academy Service, Medical Roving Clinic Service, Online AI Community Service, Game Development, Marketing.			
AI Media Service		→	→
Telemedicine Service		→	→
Online Academy Service		→	→
Medical Roving Clinic Service		→	→
Online AI Community	StarVerse Bot Development	→	→
	Pet Station, Gymnasium Art Gallery, and Friendship Store operation.	→	→
Game Development	Formation of Game Development Team	→	
	Game Development	→	→
	Formation of Game Partnership		→
Marketing Promotion		→	→

Budget Estimate: Expenditure

Total Cost: USD $1247,775

Hub	Job Tasks	Man Power		Unit	Cost($USD)
Phase 1: Jan. 2025 - Dec. 2025 Total Cost: USD$298,175					
AI Media Advocacy	1. Formation of Working Professional Team 2. Contacting Interviewees 3. Interviews and Filming 4. Video Post-Production	Researcher		2 (6 months)	1000x2x6 =12,000
		Director & Editor		1 (9 months)	1500 x9 =13,500
		Project Assistant		1 (9 months)	1000x10 =9,000
		Cameraman		1 (9 months 15 days per month)	100x9x15 =13,500
		Camera Assistant		1 (9 months 15 days per month)	65x9x15 =8,775
		Writer	Chinese	1 (9 months)	1000x9 =9,000
			English	1 (4 months)	1200x4 =4,800
		2D&3D Animator		1 (2 months)	1200x2 =2,400
		Music Director		by project	5000
	Formation of Autism Professional Team	Autism Consultants		5 (6 months)	500x5x6 =15,000
	1. Product Marketplace Research 1. Formation of Product Marketplace Partnership	Project Manager & Researcher		1	1500 x12 =18,000
	Influencer Live Broadcasting	Influencer (Chinese speaking)		1 (3 months)	1700x3 =5,100
		Interviewer (English speaking)		1 (3 months)	1700x3 =5,100
Total					121,175
Telemedicine Development	Formation of Medical Professional Team	Researcher		1	1000x3 =3,000
		Medical Professionals		5 on call	
	Formation of Partnership	Project Manager		1	same worker as above
	Telemedicine Operation	Project Assistant		1	same worker as above
Total					3,000
Online Academy Development	Formation of Teaching Professional Team	Teaching Professional		5 (record course)	500x5x3 =7,500
				5 on call	
		Instructor Designer		1 (3 months)	1500x3 =4,500

		Web Course Developer	1 (3 months)	1200x3 =3,600
	Formation of Education Partnership	Project Manager	1	same worker as above
	Online Academy Operation	Project Assistant	1	same worker as above
Total				15,600
Medical Roving Car Implment	Formation of Autism Therapy Team	Autism Therapists	3 (6 months 10 days per month)	200x6x10 =12,000
	Medical Roving Car Setup	Camera Equipment	Canon 5D Mark IV x3 Lighting setx1	2300x3+1000 =7,900
		Roving Car	1 used car	20,000
		Cameraman	1 (6 months 10 days per month)	100x6x10 =6,000
		Project Assistant	1	65x6x10 =3,900
	Formation of Medical Partnership	Project Manager	1 (6 months 10 days per month)	200 x6x10 =12,000
	Medical Roving Clinic Operation	Project Assistant	1 (6 months 10 days per month)	100x6x10 =6,000
Total				67,800
Basic AI Platform functions	Create StarVerse page	UI Designer	1	3000x3 =9,000
	AI Platform Functions	Senior Fullstack	1	5500x12 =66,000
	Homepage/Academy/ Telemedicine/Online Community Webpage Development	Graphic Designer	1	1200x3 =3,600
Total				78,600
Marketing Promotion	Cross-platform Cross-media	Blogger	2	1000x2x6 =12,000
Total				12,000
Phase 2: Jan. 2026 - Dec. 2026 Total Cost: USD$487,000				
AI Diagnosis Development	1. Formation of Big Data & Deep Learning Professional Team 2. AI Diagnosis Development	Big Data Analsist	1 (6 months)	4000x6 =24,000
		AI Engineer	1 (6 months)	1700x6 =10,200
		Autism Consultants	3 (1 months)	1500x3 =4,500
Total				38,700
Online AI Community	1. Formation of AI Professional Team	AI Platform Engineer	2(6 months)	4000x6x2 =48,000

	2. StarVerse Bot Development 3. Social Platform Development 4. Friendship Store Development	Senior Frontend Engineer	1 (12months)	4800x12 =57,600
		Senior Backend Engineer	1 (12 months)	4800x12 =57,600
		QA Engineer	1 (6 months)	3800x6 =22,800
		Robot Engineer	1 (12 months)	4000x12 =48,000
		Project Manager	1 (12 months)	1500x12 =18,000
	1. Pet Station Development 2. Gymnasium Development 3. Art Gallery Development	Graphic Designer	1 (3 months)	1200x3 =3,600
		Project Assistant	1 (12 months)	1000x12 =12,000
Total				267,600
AI Platform	Telemedicine Operation	Medical Professionals	5 on call	
		Project Manager	1	same worker as above
		Project Assistant	1	same worker as above
	Online Academy Operation	Teaching Professional	5 on call	
		Project Manager	1	same worker as above
		Project Assistant	1	same worker as above
Medical Roving Car	Medical Roving Clinic Operation	Autism Therapists	3 (12 months 10 days per month)	200x12x10 =24,000
		Cameraman	1 (12 months 10 days per month)	100x12x10 =12,000
		Project Assistant	1	same worker as above
Total				36,000
AI Media Advocacy	1. Contacting Interviewees 2. Interviews and Filming 3. Video Post-Production	Director & Editor	1 (12 months)	1500 x12 =18,000
		Cameraman	1 (12 months 15 days per month)	100x12x15 =18,000
		Camera Assistant	1 (12months 15 days per month)	65x12x15 =11,700
		2D&3D Animator	1 (3 months)	1200x3 =3,600
		Writer Chinese	1 (3months)	1000x3 =3,000
		Writer English	1 (3 months)	1200x3 =3,600
		Music Director	by project	10000
		Project Assistant	1 (12 months)	1000x12

