

APPLICATION REPORT

Project Name: Creating Leadership Among Parents (CLAP)
Applicant Organization: Familias First
Awarded Amount: \$200,000.00
Funding Announcement Name: Promoting Service Access and Equity Grant



The proposed CLAP project design for FY2021-22 consists of sixteen workshops to be provided over a 2-year span to the IRC and SG/PRC families. The workshop number per Regional Center and language selection (i.e., English or Spanish) will be based upon the needs of the Latin community members. The workshops will be online utilizing various teaching modalities to reach parents with different learning styles. Each workshop consists of four 2.75-hour sessions (2.25 actual instruction time). Fifteen minutes will be used by our staff before a workshop session starts to send registered parents the pre-test and ensure it is turned in before the parent starts the session. Parents are welcome to the workshop during this time and technology issues will be worked out with them. The remaining 15 minutes will be used by our team at the conclusion of the workshop session. During this time, the post-test is given to the parents, collected, and lingering questions from parents are answered. The pre- and post-workshop session time described will be for a total of half an hour during each session. The workshop dates and times will be determined in partnership with Ms. Lilita Garcia (IRC Cultural Specialist) and Ms. Xhitl Gonzalez (SG/PRC Cultural Specialist), feedback from the Unit Supervisors, the Service Coordinator's Needs Assessments, and any other input from the IRC and SG/PRC. The objective of this proposed project is to improve equity, access, and education barriers by teaching parents to self-advocate for their family members. Specifically, the parents will be taught to communicate assertively, understand the importance of being organized (e.g., documents), keep records that support OS requests, and other leadership skills related with successful OS acquisition.

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Creating Leadership Among Parents (CLAP)	
2. Awarded Amount	Applicant Response \$200,000.00	
3. Organization Type Choose the response that best describes your organization.	Applicant Response Community Based Organization, non-501(c)(3) EIN	
4. Description of organization/Group Provide a brief description of the organization/group. Explain what experience your organization has managing a project similar to the proposal and state the outcomes of that project. You may upload your brochure or add a website link.	Applicant Response Familias First was established in 2002 by Ruthillo-Díaz, MS, BCB. Familias First serves over 4,300 Regional Center clients (and their families), ages 18 months to 21+ years. Our agency's mission is to provide individualized, person-centered services to individuals with intellectual disabilities who are culturally and linguistically diverse. Our staff have experience teaching parents to reach and maintain treatment success. We actively employ qualified, diverse staff at every level of the company. Over 95% of our employees are bilingual in English and Spanish languages. Approximately 75% of our clients live in Spanish-speaking homes. We place a strong emphasis on parent education. A parent is the most important teacher in their family member's life. Familias First uses a multi-modal (e.g., visual, auditory) teaching approach, thereby, minimizing the impact of variables that could negatively impact parent learning, including but not limited to literacy.	
5. Applicant in Good Standing Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? Please upload confirmation letter(s) proof of good standing.	Applicant Response Yes	1
6. Subcontractors in Good Standing Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Applicant Response Not Applicable	
Grant Reapplication Information		

