

APPLICATION REPORT

Project Name:

Building Self-Access and Equity

Applicant Organization:

UCI HEALTH, The Center for Autism & Neurodevelopmental Disorders



Awarded Amount:

\$250,000

Funding Announcement Name:

Building Self-Access and Equity Grant

PROJECT SUMMARY

Our target populations for our educational events are Hispanic and African American families, and for our outreach/seminar events we are targeting Hispanic children, African American children, and children experiencing homelessness. We will provide a training opportunity for professionals through our Annual Conference, as described in the attached summary. Our outreach area is Orange County, though we anticipate some families in other areas of California may attend our virtual events. We will provide training to over 350 individuals and serve 45 children. Our project design is primarily an intensive parent training effort. We are including two 3 listening sessions with African American families during the first half of the grant period to further assess barriers and needs, as well as strengths and opportunities. The information we gather from our listening sessions will inform our grant activities and can be shared with Regional Center, our Local AAP chapter, and the providers in the community. Our 3 developmental seminar events will provide opportunities for underserved families to directly access a team of specialists to view concerns about their children and make recommendations that families can act upon so they are not further delayed. Children with identified developmental concerns can be referred to RCOE the same day of the seminar, streamlining this process for families. Our project will benefit the community by: -Increasing access of information about Regional Center and general services -Decreasing stigma about developmental disabilities and reducing social isolation through virtual, interactive training events -Empowering parents to identify the unique needs of their children and how to advocate in order to access appropriate services and supports -Identifying young children, especially Latinx, African American, and those experiencing homelessness, with developmental delays and assisting their families in connecting with Regional Center for Early Start services and/ other community-based programs -Increasing knowledge about ABA therapy and how to access it through insurance, including with support from the Regional Center copays -Increasing knowledge about early childhood development, ways to encourage play in children and develop early learning skills while strengthening family bonds. Our Center aims to increase access through educational workshops and developmental seminars offered to the community. Our educational workshops will be hosted by providers and community members who identify as Hispanic and are bilingual, as well as those who identify as African American. For each workshop, we will administer pre-and-post-workshop surveys aimed at measuring the attendees' knowledge in transitioning from the age of 3 into the Lanterman act, transitioning to adulthood, advocating for a child, accessing ABA services, and learning from other parents. Pre-and-post-workshop surveys will help our Center to understand how much knowledge a parent gained from these workshops and workshop series. Each survey will include room for a narrative response to capture the attendees' individual experiences of the workshop process and how these workshops impacted their access to services within the Orange County area. Additionally, we will host developmental seminars that will provide individualized feedback to caregivers regarding their child's development and how to access specific services geared towards supporting that child's development. We will provide parents with feedback on their children's development and recommendations for next steps including connecting them with Regional Center and Help Me Grow Orange County who will be available during the seminar event. We will provide DDS with a summary of the recommendations for children served.

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Increasing Access Through Education and Seminar	
2. Awarded Amount	Applicant Response \$250,000	
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 As part of UC Irvine Health, the Center for Autism & Neurodevelopmental Disorders (CAND) is a multidisciplinary center that seeks to provide help and hope to children, adolescents, young adults, and their families living with Autism Spectrum Disorders (ASD) and other neurodevelopmental disorders through excellent clinical care, innovative research, quality education and training, and community engagement. We provided educational events and developmental seminars to 434 families during our DDS Disparity grant period that ended in April of 2021. We are currently implementing several training and seminar activities funded through the DDS Disparity Funds program. Our website is https://www.the-center-for-autism.org/	
5. Applicant in Good Standing	Applicant Response	