				=12,000
	Influencer Live Broadcasting	Influencer (Chinese speaking)	1 (12 months)	1700x12 =20,400
		Interviewer (English speaking)	1 (12 months)	1700x12 =20,400
Total				120,700
Marketing Promotion	Cross-platform Cross-media	Blogger	2	1000x2x12 =24,000
Total				24,000
Phase 3: Jan. 2027 - Dec. 2027 Total Cost: USD$462,600				
AI Platform	Telemedicine Operation	Medical Professionals	5 on call	
		Project Manager	1	1500x12 =18,000
		Project Assistant	1	1000x12 =12,000
	Online Academy Operation	Teaching Professional	5 on call	
		Project Manager	1	same worker as above
		Project Assistant	1	same worker as above
	Online AI Community	Senior Fullstack	1 (12 months)	5500x12 =66,000
		Senior Frontend Engineer	1 (12 months)	4800x12 =57,600
		Senior Backend Engineer	1 (12 months)	4800x12 =57,600
Medical Roving Car	Medical Roving Clinic Operation	Autism Therapists	3 (12 months 10 days per month)	200x12x10 =24,000
		Cameraman	1 (12 months 10 days per month)	100x12x10 =12,000
		Project Assistant	1	same worker as above
Total				247,200
AI Media Advocacy	1. Contacting Interviewees 2. Interviews and Filming 3. Video Post-Production	Director & Editor	1 (12 months)	1500 x12 =18,000
		Cameraman	1 (12 months 15 days per month)	100x12x15 =18,000
		Camera Assistant	1 (12months 15 days per month)	65x12x15 =11,700
		2D&3D Animator	1 (3 months)	1200x3 =3,600
		Writer – Chinese	1 (3months)	1000x3 =3,000
		Writer – English	1 (3 months)	1200x3 =3,600
		Music Director	by project	10000

		Project Assistant	1 (12 months)	1000x12 =12,000
	Influencer Live Broadcasting	Influencer (Chinese speaking)	1 (12 months)	1700x12 =20,400
		Interviewer (English speaking)	1 (12 months)	1700x12 =20,400
Total				120,700
Game Development	1. Formation of Game Development Team 2. Game Development	Game Developer	2 (12months)	2000x12 =24,000
		Game Designer	1 (6 months)	1500x6 =9,000
		Autism Consultants	5 (2 weeks)	1000x5x2 =10,000
		UI Designer	1 (3 months)	1200x6 =7,200
		Music Director	1 (1 months)	2,500
	Formation of Game Partnership	Project Manager	1 (12 months)	1500x12 =18,000
Total				70,700
Marketing Promotion	Cross-platform Cross-media	Blogger	2	1000x2x12 =24,000
Total				24,000

Budget Target

Phase 1: 5000 Members

USD$8 per month x 5000 x 12months = USD $480,000

Phase 2: 20,000 Members

USD $8 per month x 20000 x 12months = USD $1,920,000

Phase 3: 100,000 Members

USD $8 per month x 50000 x 12months = USD $9,600,000

In Summary

An Autistic child, Jia-Cheng, once confessed,

> *"The crying of babies, coughing, and sudden noises are huge shocks to me. I feel these sounds as if an elf is rolling inside me. I need to throw the elf out; shouting and screaming, convulsing, hoping to spit out that elf... all in vain. People, seeing my strange behaviour, would be surprised and keep their distance from me. I'm so afraid of being pointed at, so the elf continues to live inside me, and I keep avoiding people."*

If a person's life, from birth to childhood, through adolescence, and university graduation, is spent in loneliness, accompanied by a lack of joy, how regretful.

The Malacors StarVerse re-visions a world with and where anyone willing to help others in the autistic community like Jia Cheng develops with better support. Let's assist the autistic community in developing their world-wide presence and notably, their contributions. Let’s the autistic child, who is one in every 36 children, integrate seamlessly in our world.

With today's world of advancing material civilization and flourishing technology, there are still many hidden corners that need attention. The world is indeed vast, so let’s thrive together better with peace and love in a Malacors StarVerse.

Appendix 1 - Malacors Team Introduction

Website: www.malacors.com
Contact info: tammyfeng@malacors.com

We are a group of people who firmly believe that life can have dreams.
Dreams can be turned into ideals.
Ideals can be practiced to help disadvantaged groups change their predetermined fate.

The first ideal that we practice was to produce "Help Me Speak," a public television program. Help Me Speak, produced for Taiwan Public Television Station, is a series based on true medical case studies, shot in Taiwan and the United States. Each of the thirteen half-hour episodes capture the difficulties of speech and treatment arising from a different medical affliction. The series, part of the opening fanfare for this new station, aims at increasing public awareness of the benefits of early intervention medical programs. Since then, we have produced well over one hundred hours of programming, including prime-time reality series (Little Ma Live!), lifestyle magazine shows (City Beat, Environmental Protection), medical series (Appointments), documentary (Marjorie Bly – The Legend of Penghu, Beautiful Glory - Pearl Young Documentary), and prime-time drama series (Penal Code) which have been broadcasted on a variety of networks including Canada's Discover Channel, Media Corp - Singapore, Taiwan Television Stations, Taiwan Public Broadcast Station, Global Television, and Good TV. Among these programs, the two medical series of Appointments / Help Me Speak and the two documentaries of Marjorie Bly / Beautiful Glory were filmed in US (California, Washington, Minnesota, Maryland, Washington D.C., New York), Canada (Vancouver, Toronto, Nova Scotia), and China (Henan, Shandong, Beijing, Shanghai).

With the increasing development of new technologies in line with television programs and education, we are gradually entering the computer multimedia industry. We have produced many television public service announcements for autism foundations and Heart Path Foundation, multimedia projects integrating information technology into education for the Ministry of Education's high school music/home economics departments, the construction of a computer interactive multimedia guide system for Xueba National Park, the re-enactment of the historic "Centennial Rice Mill" at the Miaoli Museum in Xinwu Township, and computer interactive teaching series for the Department of Health, including "Drug Abuse Prevention/Long-term Care Medical Assessment" .