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT								
Grant Reapplications										
1. Previous Award(s) Did your organization receive DDS grant funding in fiscal year 2019-2020-21? If yes, go to question 2 to complete each column. If not, skip this category and go to category 3.	Applicant Response Yes									
2. Previous Grant Award(s) Since fiscal year 2019, complete a worksheet DDS Service Access and Equity grant your organization was awarded funding.	<table border="1"> <thead> <tr> <th data-bbox="483 474 703 552">Year Awarded</th> <th data-bbox="703 474 907 552">Project Title</th> <th data-bbox="907 474 1120 552">Grant Number</th> <th data-bbox="1120 474 1328 552">Award Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 552 703 615">2020-2021</td> <td data-bbox="703 552 907 615">Creating Leadership Among Parents</td> <td data-bbox="907 552 1120 615">20-C12 Familias First</td> <td data-bbox="1120 552 1328 615">\$250,000</td> </tr> </tbody> </table>	Year Awarded	Project Title	Grant Number	Award Amount	2020-2021	Creating Leadership Among Parents	20-C12 Familias First	\$250,000	
Year Awarded	Project Title	Grant Number	Award Amount							
2020-2021	Creating Leadership Among Parents	20-C12 Familias First	\$250,000							
3. Previous Grant Outcomes Provide a brief grant summary of your project outcomes for fiscal year 2019-20 and/ or 2020-21.	Applicant Response <p>Creating Leadership Among Parents project (CLP, FY 2020-21) consists of a series of workshops provided to Latino families served by Inland Empire Regional Center (IRC) and San Gabriel/Pomona Regional Center (SG/PRC). The project's goal is to teach 120 Latino parents seminal leadership skills that can assist in raising their family members. The workshop series is made up of 4 sessions, each being 2.25 hours in total duration. As of October 21, 2021, a total of four CLP workshops have been provided: two for each Regional Center (one in English and one in Spanish). Hence, a total of 4 out of 8 workshops have been provided thus far.</p> <p>Every parent was assessed at the beginning and end of the workshop series, and an identical post-test was administered to measure parents' learning and understanding of the session. An increase in score in the post-test, when compared to the pre-test, denotes knowledge learned (quantitative data). Additionally, the post-test included questions to measure the social validity of information presented (qualitative data). The data below is only for parents who completed both the pre- and post-tests. Meaning, the number of parents who attended workshop sessions is higher than the number shown below:</p> <p>Number of participants in each workshop, broken down by language</p> <p>IRC - ENG Workshop Session 1 = 6 Session 2 = 10 Session 3 = 8 Session 4 = 8 Total participants: 32</p> <p>IRC - SPN Workshop Session 1 = 5 Session 2 = 11 Session 3 = 9 Session 4 = 7 Total participants: 32 Grand total: 64 out of 60 (goal surpassed)</p> <p>SG/PRC - ENG Workshop Session 1 = 8 Session 2 = 6 Session 3 = 6 Session 4 = 5 Total participants: 25</p> <p>SG/PRC - SPN Workshop (in progress) Session 1 = 22 Session 2 = 21 Session 3 = 17 Session 4 = N/A (pending)</p> <p>Total participants: 60 Grand total: 85 out of 60 (goal surpassed)</p>									
4. Project Transition	Applicant Response									

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENT
<p>If awarded, how will you continue the 2021-proposed project? Does your proposed project expand on previous activities, if so, how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change.</p>	<p>For the 2021-22 proposed project, CLP will expand upon success achieved in 2020-21 project. We will continue to address development of parent leaders in Latino community. Based on feedback from families about our workshops, our presentations have become more robust in catering to their specific needs. If the CLP project grant is awarded for 2021-23, Familias First will provide IRC and SG/PRC parents an additional six workshops in subsequent years. The number of parents who have attended and benefited from 2020-21 CLP project clearly demonstrates the vast need in the Latino community, a community that is underserved by Regional Centers.</p> <p>One of the differences in the proposed project is that we will increase workshop session time from 2.25 hours per session to 2.75 hours. This is a half an hour increase per session (16 workshops x 4 sessions each x .5 hour = 32 hours) over two years project duration. We currently have a structure where parents do not have enough time in racial identity workshop. Parental interaction is particularly important in our project as it gives parents of younger or newly diagnosed Regional Center clients an opportunity to gain experience from parents who are more familiar with the service. This extra time will provide a safe space for parents to share their individual experiences, ideas, and resources. The CLP team will also utilize additional time to ensure parent return prepared before starting workshop session; thereby, assisting in the implementation of the project. This extra time will also allow us to use the CLP team to implement feedback by modifying activities, overview measures and target groups will remain the same.</p>	