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENT												
<p>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 information letter(s) proof of good standing.</p>	Yes	1												
<p>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?</p>	<p>Applicant Response Not Applicable</p>													
<p>Grant Reapplication Information Grant Reapplications</p>														
<p>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.</p>	<p>Applicant Response Yes</p>													
<p>2. Previous Grant Award(s) Since fiscal year 2019, complete a workflow for DDS Service Assessment and Equity grant your organization was awarded funding.</p>	<p>Applicant Response</p> <table border="1" data-bbox="483 909 1328 1207"> <thead> <tr> <th>Year Awarded</th> <th>Project Title</th> <th>Grant Number</th> <th>Award Amount</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>Empowering Family Mentors & Increasing Access Through Education & Screening</td> <td>19-C55</td> <td>260,075</td> </tr> <tr> <td>2020-2021</td> <td>Increasing Access Through Education and Screening</td> <td>20-C32</td> <td>260,000</td> </tr> </tbody> </table>	Year Awarded	Project Title	Grant Number	Award Amount	2019-2020	Empowering Family Mentors & Increasing Access Through Education & Screening	19-C55	260,075	2020-2021	Increasing Access Through Education and Screening	20-C32	260,000	
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2019-2020	Empowering Family Mentors & Increasing Access Through Education & Screening	19-C55	260,075											
2020-2021	Increasing Access Through Education and Screening	20-C32	260,000											
<p>3. Previous Grant Outcomes Provide a brief grant summary of your project outcomes for fiscal year 2019-2020 and/ 2020-21.</p>	<p>Applicant Response</p> <p>During the 2019-2020 fiscal year, we provided educational interventions and developmental screening to 375 families through our DD Disparity Funds Program grant. During the 2020-2021 fiscal year, we successfully restructured all of our outreach efforts and educational interventions at the beginning of the COVID-19 pandemic to implement the planned projects virtually. We provided educational interventions and developmental screenings to 434 families through our DD Disparity Program grant. Additionally, we conducted a virtual Neurodevelopmental Disorders-Focused Family Mentor (Promotora) Training with 5 individuals completed over the course of 6 months.</p> <p>We are currently implementing several training and screening activities funded through the DD Disparity Funds Program, and key accomplishments include virtual educational interventions reaching over 6 participants. Families have completed Zoom polls during interventions so we can measure training efficacy. For example, in Quarter 2 alone, 43 families stated that they Agreed or Totally Agreed that they know how to contact Regional Center to ask about ABA therapy (if needed), understand how to access Regional Center and obtain developmental support for their child, understand they have the right to request an assessment for their child at age three from the Regional Center, understand that their child may or may not qualify for transition services from Regional Center at age three, and understand the difference between requesting an assessment from Regional Center when their child is under age of 3 and when their child is over age of 3. This means that 43 more families within Orange County are now confident that they know how to access services through Regional Center.</p>													
<p>4. Project Transition</p>	<p>Applicant Response</p>													

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT
<p>If awarded, how will you implement the 2021-22 proposed project? Does your proposed project expand on previous projects, 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>If awarded, we will be able to continue providing several educational workshops for families in Spanish, specifically:</p> <ul style="list-style-type: none"> All About ABA Series of 6 classes on assessing adult transition-related employment and young adult services Conference on Autism <p>We launched a virtual Spanish support group during the last year, and this will continue to be offered as an out-reach component of this project.</p> <p>Based on feedback from families that have attended our workshops and input from our Latin FAC, we are proposing the following new educational events in Spanish:</p> <ul style="list-style-type: none"> Supporting Early Childhood Empowering One Parent Another Series Parent-Child Self-Care Series <p>Our developmental screening events continue to be an important part of our outreach efforts, and RCOG regularly participates in these events so that families needing connection can be directly referred. There was a 15% drop in referrals to Early Start at RCOG during the pandemic, so developmental screenings are needed to provide information and assess families. Many young children have not had routine pediatric developmental screenings through their medical home during the pandemic, and community screening opportunities are necessary. We plan to hold 3 virtual developmental screenings.</p> <p>As part of our ongoing activity we held a listening session in August 2021 with African American families, which provided our team with information which has further guided our project plans. We plan to continue the following workshops for African American families:</p> <ul style="list-style-type: none"> From the Struggle to Partnership: Supporting Parents and Caregivers in Navigating the Early Years of Their Toddler's Development All About ABA <p>We will be adding:</p> <ul style="list-style-type: none"> Supporting Early Childhood (building upon our current workshop) A series on Developing Parent Advocates/Growing the Warriors. <p>Please see the attached project summary document for details regarding our proposed activities.</p>	<p>1</p>

