

APP LICATI N R PORT

Project Name: CLASE Latin Community f acti e
Applicant Organization: Autism So iety Inland Empi e
Awarded Amount: \$180,000.00
Funding Announcement Name: m oting Servi e A ess and Equity G ant



PROJ CT UMMARY

This 2-year grant will ontinue t st engthen the CLASE Latin Community f acti e leaders by providing ultu ally elevant leadership, bias, systems t aining, and support f at least 30 parent adv ates and leaders wh serve the Inland Empi e (Riverside and San Bernardin Counties) Hispani VDD ommunity. Additionally, CLASE members will develop and disseminate twelve new es u es (3 each year in English and Spanish) t edu ate the Latin ommunity on Regional Center servi es in the next tw years.

APPLICANT TI N	APPLICANT R PON	ATTACHM NT
Applicant ligibilit		
Applicant Information		
1. Project Title	Applicant Response	
What is the ect Title?	F tifying the Foundati n of the CLASE Latin Community f acti e	
2. Awarded Amount	Applicant Response	
What is the total amount awarded for the project?	\$180,000.00	
3. rganization Type	Applicant Response	
Choose the esponse that best des ibes yu rganization.	Community Based O rganization (CBO), 501()(3)	
4. Description of rganization/Group	Applicant Response	
rovide a brief des iption of the rganizati n group. Explain what experien e yu rganization has managing a p ect simila t the proposal and state the out omes f that pr ect. You may upload yu br hu e add a website link.	The Autism S iety Inland Empire's mission is t imp ve the lives f ALL affe ted by autism in the Inland Empi e sin e 1986. We are a grass oots nonpr fit rganization w king t improve the quality of life and edu e inequities in many areas. We provide wellness programs, edu ation, support, systems navigation, and grass oots adv acy f the Autism and VDD ommunity in the Inland Empi e. We we e e ntly awarded the Autism S iety of Ameri a Affiliate of the Year award f u w k in the ommunity in 2021. Among w k we have done in edu ation and employment, we have had the privilege to fa ilitate the CLASE C mmunity f a ti e fo the last th ee yea s. We have witnessed a fra tu ed ommunity start t heal. CLASE is a group f 41 leaders fom 19 different rganizations wh learn about es u es, systems navigation, leadership; eate and disseminate es u es t the over 16,000 Inland Regional Latin lients.	
5. Applicant in Good Standing	Applicant Response	
Is the appli ant in good standing with the Calif nia Sec etary of State, Calif nia F an hise Tax Board, and Calif nia Department of Tax and Fee Administrati n? lease upl ad onfi mation letter(s) pr f of good standing.	Yes	1
6. Subcontractors in Good Standing	Applicant Response	
Are the appli ant's subcont act s in good standing with the Calif nia Sec etary of State, Calif nia F an hise Tax Board, and Calif nia Department of Tax and Fee Administrati n?	Yes	
Grant Reapplication Information		
Grant Reapplications n l		
1. Previous Award(s)	Applicant Response	
Did yu rganizati n receive DDS grant funding in fis al year 2019-20 2020-21? If yes, go t question 2 t omplete each olumn. If n , skip this ategory and go t ategory 3.	Yes	

<p>2. Previous Grant Award(s)</p> <p>Sin e fis al year 2019, mplete a wf each DDS Se ví e A ess and Equity g ant y u ganizati n was awarded funding.</p>	<p>Applicant Response</p> <table border="1" data-bbox="479 247 1334 747"> <tr> <td data-bbox="479 247 703 327"></td> <td data-bbox="703 247 911 327"></td> <td data-bbox="911 247 1120 327"></td> <td data-bbox="1120 247 1334 327"></td> </tr> <tr> <td data-bbox="479 327 703 464"></td> <td data-bbox="703 327 911 464"></td> <td data-bbox="911 327 1120 464"></td> <td data-bbox="1120 327 1334 464"></td> </tr> <tr> <td data-bbox="479 464 703 615">2019</td> <td data-bbox="703 464 911 615">Expansi n of the C laboraci3n, Liderazgo, Abogacia, Se vicio y Edu a i3n (CLASE) C mmunity f acti e</td> <td data-bbox="911 464 1120 615">19-C02</td> <td data-bbox="1120 464 1334 615">94,740</td> </tr> <tr> <td data-bbox="479 615 703 747">2020</td> <td data-bbox="703 615 911 747">CLASE C mmunity f acti e: Empowering Latin Stakeh lders with a V í e fo Adv a y</td> <td data-bbox="911 615 1120 747">20-C02</td> <td data-bbox="1120 615 1334 747">60000</td> </tr> </table>									2019	Expansi n of the C laboraci3n, Liderazgo, Abogacia, Se vicio y Edu a i3n (CLASE) C mmunity f acti e	19-C02	94,740	2020	CLASE C mmunity f acti e: Empowering Latin Stakeh lders with a V í e fo Adv a y	20-C02	60000	
2019	Expansi n of the C laboraci3n, Liderazgo, Abogacia, Se vicio y Edu a i3n (CLASE) C mmunity f acti e	19-C02	94,740															
2020	CLASE C mmunity f acti e: Empowering Latin Stakeh lders with a V í e fo Adv a y	20-C02	60000															