General Application		
Proposal Summary		
<p>1. Project Type Choose the project type that best describes your activities from the list below:</p>	<p>Applicant Response Education and Training</p>	
<p>2. Duration of project Choose the duration of your project.</p>	<p>Applicant Response 12 months</p>	
<p>3. Regional Centers Choose the Regional Center(s) that you prefer will serve. Check all that apply.</p>	<p>Applicant Response Inland Regional Center, San Gabriel/ Monterey Regional Center</p>	
<p>4. Counties Served List the county/ counties you project proposes to serve. Check all that apply.</p>	<p>Applicant Response Los Angeles County, San Bernardino County, Riverside County</p>	
<p>5. City of Los Angeles If you project proposes to serve the City of Los Angeles, list the zip codes you prefer will serve.</p>	<p>Applicant Response Not Applicable</p>	
<p>6. Community Based Organizations Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.</p>	<p>Applicant Response Not Applicable</p>	
<p>7. Multiple Organizations Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.</p>	<p>Applicant Response 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>In the last 20 years of serving Latino Regional Center families, we have found that parents may miss the Regional Center due to misinformation from other parents and professionals in the field. Families First is in a unique position given our reputation in the Regional Center community. This award will mirror the Regional Center families' demographics, and is making us a local and national presence. We will be able to leverage our reputation to get parents involved in and increase the likelihood that skills learned will be utilized and maintained beyond works ops. The feedback provided by parents during works ops resoundingly supports this finding. Not only have participants expressed a willingness to utilize leadership skills they learned to advocate in a more effective manner, they have also mentioned they are sharing information they have learned with other Regional Center parents.</p>							
1. Ethnic Groups Served								
<p>Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" or "Other" use comment section to list specific groups.</p> <p>Applicant Comment</p>	<p>Applicant Response</p> <p>Hispanic</p>							
2. Ethnic Group(s), Language(s) and Number of Individuals Served								
<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="479 850 1334 976"> <tr> <td style="background-color: #003366; color: white;"> </td> <td style="background-color: #003366; color: white;"> </td> <td style="background-color: #003366; color: white;"> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>							
3. Age Group(s) Served								
<p>Select all Age Groups the project will serve.</p> <p>Applicant Comment</p>	<p>Applicant Response</p> <p>Three to 21</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 summary that includes a defined target population, content area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served. In your answer, include what experience your organization has working with the target population?</p>	<p>Target population: IRC and SG/PRC families of Latino descent Catchment area: Riverside County IRC and SG/PRC Goal of project: To teach IRC and SG/PRC parents of Latino descent leadership skills that they can use to advocate for Regional Center services.</p> <p>The proposed CLP project design for FY 2021-22 consists of sixteen workshops to be provided over a 2-year span of IRC and SG/PRC families. Workshops are provided in Regional Center and language selection (i.e., English or Spanish) will be based upon needs of Latino community members. Workshops will be online utilizing various teaching modalities or across different learning styles. Each workshop consists of four 2.75-hour sessions (2.25 actual instruction time). Fifteen minutes will be used for a workshop session start and registration and pre-workshop preparation and ensure it is turned in for the parent's start session. Parents are welcome to workshops during this time and technology issues will be resolved in the 15-minute remaining time used for the workshop conclusion of the workshop session. During this time, post-session is given to parents, collected, and lingering questions from parents are answered. The pre- and post-workshop session time described will be for a total of fifteen hours during the session. Workshops are held on days and times will be determined in partnership with Ms. Liliana Gamica (IRC Cultural Specialist) and Ms. Xocit Gonzales (SG/PRC Cultural Specialist), feedback of the workshop will be provided to the Regional Center's NDCS staff members, and any other input from IRC and SG/PRC.</p> <p>Familias Firmas experience serving Latino community and Regional Centers. The partnership was initially formed in the mid-1990's by our founder, Ruth Tello-DiLva, MS, BCB, working with Regional Center clients of the Latino community and in conjunction with Familias Firmas founded almost 20 years ago. Familias Firmas is a leader in development and implementation of effective DDS/SAE projects to serve the Latino community. Past SE grant experience includes:</p> <ul style="list-style-type: none"> • Navigating Regional Center System (NRCS), subcontracted by SG/PRC, 2017-2018 • Behavior Spanish Parent Training Workshops, subcontracted by ELCRC, 2017-2018 • Parent Empowerment Project (PEP Talk), 2018-2019 • Creating Leadership among Parents (CLP), 2020-2021 	