In terms of international business, we have developed online teaching materials, Flash interactive games, audiovisual e-books, and TV documentaries for Fortune 500 companies such as Thermo Electron Corporation, Moody's Corporation, Honeywell Corporation, Genentech Corporation, ManPower Corporation, Camp Fire USA, and San Diego State University.

Looking into the future, the era of artificial intelligence is coming. Global industries will be rewritten. We want to apply this new technology to create better learning environments, accessible living spaces, and new job opportunities for disadvantage groups.







StarVerse Project Proposed Team Leader

Project Director 1: Dr. Li-Rong Lilly Cheng

Project Director 2: Tammy Feng

Autism Profession team:

I. **Consultants:** Dr. Helen Grech, Dr. Chu Shin Ying, Dr. Betty Yu. Dr. Rosario Roman.

II. **Online Teaching Professors:** Dr. Carol Westby, Dr. Patricia Prelock, Dr. Barry Prizant. Dr. Henry Angelo, and Dr. Fernanda Dreux.

Medical Field: Dr. Shu Lianwen, Dr. Su Xinyi.

Tech Team Leader: Yan Hao, K Myint Cho, Li Yiheng.

Media Team Leader: Mok Ling Ling, Zheng Wanunshan, Xie Jinzhi, Ma Qiming, Hwang Ya-Ling, Michael Miao.

eLearning Development Team Leader: Teh Teong Chin

(The team's qualification is attached in Appendix 8.)

Appendix 2 - Artificial Intelligence Platform Hardware

Utilizing Amazon AWS

EC2 - Corresponds to application servers

RDS - Corresponds to database servers

ElastiCache - Corresponds to in-memory caching service

S3 - Corresponds to storage, similar to RAID storage

Data Transfer - Corresponds to bandwidth usage. For video applications, the major cost is associated with data transfer.

Amazon EC2: Four instances

Description: Amazon Elastic Compute Cloud (Amazon EC2) is a web service that provides resizable compute capacity in the cloud, designed to make web-scale cloud computing easier for developers. It offers a wide range of compute platforms, allowing you to choose processors, storage, networking, operating systems, and purchase models. Specifications: Each EC2 instance with general-purpose SSD (gp2) storage, 200 GB storage, instance type t4g.2xlarge.

Amazon RDS for MySQL: One instance

Description: Amazon RDS allows users to easily set up, operate, and scale a relational database in the cloud. It provides cost-efficient and resizable capacity, handling time consuming database management tasks automatically.
Specifications: Each RDS instance with general-purpose SSD (gp2) storage, 100 GB storage, instance type db.m5. xlarge, additional backup storage of 50 GB.

Amazon ElastiCache

Description: Amazon ElastiCache is a fully managed, Redis-compatible, in-memory data store that provides sub-millisecond latency for real-time applications.
Amazon Simple Storage Service (S3)

Description: S3 standard storage, 2000 GB per month.

Data Transfer, Data Transmission Cost

Description: Estimated based on an average of 1000 users watching 4 hours of course videos per day (assuming 1GB of video data transferred per hour).

Appendix 3 - Three Phases for creating AI StarVerse Platform

Production Phase I: AI Platform Basic Functions

- Support for multiple languages.
- Member registration functionality (voice/text/facial recognition login).
- Integration with third-party online teaching systems like Zoom, Learn.com, etc.
- Integration with third-party chat areas like Facebook, YouTube, TikTok, etc.
- Integration with third-party payment mechanisms such as PayPal, credit cards, etc.
- System scalability and stability.

Production Phase II: AI Platform Advance Functions

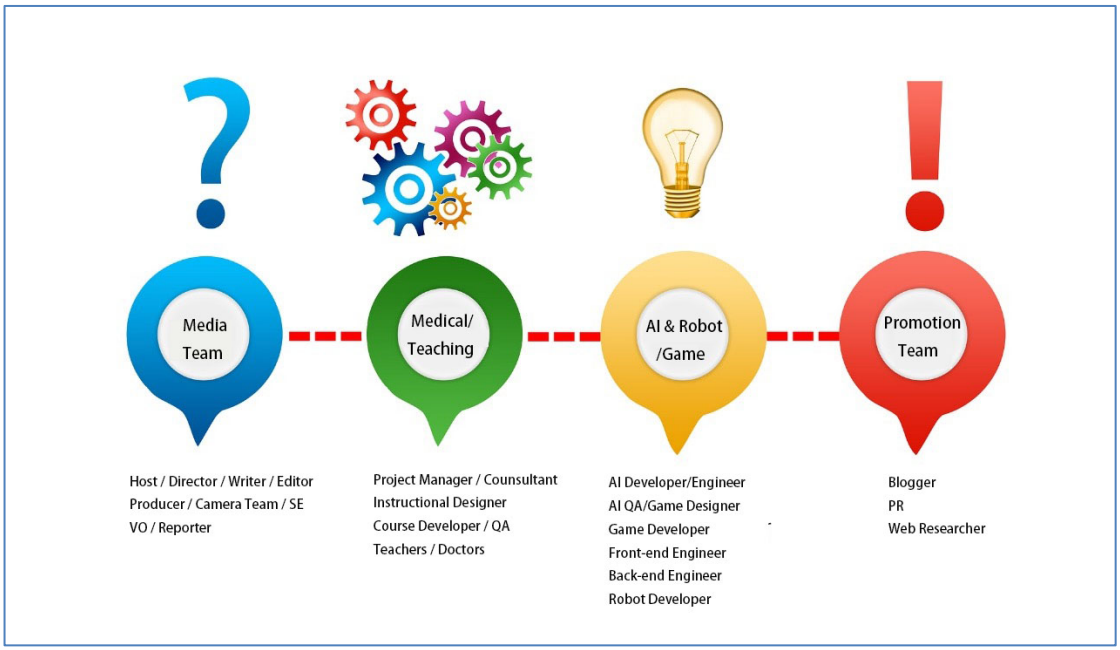
- Using Big Data & Machine Deep Learning to create a method for testing individuals with autism. When a potential autistic individual logs into the system, he will be asked to play a game. After playing, he will be rewarded; and the system can infer whether this user is autistic.
- "Information Retrieval" feature where entering keywords prompts the system to display relevant information.
- Live streaming of audio and video.
- Online store function.
- Community chat area, email.

