

APPLICATION REPORT

Project Name: Promoting Service Access and Equity for Children Who Are Deaf +
Applicant Organization: CA Hands and Voices
Awarded Amount: \$99,500.00
Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

CA HV AST a summary: This project will 1) train each regional center regarding the needs of Deaf Plus children 2) create 5 "Quick Tips" videos for families of Deaf Plus children, and 3) train two Spanish-speaking AST advocates.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Promoting Service Access and Equity to Children who are Deaf Plus	
2. Awarded Amount	Applicant Response \$99,500.00	
3. Organization Type Choose the response that best describes your organization.	Applicant Response Community Based Organization (CBO), 501(c)(3)	
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 California Hands & Voices (CA HV) is dedicated to supporting families with children who are Deaf or Hard of Hearing in a respectful and non-judgmental manner regarding language opportunities, communication tools, educational approaches. We're a parent-driven, nonprofit organization providing families with resources, networks and information to improve communication access and educational outcomes for their children. Our website is www.ahandsandvoices.org . For this grant, the word Deaf shall be used to describe the entire spectrum of children with hearing differences, from a mild unilateral hearing difference to profound bilateral hearing levels. This grant will specifically serve families of children birth-3 who are Deaf and have a co-existing disability. Deaf children with other disabilities are known as Deaf Plus. In 2020, CA HV served about 2500 families in the state; 40% of these families have children who are Deaf Plus. All of CA HV's programs are available to ALL Deaf children.	
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	
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		
Grant Reapplications		
1. Previous Award(s)	Applicant Response	

<p>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.</p>	<p>No</p>									
<p>2. Previous Grant Award(s) Since fiscal year 2019, complete a worksheet for each DDS Service Area and Equity grant your organization was awarded funding.</p>	<p>Applicant Response</p> <table border="1" data-bbox="479 409 1334 514"> <tr> <td style="background-color: #4F81BD;"></td> <td style="background-color: #4F81BD;"></td> <td style="background-color: #4F81BD;"></td> <td style="background-color: #4F81BD;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>									
<p>3. Previous Grant Outcomes Provide a brief grant summary of your project outcomes for fiscal year 2019-20 and/ 2020-21.</p>	<p>Applicant Response Not Applicable</p>									
<p>4. Project Transition If awarded, how will you continue the transition into the 2021-22 proposed project? Does your proposed project expand on previous projects, if so, how? What activities, measures, or target users are being added? Provide a summary of the differences and reasons why you are proposing the change.</p>	<p>Applicant Response Not Applicable</p>									
<p>General Application Proposal Summary</p>										
<p>1. Project Type Choose the category 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 for your project.</p>	<p>Applicant Response 12 months</p>									
<p>3. Regional Centers Choose the Regional Center(s) that you predict will serve. Check all that apply.</p>	<p>Applicant Response Alta California Regional Center, Central Valley Regional Center, Eastern Los Angeles Regional Center, Foothill Regional Center, Frank D. Lantieri Regional Center, Golden Gate Regional Center, Harbor Regional Center, Inland Regional Center, Kern Regional Center, North Bay Regional Center, North Los Angeles County Regional Center, Redwood Coast Regional Center, Regional Center of the East Bay, Regional Center of Orange County, San Andreas Regional Center, San Diego Regional Center, San Gabriel/Mirna Regional Center, South Central Los Angeles Regional Center, Tarrant Regional Center, Valley Mountain Regional Center, Westside Regional Center</p>									
<p>4. Counties Served</p>	<p>Applicant Response</p>									