<p>2. Data and Community Input Explain how the target population(s) are understood using RC/OS data other data as supporting evidence of the disparity. In your answer, include how your organization used input from the community and/or target population to design the project?</p>	<p>Applicant Response</p> <p>According to SG/PRC data reported for Fiscal Year 2019-20, our total number of eligible consumers with no POS (ages 3-21), 64% were Hispanic consumers. The data also showed that the Hispanic group is highest among all eligible consumers who did not have any purchases of services (even though they are eligible). Based on most recent reported data from the IRC base, a similar trend is observed for Fiscal Year 2018-19. The IRC reported that Hispanic population makes up 49.4% of total consumers (ages 3-21) in our county POS. For Fiscal Year 2019-2020, of 182 eligible consumers, 64% were Hispanic. This is about a third of all consumers in our county. This is a huge discrepancy and demonstrates significant underrepresentation of the Latino community in accessing services through Regional Center.</p> <p>Before CLP was created in 2020, Familias Firmas had discussions with IRC's and SG/PRC's Cultural Specialists. Clear needs were identified to address the disparity of POS in the Latino community in our Regional Centers. Based on Familias Firmas' dedication to serving Latino Regional Center clients, our reputation in the community, and our employment of ethnically and linguistically diverse staff, we have Familias Firmas partnering with both Regional Centers via an SE grant could be instrumental to help increase equity of services. Both Regional Centers expressed their support via email to DDS.</p>	
<p>3. Uniqueness</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>How is the proposed project unique/different from a currently funded grant (e.g., strategies, activities, and objectives) in the proposed regional center at the area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?</p>	<p>When CLP project was originally proposed in Fiscal Year 2020-21, its approach was advanced. First of all, as first Latina-owned AB company in California, Mrs. Tello-DiLva understands and implements a level of effectiveness in the Latino community. Secondly, Familias First as first CBO in California developed a parenting curriculum as a fund by DDS. The original NRCS curriculum as developed by Familias First on behalf of SG/PRC in FY 2017-18. Thirdly, subsequently (FY 2020-21), our agency developed Creating Leaders among Parents (CLP) project to address minimal leadership skills of Regional Center parents to obtain access POS in a more equitable manner. The CLP aimed to teach parents leadership skills that would benefit Regional Center clients' across the lifespan, and identify different funding sources.</p> <p>The reapplication of 2021-22 CLP project will expand on success from 2020-21 project. The FY 2020-21 CLP has already surpassed its annual objectives. Participants will continue to learn, build and maintain strong relationships with Regional Centers, primarily Service Coordinators. Based on feedback received from participants, proposed project will also incorporate audio found incorporated. The activities presented to parents will place emphasis on role-playing and other interactive exercises.</p>	
<p>4. Improve Equity and Service Access</p> <p>How will you promote equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>The project will improve equity, access, and reduce barriers by teaching parents self-advocacy for their family members. Specifically, parents will be taught to communicate effectively, understand the importance of being organized (e.g., documents), keep records at support POS requests, and other leadership skills that lead to successful POS acquisition. According to SG/PRC, common barriers for clients or service providers are language, and education. To address these barriers, our proposal will work with Latino families by providing information in their native language, translating literature as needed, and developing interpersonal skills of collaboration with Regional Center. The information will be presented in multiple teaching modalities to minimize impact of various language barriers. Learning, such as literacy or different learning styles.</p> <p>The CLP will continue to build up trust in parents' confidence, helping them understand that they are experts of their family members, regardless of number of years of formal education they have received. Parents should feel confident in themselves, engage in self-advocacy and assertive behaviors at a much higher rate and as a result. Ultimately, parents' leadership skills will improve equity and access among the Latino community.</p>	
<p>5. Support of RC Plan</p> <p>How does this project support the RC plan to promote equity and reduce disparities in your proposed at the area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce disparities in your area? 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 Regional Center's plan to promote equity and reduce disparities in IRC and SG/PRC centers. Ms. Tello-DiLva and the CLP team have had multiple conversations with Regional Center's Cultural Specialists, Unit Supervisors, and obtained input from Service Coordinators via a Needs Assessment regarding their respective Regional Center's POS disparity data and areas of need. In addition, a review of the disparity data from the SG/PRC and IRC was conducted through their corresponding sites. These documents include their annual POS Disparity Reports and community meeting presentations. These documents incorporate equity projects by the center and client age group and list barriers, and expand our data for the IRC Fiscal Year 2018-19 and the SG/PRC Fiscal Year 2019-20. If the CLP project is awarded again for two years, Familias First and the Regional Center representatives are agreed to continue communication and collaboration in the goal of achieving another successful project. Strategies are likely to be successful as they have been discussed in each Regional Center representative. The goal of this collaboration is to achieve the goal of self-advocacy for the Latino community, thereby providing parents information and skills that can assist to reduce the disparity in POS.</p>	
<p>6. Project Activities</p>	<p>Applicant Response</p>	