<p>3. Previous Grant Outcomes</p> <p>ovide a bief grant summa y of y u pr ect ut mes f fis al year 2019-20 and/ 2020-21.</p>	<p>Applicant Response</p> <p>The p et out ome in 2019 was t ntinue t build the apacity f leaders wh served the Spanish Speaking ID/DD mmunities in the Rive side and San Berna din Counties by:</p> <p>(1) In easing kn wledge on pers n- entered thinking and planning f 32 leaders wh servi e the Inland Empi e Hispani /ID/DD mmunity</p> <p>(2) In easing parti ipati n at stakeh lder meetings and systems adv a y</p> <p>(3) In easing marketing and es u e material f the Hispani /Spanish-speaking ommunity on issues relevant t Regional Center se ví es, eventually p du ing a lib a y of tools t share with all groups and t aining parti ipants t alleviate bu nout and use new oping st ategies, tea hing them to families afte they learn them.</p> <p>The 2019 CLASE C mmunity f acti e had a t tal f 49 leaders fom 21 Inland Empi e ganizati ns and independent parent adv ates wh parti ipated, learned news skills, and developed new es u es f the mmunity. As COVID oared th ough Calif nia, thanks t the support f m DDS, we we e able t dist ibute tablets t all the CLASE members t all w them t a ess iti al es u es du ing the pandemi via nline t aining and inf mal netw king time. A t tal f 13 new es u e materials were developed, and all goals we e met.</p> <p>While the 2020 pr ect is still in p ess, the out ome we expect is t empower Inland Empi e Latin leaders t in ease thei adv acy effe tiveness and parti ipati n in egional enter adv acy issues. The e are u ently 41 leaders fom 19 ganizati ns wh attend this year's h t. The group has had leaders f m va ious backg unds sha e thei experien es with adv acy and leadership as a pers n f l . Leaders eated a Regional Center systems navigati n es u e in English and Spanish t assist families asking f servi es and dist ibuted th ough ut the g up's netw ks. CLASE is ur ently w king thr ough issues elated t the einstatement of S ial Re eati n servi es and p eparing t p a ti e stakeh lder adv acy. See attached additional eport f qualitative and quantitative eporting f this year.</p>	<p>1</p>																
<p>4. Project Transition</p>	<p>Applicant Response</p>																	

<p>If awarded, how will you implement the 2021-22 proposed project? Does your proposed project expand on what you currently do, if so how? What activities, measures, target groups are being added? Provide a summary of the differences and reasons why you are proposing the change.</p>	<p>This CLASE Community feedback has created learning opportunities, building capacity, sharing knowledge, creating new services, and most importantly, with the end goal of increasing access and equity for the Latin I/DD community.</p> <p>This project would continue the Community feedback by providing: (1) leadership and bias training through Cultural Diversity and Emotional Intelligence training; (2) increasing the leader's knowledge of Regional Center services such as Adaptive Diagnostics, Social Recreation, Employment, Housing, Crisis Services, Community Navigation, what SSI/HHSS support a caregiver can help with, Self-Determination, Early Start/parental eligibility, and EVV; (3) providing monthly "drop-in" meetings for CLASE members via a virtual meeting to provide a safe space for conversations on leadership, services and support; (4) developing easy-to-understand services for families in English and Spanish which all participants can distribute; and (5) creating a password-protected website portal to allow all CLASE leaders to access past and present services, presentations, and contact information.</p> <p>As you are aware, since COVID, there have been many changes in Regional Center services, with new services and service delivery models now available. COVID has also impacted the capacity of the nonprofits in the Inland Empire in various ways. Some have closed their doors, while others have merged. Some leaders have not been able to join CLASE because of family obligations related to COVID. The leaders who serve the Latin and Spanish-speaking community must be supported, equipped and knowledgeable, so they can, in turn, not only inform their families but also advocate when needed. Our community needs to take some time to not only stabilize but move forward. This project provides an opportunity to ensure the Latin community is not left behind.</p>	
<p>1. Project Type</p>	<p>Applicant Response</p>	
<p>Choose the project type that best describes your activities from the list below:</p>	<p>Educational and Training</p>	
<p>2. Duration of project</p>	<p>Applicant Response</p>	
<p>Choose the duration of your project.</p>	<p>24 months</p>	
<p>3. Regional Centers</p>	<p>Applicant Response</p>	
<p>Choose the Regional Center(s) that your project will serve. Check all that apply.</p>	<p>Inland Regional Center</p>	
<p>4. Counties Served</p>	<p>Applicant Response</p>	
<p>List the county/ies you project proposes to serve. Check all that apply.</p>	<p>Riverside County, San Bernardino County</p>	
<p>5. City of Los Angeles</p>	<p>Applicant Response</p>	
<p>If your project proposes to serve the City of Los Angeles, list the zip codes your project will serve.</p>	<p>N/A</p>	
<p>6. Community Based Organizations</p>	<p>Applicant Response</p>	<p style="text-align: center;">2</p>