General Application		
Proposal Summary		
<p>1. Project Type</p> <p>Choose the project type that best describes your activities from the list below:</p>	<p>Applicant Response</p> <p>Educational and Training</p>	
<p>2. Duration of project</p> <p>Choose the duration of your project.</p>	<p>Applicant Response</p> <p>12 months</p>	
<p>3. Regional Centers</p> <p>Choose the Regional Center(s) that your project will serve. Check all that apply.</p>	<p>Applicant Response</p> <p>Regional Center of Orange County</p>	
<p>4. Counties Served</p> <p>List the counties that your project proposes to serve. Check all that apply.</p>	<p>Applicant Response</p> <p>Orange County</p>	
<p>5. City of Los Angeles</p> <p>If your project proposes to serve the City of Los Angeles, list the zip codes your project will serve.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>6. Community Based Organizations</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>Applicant Response</p> <p>We will be working with Help Me Grow Orange County (HMG) for each of our developmental screening events. HMG is also an important partner for disseminating information about all our workshops to their agencies and families through their weekly email newsletters. We will hold one developmental screening event in collaboration with Illumination Foundation, and one in collaboration with Christ Our Redeemer A.M.E. Church. Please see the attached letters of support.</p>	<p>2</p>

<p>7. Multiple Organizations</p> <p>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</p> <p>No</p>										
<p>8. Strategies and Sustainability</p> <p>How will you perpetuate its work after the grant funding has concluded?</p>	<p>Applicant Response</p> <p>We intend to embed our training event hosted with Zoo Webinar so they can be available for anyone to view on our YouTube page. We are part of a larger university-based outreach collaborative with several locations across the US, and we often take the lead on efforts to educate pediatric patients primarily of Latino families when we are working with the other program on projects, and share our materials and strategies. Additionally, we consult with B Well and the Orange County Local Partners in Agreement on a monthly basis in order to support efforts in Orange County aimed at creating resources for low-income families and access to information we provide in our workshops. Our Center also leads ECHO programs (a virtual learning network to support health care providers in delivering evidenced-based care for their patients with autism) such as our current ECHO Autism: Primary Care series. We can disseminate information through our ECHO network.</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>African American, Hispanic, Other (list)</p>										
<p>Applicant Comment</p>	<p>"Other" includes includes families experiencing homelessness</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 project intends to serve and the related language(s).</p>	<p>Applicant Response</p> <table border="1" data-bbox="479 978 1334 1220"> <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>Hispanic /Latinx</td> <td>295</td> <td>Spanish</td> </tr> <tr> <td>Children experiencing homelessness</td> <td>10</td> <td>English and Spanish</td> </tr> </table>				Hispanic /Latinx	295	Spanish	Children experiencing homelessness	10	English and Spanish	
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Children experiencing homelessness	10	English and Spanish									
<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</p>										
<p>Applicant Comment</p>	<p>Parents of children birth-21 will be served through these projects.</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, attachment 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>Educational disparities in the essential Regional Center (RCOC) services for Hispanic families in Orange County, we provide providing 18 training events, one in-person and a monthly support group in Spanish. Educational disparities in the essential RCOC services for Black/African American families, we propose providing 13 training events aimed at supporting Black/African American families and 1 virtual developmental screening event for underserved children who identify as Black/African American/Multi-racial. We will also have a virtual developmental screening event for children who have experienced homelessness and unmet mental health needs, and a virtual developmental screening event open to the larger community. Our project design is primarily an in-person parent training effort. Parents will learn about their children's needs and needs. They will learn about the agencies, services and community supports that are beneficial and they will learn how to access these programs. Parents will be able to access ongoing support and social support if they host through the Spanish Support Group and English Parent Support Group. We have demonstrated successful educational efforts for Spanish-speaking families with previous DDS grants, and have continued to reach hundreds of families throughout the pandemic with virtual events and the support of the Latin Family Advisory Committee (FAC) and parent outreach team. We attribute much of the success in reaching many families to the leadership capacity that has developed among our FAC parents over the past 6 years since we launched the FAC. Our FAC parents have grown in their roles over time and now undertake many of the components of our educational events including developing and giving presentations. They are true leaders in their communities and share their knowledge and lived experience with families they encounter. Our African American parent Advocate and Educator has watched the progression of the FAC over the past several years and in hearing the experiences and needs of the African American families that attended the listening session, which she facilitated, she has proposed we embark on a similar effort with African American families with the Developmental Advocates/Grouping the Warriors group. This effort would be unique in Orange County, as a group of parents focusing on the African American experience with ASD and other neurodevelopmental disorders that currently exist continue to guide our parents. We recognize this kind of leadership development takes time and is actively engaging with community partners here. Through this group, we can engage parents who will have the opportunity to learn, network, support one another, and touch each other's families that may be interested in this opportunity.</p> <p>Please see the attached plan summary document for additional details about each educational event.</p>	<p>1</p>
<p>2. Data and Community Input</p> <p>Explain how the target population(s) are understood using RCOS data or 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>RCOC presented FY 19-20 PO expenditure data on March 4, 2021, and consisted with the last several years a large disparity exists for the Hispanic population. Expenditure for Hispanics is lower across all age ranges and residential typologies. Forty-nine percent (over 4 million individuals) of Spanish-speaking consumers had no PO. Virtual feedback comments during the virtual presentation on 3/4/21 indicated that Latinx/Spanish-speaking families continue to experience challenges in communicating with their service coordinators, understanding what services and supports are available, and gaining access to needed services. We developed our project with our Latino FAC parents. PO data from RCOC shows disparities for Black/African American families are similar to those of Hispanic families. For FY 19-2020, 39% of African American consumers aged 3 to 64 had no POS, compared to 6% of white consumers. Further, for the same FY and age range, African American consumers had \$6,556 in per capita expenditures, Hispanic consumers had \$3,931 in per capita expenditures, and white consumers had \$9,967 in per capita expenditures. We conducted a listening session for families that identify as Black/African American in August 2021. Participants shared their experiences of navigating a fragmented system of care, with a lack of representation. They recommended opportunities for parents to connect and learn from each other and community experts as a meaningful way to make change.</p>	<p>1</p>