<p>List the county or counties you expect to serve. Check all that apply.</p>	<p>Alameda County, Alpine County, Amador County, Calaveras County, Butte County, Colusa County, Contra Costa County, Del Norte County, El Dorado County, Fresno County, Glenn County, Humboldt County, Imperial County, Inyo County, Kern County, Kings County, Lake County, Lassen County, Los Angeles County, Madera County, Marin County, Mariposa County, Mendocino County, Merced County, Modoc County, Mono County, Monterey County, Napa County, Nevada County, Orange County, Placer County, Plumas County, Riverside County, Sacramento County, San Benito County, San Bernardino County, San Diego County, San Francisco County, San Joaquin County, San Luis Obispo County, San Mateo County, Santa Barbara County, Santa Clara County, Santa Cruz County, Shasta County, Sierra County, Siskiyou County, Solano County, Sonoma County, Stanislaus County, Sutter County, Tehama County, Trinity County, Tulare County, Tuolumne County, Ventura County, Yuba County</p>											
<p>5. City of Los Angeles If you expect to serve the City of Los Angeles, list the zip codes you expect to serve.</p>	<p>Applicant Response Not Applicable</p>											
<p>6. Community Based Organizations Will you be working with other community based organizations? If so, provide the name of the organization and how you will be working together.</p>	<p>Applicant Response California Hands & Voices is a community based organization. The AST program, applying for this grant, is a part of California Hands & Voices. We will work with the Language Equality and Acquisition for Deaf Kids (LEAD-K) Family Services and with the Early Learning Specialist at the California School for the Deaf to provide trainings about Deaf-blind people to all regional centers. We also plan to work with the newly hired Deaf Specialists at each regional center.</p>											
<p>7. Multiple Organizations Does you expect to include partnerships with other community organizations either as a coalition 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 How will you expect to continue its work after the grant funding has ended?</p>	<p>Applicant Response This work will be funded by the Deaf Specialists at each regional center. California Hands & Voices will always be here to assist the Deaf Specialists in any way possible. All of California Hands & Voices programs, including the three family camps, the Observe Understand and Respond (OUR) program, and the Advise, Support and Training (AST) program, are available to Deaf-blind children served by regional centers. The Language Equality and Acquisition for Deaf Kids (LEAD-K) Family Services Parent Mentors will continue to refer new needs identified through the California Newborn Hearing Screening program (NHS) to the regional centers so that local educational agencies, to work with families and with regional centers for children birth through three, and will continue to offer Deaf Coaching through the IFS.</p>											
<p>1. Ethnic Groups Served Select the ethnicity group(s) the center will serve. For "Indian", "Pacific Islander", "Slavic", "Other" use comment section to list specific groups.</p>	<p>Applicant Response African American, Cambodian, Chinese, Filipino, Hispanic, Hmong, Indian (list), Japanese, Korean, Mien, Native American, Vietnamese, Pacific Islander (list), Slavic (list), Other (list)</p>											
<p>Aliant Comment</p>	<p>All ethnicity groups will be served. Families and children that are Deaf may use American Sign Language (ASL) or other sign language. All four AST advocates are comfortable using ASL. As a part of this grant, AST will hire and train two Spanish speaking advocates. AST will use a translator service to work with families who speak other languages.</p>											
<p>2. Ethnic Group(s), Language(s) and Number of Individuals Served For each ethnicity group, provide the number of individuals you expect to serve and the related language(s).</p>	<table border="1"> <thead> <tr> <th data-bbox="485 1738 777 1814">Ethnic Group(s)</th> <th data-bbox="777 1738 1078 1814">Individuals Served</th> <th data-bbox="1078 1738 1326 1814">Language(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1814 777 1860">Deaf</td> <td data-bbox="777 1814 1078 1860">2400</td> <td data-bbox="1078 1814 1326 1860">ASL/English/Spanish</td> </tr> <tr> <td data-bbox="485 1860 777 1904">Latinx</td> <td data-bbox="777 1860 1078 1904">200</td> <td data-bbox="1078 1860 1326 1904">Spanish</td> </tr> </tbody> </table>			Ethnic Group(s)	Individuals Served	Language(s)	Deaf	2400	ASL/English/Spanish	Latinx	200	Spanish
Ethnic Group(s)	Individuals Served	Language(s)										
Deaf	2400	ASL/English/Spanish										
Latinx	200	Spanish										

<p>3. Age Group(s) Served</p> <p>Select all Age Groups the project will serve.</p> <p>Aliant Comment</p>	<p>Applicant Response</p> <p>Birth to Three (Early Start), Three to Five, Three to 21, 16 to 21</p> <p>This grant will serve Deaf Plus school aged children birth - 22.</p>	
Project Application		
Project Application		