<p>Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.</p>	<p>Current members of the CLASE include Angeles Especiales Parent Support, Broad Spectrum Behavior Minds, Capacidades Diferentes, Cachella Valley Special Needs Centers, Fiesta Educativa Inland - High Desert, GANAS, Inland Regional Center, NESPEP - Inclusion, Adres Center, TASK, United Cerebral Palsy Inland Empire, State Council on Developmental Disabilities and independent leaders. These group leaders give input on topics, develop and distribute services, and advocacy.</p>	
<p>7. Multiple Organizations</p>	<p>Applicant Response</p>	
<p>Does your project include partnership with one or more organizations either as a co-applicant/subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.</p>	<p>No</p>	
<p>8. Strategies and Sustainability</p>	<p>Applicant Response</p>	

<p>How will you perpetuate its work after the grant funding has concluded?</p>	<p>As a community starts to emerge out of COVID, CLASE leaders need time to reclaim their equilibrium. Because of increased federal funding and COVID protocols, there is an influx of new programs and practices that need to be learned.</p> <p>Community practices follow five stages: potential, forming, maturing, self-sustaining, and transformation. In our opinion, the Collaborative is in the maturing phase. The community has started to form strong bonds and trust and create real value for its members. It has grown in commitment and depth of knowledge but still depends on a facilitator and Autism Society Inland Empire staff to guide and diminish the work they prepare ourselves. We plan that the Community practice will become self-sustaining at the end of two years and have its momentum, no longer requiring a high level of staff support. If additional support is needed, we will pursue funding from private fundations.</p>				
Project Application					
<p>1. Ethnic Groups Served</p> <p>Select the ethnicity group(s) the project will serve. From "Indian", "Pacific Islander", "Slavic", "Other" use comment section to list specific groups.</p>	<p>Applicant Response</p> <p>Hispani</p>				
<p>Applicant Comment</p>					
<p>2. Ethnic Group(s), Language(s) and Number of Individuals Served</p> <p>For each ethnicity group, provide the number of individuals you expect intends to serve and the related language(s).</p>	<p>Applicant Response</p> <table border="1" data-bbox="479 808 1334 934" style="width: 100%; height: 60px;"> <tr> <td style="background-color: #003366;"></td> <td style="background-color: #003366;"></td> <td style="background-color: #003366;"></td> </tr> </table>				
<p>3. Age Group(s) Served</p> <p>Select all Age Groups the project will serve.</p>	<p>Applicant Response</p> <p>Birth up to Three (Early Start), Three to Five, Three to 21, 16 to 21, 22 and Older</p>				
<p>Applicant Comment</p>					
Project Application					
Project Application					
<p>1. Project Summary and Organizational Experience</p>	<p>Applicant Response</p>				

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Provide a clear and concise project summary that includes a defined target population, a treatment area, and a project design. Specifically describe what you predict will accomplish and how it will benefit the community served. In your answer, include what experience your organization has working with the target population?</p>	<p>With the generous support of DDS, the Autism Society Inland Empire has had the privilege of facilitating the CLASE Community Fellowship for the last three years. CLASE (Laboración, Liderazgo, Abogacía, Servicio Educativo) (CLASE) is a community partnership for learning and advocacy between individuals, families, service providers, regional centers, and local and state agencies. Over the last three years, 53 leaders serving the Latin American community have received valuable training and resources to strengthen their community and build trust with the Regional Center staff and service providers. Subject matter experts have delivered training for parent-centered thinking, stakeholder advocacy, leadership, coaching, and self-care to more than 50 leaders. New resources have been created in English and Spanish and distributed throughout the Inland Empire. The foundation of trust is moving forward.</p> <p>With your continued support for the next two years, the CLASE Fellowship will continue to evolve and strengthen the CLASE leaders by providing culturally relevant leadership, bias, systems training, and support for at least 30 parent advocates and leaders who serve the Inland Empire (Riverside and San Bernardino Counties) Hispanic American community. Additionally, CLASE members will develop and disseminate twelve new resources (3 each year in English and Spanish) to educate the Latin American community in the Regional Center service areas. As trusted messengers, each CLASE member will share this information with their local community. We expect this reach to exceed over 30,000 people.