Production Phase III: AI Platform Advance Functions

- Create the Robot Ama to interact with the login users.
- Create the Interactive (or StarVerse) game

Appendix 4 - Preparatory Stage - Assembling Professional Teams

- Consultant Team
- Media Team
- Medical / Academy Team
- AI & Bot / Game Team
- Promotion Teams



Appendix 5 - Social Media Show

Pre-Planning

Data Collection: The project team has an engagement list with well over 100 individuals with autism. 10 children and their parents are already willing to fully cooperate. When the project begins execution, further inquiries can be made easily to identify additional participants and integrate relevant information.

- Assembling the Social Media Show Team: Hiring professionals from the digital media marketing industry.

- Assembling the Content Experts Team: Invitation to multiple experts in the autism field of study to discuss the project's content.

- Assembling the Principal Work Team: Forming a main work team to lead various workers creating Malacors StarVerse Five Hubs.

Production Phase I

I. Main Tasks: Based on the planned direction and interview subjects, proceed with scripting, interviewing, filming, editing, voiceover recording and soundtrack mix.

II. Production Style: A characteristic of social media is its diverse media formats offering flexibility. For Malacors StarVerse, profound moments captured will drive production style. For instance, if a touching short story is the thrust, the end product can take the form of an animated video e.g. Hua Xuan's "Stray Cat Chronicles with One Ear."






Hua Xuan's brush portrays a one-eared cat as imaginative, helpful, emotionally rich, and passionate about traveling. The "one ear" is Hua Xuan's metaphor for her own imperfections and flaws. Through the one-eared cat, she aims to open a pathway for communication with others. The stories depicted by her brush unveil a world that is rich, beautiful, and filled with joy.



III. Collaborative Hosting:

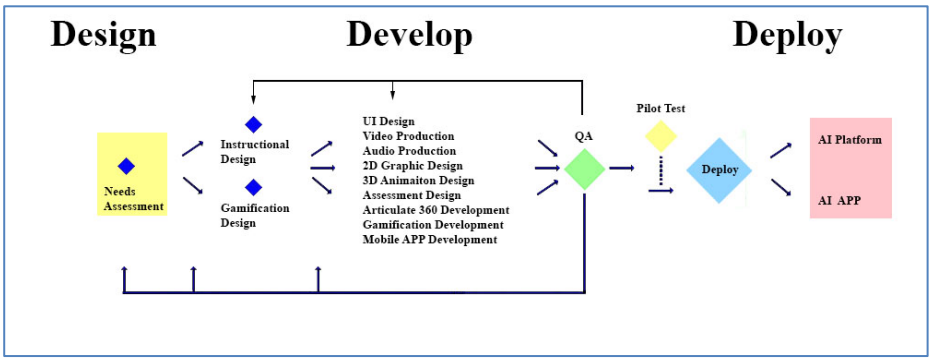
Initially designed by Professor Lilly Cheng, the content will be presented in a relaxed tone, with reports, interviews, and fun games. The set in a virtual StarVerse space, allowing interviewees to come in from various corners of the world.

For example, if interviewing the autistic artist, Hua Xuan, drawing "One-Eared Cat Traveling to Japan," the scene could be the imagined Japanese city in Hua Xuan's drawing. With Ai, the host and guest could transform into Japanese tourists, immersed in the very scene.

If the interview simultaneously involves interviewing another guest expert located in another country, such as Europe, the guest expert also “enters” the virtual Japanese city. All three engage and interact as if they are into a universe of their own altogether. Just mind-boggling, leading to life-changing learning experiences in the StarVerse.

Appendix 6 - Academy Development

I. For eLearning Curriculum Development: the ADDIE Instructional Design Methodology will be adopted. Besides extensive roundtable discussions with related organisations, medical institutions, schools, foundations and professional teachers. The prevailing meticulous ADDIE instructional design method, encompassing needs analysis, instructional design, development, quality assurance, and deployment ensures simplicity, user-friendliness, fun, and challenge in any learning process. At the beginning of the project, the work team, including the project leader, instructional designer, programmer, instructional developer, scriptwriter, 2D/3D computer animator, and video director, will discuss design concepts, styles, graphics, and animation directions with subject matter experts and consultants.



II. Academy Chat Community: To effectively manage the progress of instructional design and development, a Community Chat virtual space will be set up on the website which holds the potential of conversion later into a forum for eLearners after the course goes live. This space will also be a depository for work forms to be filled out for each of these five stages of instructional development:

1. Instructional Design Phase: Design Template

2. Instructional Development Phase: Development Blueprint

3. Instructional Review Phase: Review Check List, Change Request Form

4. Instructional Testing Phase: QA Check List

5. Pilot Testing Phase: Pilot Test Feedback

(1) Instructional Design

The instructional designer collaborates with subject matter experts to determine the content required for the instructional materials. This includes the course name, course outline, course objectives, target audience, prerequisites, and assessment methods. The instructional designer fills in the content determined in the Design Template for instructional materials. All design standards for future instructional materials will be based on this Design Template, including the appearance, structure (lesson, module, topic, etc.), and standard vocabulary, aiming to enhance standardisation and improve efficiency in instructional material development. Once the Design Template is completed, the instructional designer will use it to create a Development Blueprint for each course. The Development Blueprint specifies how each segment of instructional content will be presented: through text, graphics, audio, video, or animation.

(2) Instructional Material Development

The project manager organises a development meeting, bringing together instructional designers, material developers, software engineers, 2D illustrators, 3D animators, and a film director to discuss work details and deadlines based on the Development Blueprint.

(3) Instructional Material Review

After the completion of instructional material development, subject matter experts use the Instructional Material Review Checklist for a trial reading. If there are errors in the finished course or inconsistencies with the initial Design Template, requiring modifications, subject matter experts complete a Change Request Form, specifying the areas for modification. Once all modifications are completed and the review is passed, the subject matter experts submit the final product to the next stage.