<p>1. Project Summary and Organizational Experience</p> <p>Provide a clear and concise executive summary that includes a defined target population, categorical areas, and project design. Specifically describe what you expect 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>Applicant Response</p> <p>This CA HV Adv, Support and Training (AST) grant will serve 150 families of children who are Deaf Plus within the 21 regional entities' categorical areas in the following ways. Statewide research (de. a.g v/s /ss/dh) shows that 40% of Deaf children have additional disabilities, such as autism intellectual disability.</p> <ol style="list-style-type: none"> 1. AST will provide trainings to each regional entity about the needs of the Deaf Plus population, focusing on the need for language access starting from birth. 2. AST will create and distribute five quick tips videos to staff and parents statewide about the needs of the Deaf Plus population. 3. AST will hire and train two Spanish speaking advocates. The family population is linguistically and ethnically diverse. Spanish is the most common language after English. Spanish speaking families want information in their own language. <p>In 2020, CA HV served about 2500 families in the state; 40% of these families have children who are Deaf Plus. All of CA HV's programs are available to ALL Deaf children, whether they are solely low-income Deaf or Deaf Plus. CA HV runs these family camps, where families experience activities to strengthen the family bond. Family camps have not been held for two years because of COVID. Second, CA HV has an Observe, Understand and Respond (OUR) project, aimed at keeping Deaf children safe from bullying, abuse and neglect. The OUR project has a presentation at each family camp and has held these webinars, which have been translated into ASL and Spanish. The OUR project also offered a webinar in Spanish. Third, since 2019, CA HV has offered the AST program, which provided a training on the Individualized Family Service Plan (IFSP)/Individualized Educational Program (IEP) to 155 parents and professionals and helped 28 families with assistance by trained AST advocates. Fourth, CA HV has 17 links to other organizations that support Deaf Plus children. Last, CA HV links to a National HV Deaf Plus Facebook group, a private and safe place where families can share their stories and ask questions.</p>	
<p>2. Data and Community Input</p> <p>Explain how the target population(s) are understood using RCOS data. Other data as supporting evidence of the disability. 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>In California, the Department of Developmental Services (DDS) was designated as the lead agency for California's Individuals with Disabilities Act (IDEA) Part C 0-3 program. (In California, this program is called Early Start.) However, children 0-3 who are solely low-income (Deaf, Blind, Deaf-Blind, Orthopedically Impaired) are served by their local educational agencies (LEAs) under the auspices of the California Department of Education (CDE). All other 0-3 children with disabilities, including Deaf Plus children, are served by DDS through the regional entities.</p> <p>The CDE is governed by the California Education Code (EC), which equates that children who are Deaf receive instruction from a teacher of the Deaf. The DDS, which serves children who are Deaf Plus, is not governed by the EC. The DDS regional entities may not serve families of children who are Deaf Plus by a teacher of the Deaf. Children who are Deaf Plus do not get the same services related to their hearing levels as children who are solely low-income. Deaf Plus children are underserved and may suffer language deprivation during these critical early years.</p> <p>Deaf Plus children who are three years old are served by LEAs but may still be eligible for regional services. When this happens, often the region's staff member who understands the unique needs of a Deaf Plus child who knows ASL. Again, Deaf Plus children are underserved and language deprived.</p>	