<p>3. Uniqueness</p> <p>How is the proposed project unique (e.g., strategies, activities, and objectives) in the proposed regional center attachment area? If the project is similar to a uniquely funded grant listed on the Department's website, how is the proposed project different?</p>	<p>Applicant Response</p> <p>We have reviewed the current Disparity Funds programs funded in Orange County, and the only organization providing education and training events specifically for Hispanic/Spanish-speaking and African American families. Our developmental screening events for families experiencing homelessness are also unique to our attachment area. Our continued partnership with the Leadership Education to Advance Diversity-African, Black and Caribbean (LEAD-ABC) scholars is distinct, as it is the first media school program in the nation designed to specifically develop physician-leaders who will serve the unique health needs of ABC communities. We plan to involve LEAD-ABC scholars in an asset-mapping project to identify programs and services that are specifically invested in and equipped to support African American families who share with families. This project will align closely with our parent advocate and educator's increased effort on this grant to educate African American families and places where African American families gather such as churches with large African American congregations and African American parent and youth groups. Finally, our educational offerings aim to develop leaders among parents in both the Hispanic and African American communities, which is unique to our area.</p>	
<p>4. Improve Equity and Service Access</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>How will you promote equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>Our project will improve equity, access and reduce barriers through the following:</p> <ul style="list-style-type: none"> • Providing educational events to Hispanic/Spanish-speaking families and African American families about developmental disabilities and effective interventions and support services available through RCOC and in the community • Providing information about how to access services and navigate barriers • Decreasing stigma about developmental disabilities and reducing social isolation through virtual, interactive training events • Providing educational events about the importance of planning for transition to adulthood including employment, increasing independence and community inclusion and available programs that support these areas. • Empowering parents to identify the unique needs of their children and how to participate in IEP and IEP processes in order to access appropriate services and supports • Identifying young children, especially Latinx, African American, and those experiencing homelessness, with developmental delays and assisting their families in connecting with Regional Center Early Start services and/or other community-based programs through developmental screening events • Increasing knowledge about early childhood development, ways to encourage play in children and develop early learning skills while strengthening family bonds • Increasing knowledge about mental health, sleep hygiene and nutrition and community resources that support these areas. 	
<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 target area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce disparities in your target 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>RCOC as reported to the community and DD that the largest disparity exists for the Hispanic population in Orange County. Based on our conversation with RCOC in October, the disparity for Hispanic families continues to be the greatest, and our proposal provides several interactive educational opportunities for this community in Spanish so that families can better inform themselves and learn skills to advocate for their children.</p>	
<p>6. Project Activities</p> <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>Applicant Response</p> <p>Our project will focus on the underserved Hispanic (Latino) minority group, African American/Black minority groups and families who are currently underserved. We will support Hispanic (Latino) minority groups by offering virtual (Zoom) trainings in Spanish on Supporting Early Childhood (30 families), Addressing Adult Transition Related Employment and Young Adult Services (90 families), ABA (15 families), Empowering One Parent to Another Parent (30 families), Parent-Child Self-Care (30 families), and a Conference on Autism (50 families). In addition, we will offer a monthly support group in depth to continue our outreach efforts to families in need via Zoom (20 families), as well as a Developmental Screening via Zoom (10-15 children). We will support African American/Black minority groups through offering virtual (Zoom) trainings in Spanish on the Struggle to Parent (20 families), Supporting Early Childhood (21 families), ABA (20 families), Developing Parent Advocating/Writing the Wishes (30 families) and a developmental screening in partnership with Christ Our Redeemer Church A.M.E with the Leadership Education to Advise and Dive City-African, Black and Caribbean (LEAD-ABC) UCIS Health of Medicine Students (10-15 children). In an effort to support our unhoused children, we will host a developmental screening in partnership with Illuminating Fundations. In an effort to provide outreach to the community in general, we will offer a monthly virtual (Zoom) parent-to-parent meeting in English (60 families).</p>	
<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 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>Our proposed measures include both qualitative and quantitative data. Quantitative data include post-workshop surveys, the number of attendees attending each workshop, the number of children who attend a Developmental Screening (as well as the number of children who are referred to RCOC following the screening). After attending a workshop presentation, all attendees will answer questions about how confident they are about knowledge relating to Regional Center services on a Likert Scale (1= Strongly Disagree; 5= Strongly Agree) via a Zoom poll. Zoom poll will ensure that all attendees answer the post-workshop survey. For example, after attending our Supporting Early Childhood workshop attendees will answer the question "I now understand that my child may continue to be eligible for Regional Center services after age 3." We will aim for a "post-workshop average" of 4 for each question and provide each post-workshop group average on DDS. These post-workshop group averages will be used to retroactively track our project's objective to reach 486 individuals and help them Agree or Strongly Agree that they now know how to access Regional Center services. Qualitative data includes narrative responses (success stories and challenges) from attendees who participate in our workshops/workshop presentations and developmental screenings. These narrative responses will help our Center learn more about how the attendees' participation in our workshops has impacted on the lives of their family members.</p>	
<p>8. Budget Template and Narrative</p>	<p>Applicant Response</p>	