(4) Instructional Material Testing

Once the completed course passes the review by subject matter experts, instructional designers, and consultants, it is sent to QA personnel for quality checks. QA involves

reading through the webpage, checking if buttons function correctly, ensuring images or sounds are in the right places, verifying the correctness of wording in the instructional material, checking video playback, and ensuring that all indicated functions are working. Any errors discovered during the review process are sent back to the personnel involved in the previous three stages for modification.

(5) Pilot Testing

Before the course is officially launched, a pilot test with 100 students will be conducted. These students will be invited from healthcare units, social welfare organisations, caregivers of individuals with autism, teachers, etc. After completing the course, they will provide feedback using the Pilot Test Feedback form, serving as a reference for modifications to the course that are needed.

Appendix 7 - Web/Mobile APP Course Learning Mechanism

- Course search, introduction, and online enrolment functionalities.
- Offering self-paced, real-time video learning, and hybrid learning options.
- Uploading and downloading of materials such as videos and PDFs.
- Providing online tutoring (office hours) and teacher web information.
- Teacher permissions: Managing community chat areas and learners' evaluations of courses; conducting various collaborative learning activities such as forums and chat rooms.

Learner Mechanism

- Intelligent login: Facial recognition, voice recognition, and text password login options.
- Registration management system may request first-time learners to fill out a brief questionnaire. Based on attributes such as age, ethnicity, professional field, and experience in caring for individuals with dementia, the system provides course recommendations.
- After registration, learners receive automatic access permissions, and the AI friend offers a warm welcome.
- Every time learners log in, the AI friend appears, providing real-time assistance.
- Ability for learners to provide comments on courses and access view rankings.
- Download functionality for course content.
- Prompt feature to guide learners to the last section they studied.
- Management of learners' personal information and course records.
- Forgot password feature, allowing learners to retrieve passwords based on personal information (e.g., pet's name).

Exam Mechanism

- Can automatically present random quiz questions based on the learner's progress. Offers various types of test questions (multiple-choice, true/false, fill in the blanks, and open-ended questions).
- Allows setting a test duration and issues warnings before the end of the test.
- Incorporates gamified features such as award mechanisms and personal leaderboards.
- Upon passing the test, learners can input their scores on their personal profile page to track learning achievements.
- Capable of issuing learning certificates.

Appendix 8 - AI Proposed Team Biographical Sketch

NAME: Cheng, Li-Rong Lilly

Position: Project Director

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date	FIELD OF STUDY
National Taiwan University, Taiwan	BA	1968	English and Spanish
Southern Illinois University, IL	MA	1969	Linguistics
Michigan State University, MI	MA	1973	Speech Pathology
Courses completed Michigan State University, MI	PH.D.	1973	Linguistics
Claremont Graduate School, San Diego State University, CA	PH.D.	1983	Speech Pathology and Multicultural Education

Dr. Li-Rong Lilly Cheng served as Professor in the School of Speech, Language, and Hearing Sciences and Executive Director of Chinese Studies Institute at SDSU. Professor Cheng served as a member of the board of trustees of the Campanile Foundation of SDSU. She is the past chair of the Multicultural Issues Board for the American Speech, Language and Hearing Association (ASHA) and the chair of the Education Committee for the International Association of Logopedics and Phoniatrics (IALP- The International Association of Communication Sciences and Disorders). She is a Fellow of ASHA and received the Honors of ASHA. She served as the past president of IALP. She was the founder of the Asian Pacific Islander Caucus of ASHA. She has dedicated her life to education with a focus on the children, women, underserved and unserved. She has provided professional and humanitarian assistance and resources to individuals, schools, clinics and groups with special needs including deafness, autism spectrum disorders, speech and language disorders and disability across the lifespan across the globe.

Dr. Cheng served as the Chair of the Medical Assurance Board of the State of California and Board Member of the California Health Foundation. She served as the Chair of the International Affairs Board of the City of San Diego and the Chair of the Asian Pacific Historical Thematic District. She serves on the Board of Jewish Family Service of San Diego and the Historical Resource Board of the City of San Diego.

Professor Cheng was the past President of the Phi Beta Delta Chapter at SDSU. She has received many awards from SDSU and professional organizations. She was selected as the outstanding alumnus of Michigan State University. Dr. Cheng is the recipient of the 1997 ASHA Award for special contributions to Multicultural Affairs and the recipient of the 2002 Diversity Award from the California Speech & Hearing Association. She is on the editorial board of several major professional journals. She has numerous professional publications and has lectured all over the world. In 2007, she received the best research article award from Council of Exceptional Children. She has taught Chinese to individuals across the life span in a multitude of settings. In 2010, she received the Humanitarian Award from the Asian Heritage Foundation. She received the 2012 Monty’s Award from SDSU. She received the 2013 Diversity Award from CAPCSD. She served as consultant for Sesame Street and Tiffany and Company.

CERTIFICATES AND LICENSES

Certified (Certificate of Clinical Competence, Speech-Language Pathology), American Speech-Language-Hearing Association.

Licensed (Speech-Language Pathology), State of California Board of Medical Assurance.

POSITIONS AND HONORS

Positions and Employment

1984 - present	Professor, School of Speech, Languages and Hearing Sciences
2003 - present	Director, Chinese Studies Institute, San Diego State University
2003 - 2013	Chair, Asia Desk, San Diego World Trade Center
2005 - 2011	Co-Chair, Asia Task Force, San Diego State University
2006 - 2015	Chair, San Diego Chinese Historical Museum Board of Directors
2015 -	San Diego Mayor's Asian Pacific Islander Advisory Committee

Honors and Keynotes

2024	Women Changing the World Global Summit and Awards - She was the first-place winner of the Hall of Fame award.
2013 - 2016	President Elect – International Association of Logopedics and Phoniatrics
2013	Asian Heritage Award – In recognition of significant contributions to improve the quality of life of individuals with communicative disorders
2013	ASHA Honors, The highest honor of the American Speech Language and Hearing
2014	Association
2014	International Symposium on Child Language Disorders, Taiwan
2015	Irish Speech and Hearing Association
2016	Honors, Asian Pacific Society Speech Language and Hearing
	President, International Association of Logopedics and Phoniatrics

Selected PUBLICATIONS

Cheng, L. (2006) chapter appear in Speech, Language, and hearing Programs in Schools- A Guide for Students and Practitioners. 2nd Edition.