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT
<p>Note: Before answering this question, applicants must complete the Activities Template located in the middle table 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>The CLP project's objective is to conduct online workshops to teach IRC and SG/PRC parents leadership skills and can utilize advocacy and access services for their family members. The activities to be demonstrated include: sequencing of events beginning with the activity of "conduct meetings with stakeholders" and ending with the activity of "data analysis/reports." The first activity will be to conduct meetings with stakeholders, which include the IRC and SG/PRC staff, parents, and Families First partners. The activity will help obtain input to successfully execute the project, such as identifying ideal times and days for workshops. The next activity will be our action plan. The CLP team will discuss the SG/PRC and IRC opportunities to participate in our activities in the Regional Center or in the community at large. Community outreach efforts will be grassroots in nature, as well as utilizing various social media platforms to leverage outreach efforts via these digital vehicles.</p> <p>The CLP team will update the material from FY 2020-21 CLP project. In addition, English and Spanish language materials will be reviewed for revision as done by participants and parents for feedback. The CLP team will make changes or modifications to subsequent presentations, as appropriate. The activity will ensure the material fits the needs of participants. The workshop development will occur in response to stakeholder feedback in mind, in addition to what I learned in the first granddaddy. The next activity is our grant proposals for workshops.</p> <p>Once dates and times are set, the CLP team will register, conduct the workshops and the next activity. Each workshop as four separate 2.75-hour sessions. The sessions will take place once a week for four consecutive weeks in either English or Spanish. The final activity will consist of analyzing the qualitative and quantitative data. The team will be an analysis of both pre- and post-workshop data to see if the goal of determining if parents learned leadership skills that they can use to advocate for their Regional Center family members. The data for the session, as well as the cumulative workshop data is graphed and presented in the Quarterly Reports.</p> <p>Please refer to the Activities Template for a more detailed description.</p>	
<p>7. Project Measures</p> <p>Before answering this question, applicants must enter performance measures into the Activities Template located in the middle table directly above.</p> <p>Are you proposing measures appropriate to track the project's objective and activities? Explain how you 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>Applicant Response</p> <p>The proposed measures are appropriate to track the project's objective, which is "through online workshops teach SG/PRC and IRC parents leadership skills and they can utilize advocacy and access services for their family members." The Narrative will use the following: 1-Schedule; 2-Workshops; 3-Update; 4-Worksop Materials; 5-Conduct Workshops, and 6-Data Analysis. The Narrative was chosen because in addition to analyzing numbers to determine the project's success, we want to capture salient aspects of the activities that may not be reported on, such as parental feedback and satisfaction. Hence, the Narrative will include the quantitative (i.e., numbers) and qualitative (i.e., explanations, narratives, social validity) data. The activity 4-Register Parents will only be activity in a number/count measurement. The goal for activity four is to determine how many parents (out of the proposed 120) attend workshops. These activities will provide insight into the effectiveness of overall design. Modifications and changes to materials will be implemented throughout the review feedback from parents, and partners.</p>	
<p>8. Budget Template and Narrative</p>	<p>Applicant Response</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 proposed 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>The proposed project is for 24 months in duration. Such budget employment signifies 2 years of activities in obtaining objectives. The total amount of budget is \$720,100.00 which includes personnel and operating expenses, and indirect costs. The project design consists of a series of sessions that make up workshops. For these sessions, numerous personnel materials and other resources will be utilized. These items are part of operating costs. The operating costs include office space rental including utilities, advertising and outreach expenses, instructional items, translations of Spanish, and workshop printers.</p> <p>The budget also includes personnel that are actively involved in CLP. The Bilingual Project Director is an existing position, at a Manager/BCB level, which will dedicate 50% of their time to the CLP for the duration of the project. The other full-time positions are Bilingual Project Manager (Bachelor's degree and up) and Bilingual Family Support Specialist. The Bilingual Project Manager position is solely created for CLP this year. If granted approval, this position will remain as a full-time position at 100% of their time dedicated to the project. The Bilingual Family Support Specialist will be responsible for tasks, such as making telephone calls to parents, maintaining workshop calendar, assisting in parent registration and reminders to parents, and other responsibilities to ensure workshop success.</p> <p>Lastly, budget includes indirect costs. Since sessions will be virtual, it is important to ensure availability of proper infrastructure to support the project, including technology that is HIPAA compliant. The indirect costs include Bookkeeping, accounting, CP services, IT, Payroll, and Human Resources.</p>	
<p>9. Budget Costs</p> <p>Explain how the proposed budget items are clearly associated with the project activities and objectives and confirm that the budget does not include non-allowable costs that are funded by other sources.</p>	<p>Applicant Response</p> <p>The budget costs are associated with the project objectives and activities as mentioned in Section 7/9 and 8/9. The budget is in alignment with the objectives of each IRC and SG/PRC parents leadership skills that can utilize advocacy and access services for their family members. The objectives and activities goals will be achieved by online sessions utilizing costs listed in the budget template.</p> <p>We have reviewed Budget Details and Restrictions and items listed in the budget template do not include non-allowable costs or costs paid for by other funding sources.</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>	2
<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>Inland Regional Center: Lillian G. M. C., MHS Cultural Specialist San Gabriel/Pomona Regional Center: Anthony Hill, M. Esq., Executive Director</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>	

APPLICANT T I N	APPLICANT R P N	ATTACHMENT
Applicant Comment		