<p>3. Uniqueness</p> <p>How is the proposed project unique/different from a currently funded grant (e.g., strategies, activities, and objectives) in the proposed regional center's categorical 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>Applicant Response</p> <p>All children who are Deaf are subject to audism (belief that hearing people are superior to Deaf people) and ableism (belief that able-bodied people are superior to disabled people). Deaf children are language deprived, but their lack of language is blamed on the fact they are Deaf.</p> <p>The Language Equity and Access for Deaf Kids (LEAD-K) groups endorsed Senate Bill (SB) 210 (Galgiani), the Deaf community's civil rights movement to enforce early language milestones (EC 56326.5). SB 210 equates that IFS/IE teams for Deaf children 0-5 in LEAs keep track of their language growth, using the Language Milestones on the CDE website (www.de. a.g v/s /ss/dh); it requires the IFS/IE to discuss the child's progress on the Language Milestones and determine why a child is not making age-appropriate growth; and it equates CDE to post the language achievement of Deaf children on its website.</p> <p>DDS is not governed by EC, so children who are Deaf Plus 0-3 are not equated to participate in SB 210. Last year CDE reported that 96.7% of Deaf infants were at age expectations in language acquisition, but only 57.5% of Deaf preschoolers were achieving at age expectations. Deaf Plus infants served by DDS are not included in the results reported on the CDE website. It seems likely that part of the reason for this language gap is that these children served by DDS were not included in the infant data, but were included in the preschool data.</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>4. Improve Equity and Service Access</p> <p>How will you ensure equitable access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>The objective of the CA HV AST a Promoting Service Access and Equity Grant for Children Who Are Deaf Plus will be to provide Deaf-led and parent-led training to regional center staff and to parents of Deaf Plus children to empower them to seek appropriate and accessible services for their children who are Deaf Plus. All trainings will focus on ensuring that ALL Deaf children have access to parent support and Deaf culture. Trainings will be focused on language access and acquisition through the lens of the Language Milestones developed by the SB 210 committee.</p> <p>The CA HV AST trainings will focus on the model of the Deaf Community Cultural Wealth (DCCW). The DCCW model emphasizes doing away with the old Medical Model, which is a deficit model, and replacing it with the DCCW model of the Whole Deaf Child (Rems-Smailes, 2021). The DCCW model says that Deaf children are born with the ability to acquire natural language, commensurate with their cognitive ability, whether that language is spoken, signed, or both. The DCCW model reinforces that being Deaf does not cause language delays; it is language deprivation that causes language delays.</p> <p>The trainings will also focus on the Disability and Dignity Model (Stattin, 2018), emphasizing that Deaf children need not be pitied or looked down on.</p>	
<p>5. Support of RC Plan</p> <p>How does this reflect the RC plan to promote equity and reduce disparities in your proposed program area? If you are a RC, how does this reflect your recommendations and plan to reduce disparities in your program 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>The CA HV AST training promotes equity and reduces disparities by focusing on the unique needs of Deaf Plus children and their families, and by ensuring language access for all Deaf Plus children. AST trainings are based on years of experience working with families in schools, attending advocacy trainings from legal experts, providing trainings, and the <i>Hands & Voices Educational Advocacy Guidebook (2013)</i>.</p> <p>The CA HV AST program intends to partner with the LEAD-K Family Services and the California School for the Deaf (CSD) Early Learning program. SB 210 was sponsored by LEAD-K Family Services and they are the experts on the requirements of SB 210. CSD has taken the lead on training LEAs in the requirements of SB 210. The LEAD-K Family Services and CSD are also experts on the unique needs of Deaf Plus children and language access. CA HV AST staff are experts on ensuring that the needs of the families of Deaf children are met.</p> <p>CA HV AST also plans to partner with the DDS Deaf Specialists. The Governor's Budget allocated \$1.8 million for the creation of the Deaf Specialist program. DDS plans to hire a dedicated Deaf Specialist at Headquarters and a Deaf Specialist for each of the 21 regional centers. They plan to have the Deaf Specialists in place by January 2022. CA HV AST intends to contact the DDS Executive Director, Nancy Baigman, to set up the trainings and to engage her creation with partnering with the Deaf Specialists.</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 applicant will take to achieve its stated objective and measures.