</p> <p>The proposed project is comprised of several different but related activities:</p> <ol style="list-style-type: none"> 1. Educate and raise awareness of at least 30 CLASE leaders on ongoing biases involving children and families in poverty to strengthen interventions with Inland Regional Center Latin American clients by Feb 2023. CLASE presentations in the Culture of Poverty and Emotional Intelligence will be offered in person and on Zoom for those who cannot attend in person. 2. Increase the knowledge of at least 30 CLASE participants in Regional Center service areas through a participant Directed Services, Social Re-entry, Employment, Housing, Crisis Services, Community Navigator, what SS/IVHSS support a case worker can help with, Self-Determination, Enrollment/eligibility, and EVV. 3. Provide monthly "drop-in" meetings for CLASE members via a virtual meeting to provide a safe space for conversations on leadership and resources. 4. Develop and disseminate at least six easy-to-understand resources (social media graphics, flyers, etc.) for families in Regional Center service areas in English and Spanish each year by February 2022 and an additional three by February 2023. 5. Create a password-protected website portal to allow all CLASE leaders to access past and present resources, presentations, and online information. <p>To determine whether project objectives are being met, qualitative and quantitative evaluations will take place.</p>	
<p>2. Data and Community Input</p> <p>Explain how the target population(s) are understood using RCOS data and other data as supporting evidence of the disparity. In your answer, include how your organization used input from the community and target population to design the project?</p>	<p>Applicant Response</p> <p>While the 19/ POS report shows that while steady progress has been made for clients with a primary diagnosis of Autism clients whose primary language is Spanish and clients of Hispanic ethnicity continue to have the greatest disparity of services and the need for additional support for the community. According to 19/ POS data Hispanic clients ages 3-11 per capita expenditures were \$891 per client less than White clients. Additionally the 3-21 Hispanic cohort that utilized their authorized services had an average of \$134 less in per capita authorized services compared to White clients. For clients whose primary language is Spanish 1.5% (1,658 clients) did not have services. This is compared to English-speaking clients in which 2% were not receiving services.</p> <p>CLASE leaders also report that many Hispanic and Spanish-speaking families feel there continue to be barriers. These include families who do not know what services are provided by Regional Center, may not want providers to come to their home, and lack trust with the Regional Center as well as agencies who are not familiar with the community.</p> <p>CLASE leaders give regular input on the structure, projects, and topics CLASE works on to ensure the community of Practice stays relevant and productive. CLASE leaders and Inland Regional Center staff input was incorporated into this grant in the areas of structure, topics and resources needed.</p>	
<p>3. Uniqueness</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>How is the proposed project unique different from a fully funded grant (e.g., strategies, activities, and objectives) in the proposed regional center at Inland Empire? If the project is similar to a fully funded grant listed on the Department's website, how is the proposed project different?</p>	<p>There are a number of differences which makes the CLASE Community facilitator unique compared to other projects in the Inland Empire:</p> <ol style="list-style-type: none"> 1. While other grants in the Inland Regional Center at Inland Empire focus on training and support each with clients and families, the CLASE Community facilitator uses the train-the-trainer model to increase the capacity of existing leaders and organizations which have been established networks of families and are seen as trusted messengers. CLASE currently has 41 leaders from 19 organizations with a social media reach of over 31,000. 2. The Inland Regional Center Cultural Specialist is part of our solution to educate barriers and eat to sit within the community. We are proud to have Liliiana Garcia as a member of the Community facilitator. She has provided insight and put a face to a system demonstrating training professionals who are invested in improving the lives of individuals with IDD. 3. Learning and application is taking place in real time to respond to issues taking place in the community now. One of the goals of the CLASE Community facilitator had was to improve stakeholder advocacy skills to be able to influence real change. One of the evidence of this was the participation in the 2021 Service Access and Equity Stakeholder Virtual Meetings and Public Input Survey. In February, Inland Regional Center was able to attend to present and hear feedback from the CLASE leaders providing the greatest number of comments from the community. 	