Cheng, L. (2006) Global Perspective of Speech Pathology Education. Folia Phoniatrics et Logopedics.

Cheng, L. (2006) International Guide to Speech Acquisition, Thomson Delmar Learning, New York.

Cheng, L. (2006) Transcription of English Influenced by Selected Asian Languages.

Cheng, L. (2003) chapter appear in Speech, Language and Hearing Programs in the Schools. 2nd Edition.

Selected PROFESSIONAL ACTIVITIES

Editorial Board	Multicultural Perspectives: An Official Publication of the National Association for Multicultural Education
Editorial Board	CSHA Magazine (California Speech Hearing Association)
Editorial Board	Multicultural Perspectives
Editorial Board	IALP: Communicative Disorders Quarterly
Editorial Board	2002, Multicultural Perspectives: Journal of the National Association for Multicultural Education

Autism Profession team:

I. Consultants: Dr. Helen Grech, Dr. Chu Shin Ying, Dr. Betty Yu. Dr. Rosario Roman.

Dr. Helen Grech

Dr Grech is the Head of the Department of Communication Therapy and Deputy Dean of the Faculty of Health Sciences of the University of Malta. She lectures mainly in areas related to speech/language pathology and audiology. Dr Grech is also a practicing educational audiologist and speech-language pathologist. She has been invited as visiting lecturer by various Higher Education Institutions including Ain Shams University, Cairo, Egypt; Catholic University, Leuven, Belgium; Fontys Hogeschool. Eindhoven, The Netherlands; Göteborg University, Sweden; Huddinge University Hospital, Sweden; Institut Libre Marie Haps, Brussels, Belgium; KHBO, Brugge, Belgium; Lessius Hogeschool, Antwerp, Belgium; University of Oulu, Finland; and the University of Catania, Sicily.

Dr Grech has been recruited by the EC on several occasions as an expert Evaluator for the FP7 and FP6 programmes of European Community for research, technological development and demonstration activities. She also worked for the European Union Programmes Unit, Malta, as an evaluator of proposals submitted under the Grundtvic and Erasmus programmes. She represents Malta on the Cost Domain for Individuals, Societies, Cultures and Health (ISCH). She is President Elect of the International Association of Logopedics and Phoniatrics (IALP).

Dr Grech was awarded a Marie Curie Intra-European Research Fellowship at the University of Limerick, Ireland, where she standardised a speech and language assessment for early identification of Maltese children with communication difficulties. She was also awarded an Individual Mobility Grant under Tempus Programme and co-ordinated a 4-year Marie Curie FP6 project.

Dr. Chu Shin Ying

Dr. Chu is a senior lecturer at the National University of Malaysia, Faculty of Health Sciences. She is also a speech therapist and clinical educator at the university's Audiology and Speech Sciences Clinic. Dr. Chu was trained at the University of Kansas, first

undertaking her B.A (Honors) in Psychology, and subsequently M.A. and Ph.D. in Speech-Language-Pathology. Dr. Chu's post-doctoral fellowship was at the National Rehabilitation Center for Persons with Disabilities, Japan. During her post-doctoral fellowship, she has developed numerous Japanese assessment tools and treatment protocols for speech therapists in managing clients with stuttering under the sponsorship of the Japan Society for the Promotion of Science.

Dr. Chu's clinical work deals with the treatment of children with stuttering, speech-language delay, and adults suffering from motor speech disorders. Her research interests involve understanding the speech motor control and quantification of speech motor performance in normal and disorders population. The focus of this research has been directed at developing assessment tools for patients with Parkinson's disease and stuttering. Most recently, her specific interest has involved examining the social participation in patients with communication disorders and evidence-based practice among Asia's allied health professionals.

Dr. Betty Yu

Dr. Yu is a Professor in the Department of Speech, Language, and Hearing Sciences. Her research and clinical interests are in how the development of communicative, linguistic and sociocultural competencies among racialized bilingual/multilingual children interfaces with institutional practices/policies, family socialization, and dominant ideologies about race/language/disability. Another strand of her work focuses on issues of *linguistic disability justice*, particularly the systemic influences of raciolinguistic discrimination, ableism and pathologization in the field of Speech, Language and Hearing Sciences (SLHS). She is an advisory board member to the *Asian Pacific Islander Speech-Language-Hearing Caucus*. She is also a co-managing editor of the *Journal of Critical Study of Communication and Disability*.

Dr. Rosario Roman

Dr. Roman is Founder, President, and CEO of BMSI. She has a Master's of Science degree in Speech Language Pathology and is certified by the American Speech Language and Hearing Association. In 2010, she was recognized with the "Diversity Champion Award" for her work with Native Americans and Hispanics. Ms. Román was recognized in 2011 by ASHA for her Outstanding Contributions in Multicultural Affairs. She has worked extensively with Hispanic and American Indian families, developing and employing culturally-relevant assessment strategies. Ms. Román in 2019 was recognized by Bolivia with the "Latin Maya Award" for the years of contribution in the area of speech language treatment, training and therapeutic materials to Bolivia. Ms. Román was the Chairman for the Ad Hoc committee in the Paraguay ASHA/PAHO collaboration. ASHA won a 2018 ASAE Summit Award for its collaboration with PAHO/WHO. She is a highly talented bilingual speech-language pathologist with local, state, national and international experience. She has worked with and studied under some of the best practitioners in her field. Ms. Román has published articles and presented to conferences throughout the world.

II. Online Teaching Professors: Dr. Carol Westby, Dr. Patricia Prelock, Dr. Barry Prizant. Dr. Henry Angelo, and Dr. Fernanda Dreux.