APPLICANT INFORMATION	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 proposed budget is consistent with the stated purpose 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 budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The proposed budget costs are clearly associated with the proposed activities and goals. The proposed budget does not include non-allowable costs.</p>	
<p>9. Budget Costs</p> <p>Explain how the proposed budget costs are clearly associated with the proposed activities and objective and confirm that the budget does not include non-allowable costs funded by other sources.</p>	<p>Applicant Response</p> <p>Our budget costs include 3 clinicians who identify as African-American/Black (1 medical provider and 2 psychologists), 1 temporary employee who is a mother and parent advocate, 6 providers who are Spanish-speaking (2 medical providers, 2 social workers, and 2 temporary services employees who are parent advocates). These budget costs are necessary in order to ease awareness and access to Regional Center and General Community services among Latinx/Spanish-Speaking and Black/African American families in Orange County. Other operating costs consist of software subscriptions and materials (photocopying handouts and postage to mail out these photocopied materials to families who attend our events virtually, as well as telecommunications to all families) that will allow us to host our events virtually. Based on feedback from families, virtual events are easier to access because they do not require transportation to childcare. We confirm that our budget does not include non-allowable costs funded by other sources.</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>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>Kaitlynn Tuong and Kathleen M. Fallon, Regional Center of Orange County</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>	1
<p>Applicant Comment</p>	<p>Chelsea O'Haire</p>	