<p>4. Improve Equity and Service Access</p> <p>How will you prevent improve equity, access, and education barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>By providing capacity and training to the established and trusted leaders in the Latin community, families will have a better understanding of the services available and how to navigate these services.</p> <p>COVID put a spotlight on the working poor in the Inland Empire. According to the Public Library Institute's July 2021 Report, poverty in California, in San Bernardino County, 15.3% of the population is living in poverty, while Riverside County reports 16.1% poverty levels. This is roughly the same rate as the average of California's poverty rate; 16.4% of Californians (about 6.3 million) lacked enough resources—\$35,600 per year for a family of four, average age—to meet basic needs in 2019. Furthermore, more than a third (34.0%) of state residents were poor or near-poor in 2019.</p> <p>For the next two years, CLASE would like to examine how a family's social-economic status affects their ability to access services. This proposal would provide subcommittee experts to facilitate discussions around the Culture Equity and Emotional Intelligence to enlighten the leaders about hidden barriers. This would culminate in leaders being able to utilize four strategies: understanding the culture of poverty, person-centered thinking, knowledge about available services, and knowledge on how to navigate the Regional Center system to effectively assist Latin families in being able to access services equitably.</p>	
<p>5. Support of RC Plan</p> <p>How does this project support the RC plan to promote equity and education disparities in your proposed at Inland Empire? If you are a RC, how does this project support your recommendations and plan to promote equity and education disparities in your at Inland Empire? How will you collaborate with their organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>This project supports the RC plan to promote equity and education disparities by utilizing the existing and trusted network of Latin CBOs who serve this community. This project provides training to leaders so they, in turn, can train their families to request services, advise them how to navigate the Regional Center system, and provide services.</p> <p>CLASE continues to partner and strengthen the relationship with Inland Regional Center. CLASE members participated in the cultural proficiency training project that Inland Regional Center received a DDS grant to develop. CLASE has shared all the resources designed with Inland Regional Center, and Regional Center case workers are using them to help families. IRC has also started new support groups in which the leaders are invited to participate in the Community facilitator. Before COVID, IRC was frequently invited to attend out each event hosted by the CBOs which are CLASE members.</p>	
<p>6. Project Activities</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.</p> <p>Clearly and specifically state how the schedule of activities demonstrates the steps that the project will take to achieve its stated objective and measures.</p>	<p>Years of experience facilitating CLASE have taught us the timelines and some of the barriers we face implementing this program and the schedule of activities using past lessons learned.</p> <p>1. Educate and raise awareness of at least 30 CLASE leaders on ending biases involving children and families in poverty to assist in strengthening interactions with Inland Regional Center Latin clients by Feb 2024.</p> <p>a. Identify speakers for variety of Cultural and Emotional Intelligence and date of presentation by 2/28/2022.</p> <p>b. Arrange for training and all logistical staff training events by 2/28/2022.</p> <p>. Develop pre/posttest by the 5th of each month.</p> <p>2. Increase the knowledge of at least 30 CLASE participants in Regional Center services such as Participant Directed Services, Social Re-entry, Employment, Housing, Crisis Services, Community Navigator, what SS/IHSS support a sewer can help with, Self-Determination, Eligibility/visitation eligibility, and EVV.</p> <p>a. Initiate the schedule by which services are needed most by the community by 2/28/22.</p> <p>b. Arrange for training, subject matter experts and logistics, if designated tented by 3/30/22.</p> <p>. Develop pre/posttest and have it approved by DDS by the 5th of each month.</p> <p>3. Provide monthly “drop-ins” meetings for CLASE members via a virtual meeting to provide a safe space for conversations on leadership and assist all new leaders to discuss issues such as staffing, managing volunteers/boards, community issues, and sharing resources.