</p>	<p>The objective of this Promoting Service Access and Equity Grant for Children who are Deaf Plus is to provide Deaf-leads and parent-leads trainings to regional center staff and to parents of children who are Deaf Plus to enable them to seek a service for their child who is Deaf. All trainings will focus on ensuring that all Deaf children have a least parent support and to Deaf children. Trainings will be focused on language access and acquisition viewed through the lens of the Language Milestones developed by the SB 210 committee.</p> <ol style="list-style-type: none"> Develop training materials for regional center staff and for parents of Deaf Plus children on the importance of providing language access, preventing language deprivation and promoting language acquisition by following the SB 210 Language Milestones. <ol style="list-style-type: none"> Plan trainings on 1) Disability and Dignity 2) Deaf Community Cultural Wealth 3) language acquisition through the SB 210 Language Milestones 4) preventing language deprivation and promoting language access. Plan and develop pretest/posttest. Plan handouts for training. Develop and publish a series of five "Quick Tip" videos aimed at families with Deaf Plus children to encourage these families to learn the skills they need to promote language access and acquisition and event language deprivation. <ol style="list-style-type: none"> Hold meeting to plan content for "Quick Tip" videos. Make videos. Devise a plan for distributing videos. Determine how many videos are distributed at trainings. Devise a plan for collecting data about parent observations of videos. Hire and train AST advocates who speak Spanish. <ol style="list-style-type: none"> Advertise through website social media for Spanish speaking AST advocates. Interview applicants by zoom. Hire 2 of the applicants. Pay for applicants to complete Sacramento. Provide 2-day AST advocate training. Deliver trainings at all 21 regional centers in the state for providing language access, preventing language deprivation and promoting language acquisition by following the SB 210 Language Milestones. <ol style="list-style-type: none"> Set training date and time with each of the 21 regional centers. Determine which trainees will go to which trainings. Deliver trainings. Give pretest/posttests. Submit pretests/posttests and enter scores/summaries in website. 	
<p>7. Project Measures</p> <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 proposed 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>Applicant Response</p> <p>Our proposed measures are appropriate to track our objective and activities because we are using both quantitative data to see the number of Deaf+ families and staff members who work with Deaf+ impacted by our trainings. It also includes qualitative data to get a personal view of how our trainings have impacted our families. Not only will this information be used for reporting progress towards our grant, it will guide us in how we improve and approach each training and give critical insight to both California Hands & Voices and the Regional Center in where their Deaf+ families need more support and training. California Hands and Voices uses a combination of pre/posttests to track understanding, and an end of training evaluation that poses feedback questions in multiple ways that people respond well to, such as "use the words to describe this training" as well as things like "what did you wish this training included?". People are asked to identify their role, meaning are they a parent or professional as well as rating a level of current knowledge on the topics to be presented and a post training comparison of those same measures.</p>	
<p>8. Budget Template and Narrative</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<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 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>essential costs:</p> <ul style="list-style-type: none"> Project Manager/Coordinator - Johanna Wonderly (\$10,000/year x \$20/hour x 10 hours/week average x 50 weeks/year = \$20,000) Job duties include preparing/setting up/staffing for regional center trainings, organizing any handouts for regional center trainings, assignment of AST trainees for regional center trainings [AST trainees include Tanya R., Nancy Grasz Sage, Kat Lowan, Rhonda Savage, Kristen Statten], overseeing development of "Quick Tips" videos, training of two Spanish-speaking advocates. Payment for 2 AST trainees at each regional center training (\$20/hour x 8 hours x 21 trainings x 2 people = \$6,720). Payment for 2 Spanish language AST advocates (16 hours training x \$20/hour x 2 AST advocates = \$640). <p>Operating Expenses</p> <ul style="list-style-type: none"> Travel for trainees (21 trainings x 2 trainees x \$750/training at state rates = \$31,500) Travel for Spanish-speaking advocates training (2 people x \$750/training at state rates = \$1500) Interpreting/translating services - ASL, Spanish and the languages as equated (\$24,000) Development of 5 "Quick Tips" videos (\$1280) Materials - Copies of handouts + prep/staff tests for trainings (\$1,100) <p>Indirect Costs</p> <ul style="list-style-type: none"> Analytical staff/consultants, summaries of comments (\$13,011) <p>Total = \$99,751.00</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 funded by the surplus.