Dr. Carol Westby, PhD, CCC-SLP, BCS-CL, is a consultant for Bilingual Multicultural Services in Albuquerque, NM and holds an affiliated appointment in Communication Disorders at Brigham Young University in Provo, UT. She is a fellow of the American-Speech-Language-Hearing Association (ASHA), has received the Honors of ASHA and the Kleffner Lifetime Clinical Achievement Award, and holds Board Certification in Child Language. Dr. Westby has received the Distinguished Alumnus Award from Geneva College and the University of Iowa's Department of Speech Pathology and Audiology and the ASHA Award for Contributions to Multicultural Affairs. She is widely recognized for her development of the Westby Playscale, an assessment tool for young children.

She had published and presented nationally and internationally on a wide variety of topics including screen time and learning in the 21st century, assessing and facilitating play in children, theory of mind, narrative development, adverse childhood experiences, and issues in assessment and intervention with culturally/linguistically diverse populations. Dr. Westby has a BA in English from Geneva College and an MA and PhD in Speech Pathology from the University of Iowa. (https://www.childlanguagespecialist.org/specialist/carol-westby/)

Dr. Patricia Prelock

Dr. Prelock is a recognized expert in the nature and treatment of autism spectrum disorders (ASD) and has been awarded more than $12.2 million dollars in university, state, and federal funding to develop innovations in interdisciplinary training supporting children and youth with neurodevelopmental disabilities and their families, to facilitate training in speech-language pathology, and to support her intervention work in ASD. She has over 205 publications and 577 peer-reviewed and invited presentations/keynotes in the areas of autism and other neurodevelopmental disabilities, collaboration, IPE, leadership, and language learning disabilities. She is Associate Editor for the Journal of Autism and Developmental Disorders.

Dr.Prelock received the University of Vermont's Kroepsch-Maurice Excellence in Teaching Award in 2000, was named an ASHA Fellow in 2000 and a University of Vermont Scholar in 2003. In 2015. Dr. Prelock was named a Distinguished Alumna of the University of Pittsburgh and in 2016, she received the ASHA Honors of the Association. Dr. Prelock is a Board Certified Specialist in Child Language and a Fellow in the National Academies of Practice-SLP. She was the 2013 ASHA President and ASHFoundation President from 2020 to 2021. (https://www.childlanguagespecialist.org/specialist/patricia-a-prelock-2/)

Dr. Barry Prizant

Dr. Prizant has more than 50 years experience as a clinical scholar, consultant, researcher and program consultant to children and older persons with Autistic Spectrum Disorders (ASD) and related neurodevelopmental disabilities and their families. He is a Speech-Language Pathologist and holds the Certificate of Clinical Competence (CCC-SLP) of the American Speech-Language-Hearing Association. Barry has served as a tenured Professor of Communication Disorders at Southern Illinois University and Emerson College, Boston, where he developed specialty tracks in language disabilities and autism in the Master's and Doctoral programs. He also was Founder and Director of the Communication Disorders Department at Bradley Hospital, with an Associate Professor Appointment in Child and Adolescent Psychiatry in the Brown University Program in

Medicine, and was an Advanced Post-Doctoral Fellow in Early Intervention at UNC-Chapel Hill.

Barry has developed family-centered programs for newly diagnosed toddlers with social-communication disabilities and ASD and their families in hospital, school and university clinic settings, and consults widely to schools and agencies in New England as well and nationally and internationally, from early intervention through high school settings.

Dr. Henry Angelo

Dr. Henry D'Angelo Jr, MD is a family medicine specialist in Walpole, MA and has over 31 years of experience in the medical field. He graduated from UNIVERSITY OF MASSACHUSETTS BOSTON CAMPUS in 1992. He is affiliated with Newton-Wellesley Hospital. He is not accepting new patients.

Dr. Fernanda Dreux

Dr. Fernanda Dreux M. Fernandes, Associate professor,University of Sao Paulo, Her research interest are Language disorder in ASD,Research and practice in speech and language with persons with ASD, Speech and language in primary health-care, Professional ethics, Basic principles in speech-language pathology, Supervised practice in speech-language assessment and intervention to children with ASD. Dr. Dreux's reseatch interest is Language disorder in ASD,Research and practice in speech and language with persons with ASD, Speech and language in primary health-care, Professional ethics, Basic principles in speech-language pathology, Supervised practice in speech-language assessment and intervention to children with ASD.

BIOGRAPHICAL SKETCH

NAME: Feng, Dan-Mei Tammy

Position: Project Director

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	END DATE MM/YYYY	FIELD OF STUDY
National Taiwan Academy of Fine Art	BA	1981	Film & Drama
Sacramento State University, Sacramento, California	BA	1985	Drama
San Francisco State University, San Francisco, California	MFA	1990	Broadcasting Communication Arts

A. Personal Statement

For the proposed project, both Dr. Li-Rong Cheng and I will provide oversight of the entire project development and implementation.

I have served as a Project Manager, eLearning Course Designer, Game Course Designer, TV Primetime Producer & Director, and Documentary Director for over 20 years. My years of multimedia experience can ensure that the developed courses are professional, with high audio-visual enjoyment impact, replete with interactivity and games to engage learners' motivation and participation.

As a Project Director, I have designed and developed many eLearning courses. These include a series teaching social workers how to evaluate dementia; K-12 student summer camp game courses; medical courses for treating drug addicts and a high school music series.

I was appointed the Asian-Pacific Studio Manager at Oracle Learning Network: Set up the video department for Oracle Singapore and replicated the operations in Oracle China and Taiwan. Produced hundreds of eLearning courses for Oracle Learning Network for US and Asia Pacific Division. Assisted the Education Department successfully in selling the Oracle Learning Management System to Chunghwa Telecom (the biggest telecom carrier in Taiwan). Taught CART Methodology to Oracle customers. CART is the Instructional System Design Methodology created by Oracle.

I had lectured at Fu-Ren Catholic University, with their Mass Communications Department, Taiwan. I served as Producer & Director on many primetime episodes for TV stations.