</p> <p>a. Schedule monthly meetings via Zoom publish a calendar of dates. by 2/28/22.</p> <p>b. Ensure all leaders have access to Zoom. Distribute tablets to new leaders each month as needed.</p> <p>. Feedback taken on the value of groups by 2/1/2022 and make adjustments as necessary. Take feedback at end of the following year by 2/1/24.</p> <p>4. Develop and disseminate at least 12 easy-to-understand resources (social media graphics, flyers, etc.) for families on Regional Center services in English and Spanish. The English and Spanish (6) in 2022 and the English and Spanish (6) by in 2023.</p> <p>a. a. By 03/15/22, the CLASE group will determine which trainings need to be scheduled first.</p> <p>b. Resource material will be created, format decided, translated reviewed by CLASE members, approved and distributed by – 1st material - 6/30/22, 2nd material – 9/30/22, 3rd material – 11/30/22, 4th material – 4/30/23, 5th material – 7/30/23, 6th material - 10/30/23</p> <p>. Gather feedback on resources distributed by 2/1/23 and 2/1/24.</p> <p>5. Create a password-protected website portal to allow all CLASE leaders to access past and present resources, presentations, and contact information. a. Determine what resources will be included.</p> <p>a. By May 1, 2022, CLASE leaders will give input on resources to be included in the portal.</p> <p>b. By July 1, 2022, the website portal will be created and tested.</p> <p>. Feedback gathered on the value of the resources by 2/1/23 and 2/1/24. Adjustments are made if necessary.</p>	
7. Project Measures	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Before answering this question, applicants must enter performance measures into the Activities Template located in the middle tab directly above.</p> <p>Are you proposing measures appropriate to track the project's objective and activities? Explain how your proposed measures provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated.</p>	<p>We continue to improve our efforts to gather quality data to demonstrate whether our efforts lead to change in attitudes about the system, an increase of services, an increase in trust, and a reduction in barriers. We believe both quantitative and qualitative data can tell the story in these areas. SMART goals have been written which can determine program performance.</p>	
<p>8. Budget Template and Narrative</p> <p>Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.</p> <p>In your Budget Template, explain how the project budget is consistent with the stated project objective and activities, and clearly and concisely explain how the proposed expenditures support the overall project design and proposed outcomes.</p> <ul style="list-style-type: none"> Budget Template example is located at Attachment C. Budget Details and Restrictions are available here. 	<p>Applicant Response</p> <p>See attached template and narrative.</p>	
<p>9. Budget Costs</p> <p>Explain how the project budget costs are clearly associated with the project activities and objective and confirm that the budget does not include non-allowable costs (costs funded by other sources).</p>	<p>Applicant Response</p> <p>This budget was drafted from three years of experience providing these services ensuring the costs are fiscally responsible and directly related to this project.</p> <p>The budget does not include any non-allowable costs as outlined in Attachment C. There is no other funding source for this project.</p>	
<p>Proposal Certification</p>		
<p>Certification</p>		
<p>1. Confirm Proposal Discussion with RC(s)</p> <p>CBOs are required to discuss their proposal with each RC(s) the CBO is intending to serve. If you are a CBO, have you discussed your proposal with each RC you are intending to serve?</p>	<p>Applicant Response</p> <p>Yes</p>	<p>1</p>
<p>2. RC Contact</p> <p>CBOs are required to submit their application on only to the Department and to each RC(s) that the CBO is intending to serve. If you are a CBO, state the name(s) of the contact person(s) at each RC you have discussed your proposal with.</p>	<p>Applicant Response</p> <p>We have discussed this proposal with CJ Cook, the IRC Community Engagement Manager as well as Lilliana Garnica, the Cultural Specialist at IRC.</p> <p>The letter of support from Inland Regional Center is attached.</p>	<p>1</p>

<p>3. Applicant Certification</p> <p>By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget.</p>	<p>Applicant Response</p> <p>Yes</p>	
<p>Applicant Comment</p>	<p>Beth Butt</p>	