</p>	<p>Applicant Response</p> <p>The budget costs are clearly associated with the project activities and objective.</p> <p>The objective of the CAHV AST program is to provide services and Equity Grant for Children with a Deaf Plus child to provide Deaf-lead and parent-lead trainings to 21 regional center staffs and to parents of Deaf Plus children to empower them to seek a better and accessible services for their children with a Deaf Plus. To meet this objective, the following activities are planned:</p> <ul style="list-style-type: none"> Development and delivery of training for regional center staff and for parents of Deaf Plus children in the following areas: <ul style="list-style-type: none"> Payment for trainees - \$6,720 (2 AST trainees x 8 hours x 21 regional center staffs x \$20/hour) Travel for trainees - \$31,500 (2 trainees x 21 regional center staffs x \$750 average at state rates for hotel, mileage/airfare, per diem at state rates). Translation/interpretation of trainings (ASL/Spanish) - \$16,800 Materials - \$900 (handouts, prep/staff tests) Development and publication of 5 "Quick Tips" videos, aimed at families with Deaf Plus children, to encourage these families to learn the skills they will need to provide services, mental language acquisition and event language deprivation. Development of "Quick Tips" videos <ul style="list-style-type: none"> \$1280 (2 people x \$20 x 32 hours) Translation of videos - \$5200 Hire and train two Spanish-speaking advocates. <ul style="list-style-type: none"> Payment of two Spanish-speaking advocates for 2-day training - \$640 (16 hours x \$20/hour x 2 people) Travel for two advocates - \$1500 (average \$750 each) Materials - \$200 (handouts, prep/staff tests) Project Manager/Coordinator for above three activities - \$20,000 (\$10,000/year - \$20/hour x 10 hours/week x 50 weeks/year). Indirect costs - \$13,011 (analytical staff of above three activities - prep/staff test results, summaries of trainings) <p>This budget does not include non-allowable costs funded by the surplus.</p>	
<p>Proposal Certification</p>		
<p>1. Confirm Proposal Discussion with RC(s)</p>		
	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<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>Yes</p>	
<p>2. RC Contact</p> <p>CBOs are required to submit their application directly to the Department and to each RC(s) attached 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>Alta California Regional Center, left voice mail for Lili Banales. Central Valley Regional Center, spoke with Natasha, representative for Ed A aim, sent e-mail East and Los Angeles Regional Center, left voice mail and email with Gloria Wong Frank D. Lanthe man Regional Center, phone and email contact with Frank Fl a Foothill Regional Center, left voice mail for Melissa Gruehle Golden Gate Regional Center, left voice mail with Eileen Zigman Humboldt Regional Center, left message with Patricia Ruelle Inland Regional Center, responded by email with Lilianna Gami a Kern Regional Center, left voice mail for Christine C, Emailed Michi Gates and Kaina Pffe North Bay Regional Center, responded by email with Gabriel Rogin North Los Angeles Regional Center, emailed Ruth Janka and Michael Fernandez Redwood Coast Regional Center, chatted with Kimberly Smalley Regional Center of East Bay, Contacted with Jai Guiza Regional Center of Orange County Emailed Lar y Landaue and Kaitlynn Tuong San Andreas Regional Center, emailed Javier Zaldiva and Ruben Col n San Diego Regional Center, Spoke with Bonnie Seabright and emailed with Mark Klaus and Brenda Bell Vaquez San Gabriel/Imperial Regional Center, spoke with and contacted with Sal Gonzalez, sent email to be passed on to Dexter Henderson Tulare Counties Regional Center, spoke with Raquel Blandford Valley Mountain Regional Center, email responded with Tony Anderson Westside Regional Center, left voice mail and email for Mary Lu Weisse-Stusse</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>		