Technical Skills

eLearning authoring tools: Articulate 360, Lectora Online. Wed & eBook Development tools: Adobe Dreamweaver, Photoshop, Fireworks, MS Office Suite. Mac: iWork, Keynote, Pages, Numbers. Streaming media development tools: Final Cut Pro Studio, Adobe Premier Pro, Audition, Adobe After Effects, QuickTime, Window Media, Flash, Sorenson, Xilisoft, MPEG Streamclip.

B. Positions

Positions and Employment

1987 - 1990	Program Supervisor, KPST, Channel 66, San Francisco, CA
1990 - 1996	Lecturer, Fu Jen Catholic University, Taipei
1992 - 2001	Producer & Director, Class Independent Production Company, Taipei
2001 - 2004	Asian-Pacific Studio Manager, Oracle Corporation, San Francisco, CA
2004 - 2022	Project Director, PTT Media, Walnut Creek, CA

Honors

1999 - 2000	The produced “Urban Defense News Magazine” program was nominated for the Golden Bell Award for Best TV Program of the Year., Golden Bell Award

C. Contribution to Science

1. The Dementia project developed for the Ministry of Health and Welfare has been adopted by the National Agency for the Care of Dementia.

2. The developed Drug Addiction eLearning courses have been adopted by drug addiction medical institutions nationwide.

3. The developed Music & Home economic eLearning courses - interactive online games for the Ministry of Education has been adopted by high school music and home economice education departments across Taiwan.

4. The television programs I've produced have been sold by TBS Taiwan to over ten countries and being broadcast on their television channels.

BIOGRAPHICAL SKETCH

NAME: Yan, Hao

Position: AI Technical Team Leader

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	END DATE MM/YYYY	FIELD OF STUDY
Northern Jiaotong University, Beijing	BA	2000	Computer Science and Technology
Hong Kong Polytechnic University, Hong Kong	MA	2013	Software Technology

A. Personal Statement

For this project, I will be responsible for leading the AI team and creating Cupid robot. My expertise is on artificial intelligence application, oversight of system planning, and information technology landing. For the past 18 years, I have served as Chief Technical Officer, Senior Engineer, Product Manager, Project Manager, R&D Director, R&D Deputy General Manager, Technical Director, and Senior Development Engineer.

As a Chief Technical Officer, I organize R&D teams and link internal/external resources to build a core support system for family education and teaching, including: 1) AI intelligent applications: flexibly combining AI technologies such as speech recognition, speech synthesis, computer vision, etc., 2) Large-screen APP: Based on the characteristics and operating limitations of large-screen devices, it aims at the use of parents, children, and the elderly. Implement multi-level interactive design to enhance the effectiveness of course training. 3) Linkage with mobile phone apps, official accounts, and mini programs: build a networked user stickiness support system to cover a complete family education scene.

When I worked as R&D deputy general manager and technical director, I led a hundred-person R&D team to complete major projects such as TPM translation management system, ELP multilingual work platform, cloud translation service platform, language networking, etc. My team developed an enterprise-level system that brought nearly 100 million of direct income for the company. Presided over the key architecture design and application research, development of the core project of the Transcendent Language Network, established the core infrastructure and Model, completed multilingual text and document matching, multilingual summarization, intelligent multilingual input, and large-scale multilingual information processing. I also researched on technologies such as control systems and multi-language big data integration applications; completed the cloud translation project of the National Science and Technology Support Plan.

Professional Skill

Sophisticated with the following programs: Visual Studio, .NET, MS SQL2000, MSSQL 2005, ORACLE, Ajax, CSS, C/C++, JavaScript, VBscript, JAVA, XML, PHP, Strust, JMF, MYSQL, Linux, VC, Rose, UML, WebLogic, IIS, Flash Action Script, HTML, DHTML, ASP.NET, JSP, Python.

BIOGRAPHICAL SKETCH

NAME: Teh, Teong Chin

Position: eLearning Development Team Leader

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	END DATE MM/YYYY	FIELD OF STUDY
San Francisco State University	BA	2000	Business Administration

A. Personal Statement

I am a multimedia professional with over 20 years' experience designing and implementing training and course development: delivering training, leading teams of programmers, designing and writing course templates, deploying to various distribution media. A proven track record of significant improvements in productivity, quality and customer satisfaction while reducing costs. Produced over 6 different languages including English, French, Traditional Chinese, Simplified Chinese, Spanish and Thai training courses.

For the proposed project, I will lead the eLearning course development team. As a Multimedia Programmer, I had developed eLearning courses and game assessments for a Cisco Russia Type 4a Entity project. Flash Interactive game for a British Petroleum project. Developed over 50 eLearning courses for Genentech and Manpower Group project.

When I worked at Moody's Analytics San Francisco as an Assistant Director, I accomplished the following task: 1) Deployed and maintained all courses for AICC and SCORM to Learn.com. 2) Led 5 development team members on E-Learning credit training products for over 40 different banks throughout U.S., EMEA, Asia and Latin America. 3) Redesigned a way for students to quit diagnostic or exam without getting 0 score in Learn.com LMS while maintaining integrity of random questions using JavaScript. Greatly reduced customer and help desk calls from 50 per month to virtually 0. 4) Conducted research and development of Madcap Flare XML based help system of searchable knowledge base with Lectora. Able to link from Lectora to particular section of Madcap system and also listed all related and associated files containing the searchable word. 5) Designed and developed an on-line new product tutorial course using Viewlet Builder to mirror how our new product operates, significantly reducing customer support calls by 38%.

I have received highly rated achievement awards including Outstanding Employee of the Year and Most Valuable Employee of 3rd Quarter.

Technical Skills

Lectora and Learn.com LMS.; Madcap Flare help/library system eLearning, Flash, Web development, CSS, JavaScript, JavaScript including JQuery, jsp, html. Familiar with Articulate 360 and Toolbook. Software: Microsoft: MS Office Suite, PowerPoint, Access, Visual SourceSafe, SQL Server, Project. Windows XP, 2000, 7, Mac OS. ADOBE: Flash, Photoshop, Dreamweaver, Acrobat, Captivate, InDesign, Audition. Video and audio editing, streaming in Flash or Sorenson. Others: Symantec Ghost, Power ISO/Daemon tool, 3ds Max.