

Application Report



Applicant Organization: Family Resource Navigators
Project Name: Equitable Transition Coordination and Support
Application ID: App-22-641
Funding Announcement: FY 22-23 Service Access and Equity Grant
Awarded Amount: \$240,000

Project Summary: FRN is proposing individual and system advocacy training for self-advocates and their caregivers to address disparate outcomes in adult services for BIPOC individuals with disabilities.

Authorized Certifying Official: Eileen Crumm eileenc@familyresourcenavigators.org 5105477322
Project Director/Manager: Kausha King kaushak@familyresourcenavigators.org 5105477322
Project Manager/Coordinator: Kausha King kaushak@familyresourcenavigators.org 5105477322
Compliance/Fiscal Officer: Eileen Crumm eileenc@familyresourcenavigators.org 5105477322

Section Name: Applicant Eligibility

Sub Section Name: Applicant Information

1. Applicant Question: Project Title

What is the Project Title?

Applicant Response:

Equitable Transition Coordination and Support

Attachment:

[MHP Support Ltrr DDS Proposal 10.21.22.pdf](#) - PDF FILE

[FTB FRN.pdf](#) - PDF FILE

2. Applicant Question: Awarded Amount

What is the total amount awarded for the project?

Applicant Response:

\$240,000

3. Applicant Question: Organization Type

Choose the response that best describes your organization.

Applicant Response:

Community Based Organization (CBO), 501(c)(3)

4. Applicant Question: Description of Organization/Group

Provide a brief description of the organization or 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:

Family Resource Navigators (FRN) is a family to family 501C-3 organization serving the RCEB catchment area. FRN's mission is to support people with disabilities and their families. We help them connect to and teach them to advocate for needed services and supports – for their own family in individual advocacy and for all families in systemic advocacy. Staff serve about 2500 families each year. FRN is in the second year of a DDS SAE funded grant, Transition to Equity, which focuses on engagement and outreach to the Black community with a focus on improving individual advocacy for **transitioning students** and **initial training** for caregivers and self advocates to become agents of system change. In this project, FRN moves to individual advocacy for **RCEB BIPOC adult clients in addition**, and to **supporting system advocates in active engagement** in workgroups for RCEB and with generic community service providers to improve services for BIPOC adults.

www.familyresourcenavigators.org

5. Applicant Question: 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) or proof of good standing.

Applicant Response:

Yes

Attachment:

[FTB FRN.pdf](#) - PDF FILE

6. Applicant Question: 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

Section Name: Grant Reapplication Information

Sub Section Name: Grant Reapplications Only

1. Applicant Question: Previous Award(s)

Did your organization receive DDS grant funding in fiscal year 2020-21 or 2021-22? If yes, go to question 2 to complete each column. If no, skip this category and go to category 3.

Applicant Response:

Yes

2. Applicant Question: Previous Grant Award(s)

Since fiscal year 2020, complete a row for each DDS Service Access and Equity grant your organization was awarded funding.

Applicant Response:

Year Awarded	Project Title	Grant Number	Award Amount
2020	Transition to Equity	20-C20	\$210,000
2021	Qualitea-Chai Chat	21-C20	\$210,000

3. Applicant Question: Previous Grant Outcomes

Provide a brief grant summary of your project outcomes for fiscal year 2020-21 and/or 2021-22.

Applicant Response:

FRN had three SAE grants active in this time frame for family navigation:

- 19-C20 Multilingual Family Navigation (outreach and community connector);
- Transition to Equity (training in individual and systemic advocacy for Black families);
- and Qualitea Chai Chat 21-C20 (outreach and community connector to Arabic and Farsi/Dari speaking families).

19-C20 Multilingual Family Navigation provided outreach and family navigation to families speaking Spanish, Mam (Mayan language spoken by Guatemalan immigrants), South Asian languages (Hindi and Urdu), and Arabic. This project ran through March of 2022 – and served a total of 271 families (for a goal of 210), 92% of families served received at least one additional regional center or generic service with an over all 95% satisfaction rate with the community connector/family navigation services.

FRN currently holds the SAE grant 20-C20 Transition to Equity (TEP) -- that grant focuses on training on individual advocacy and family leadership for transitioning black youth and their families. This has been a very successful training and education project. TEP has met its training for individual advocacy trainings with over 336 attendees (100 goal) and system advocates trained(14 attendees/15 goal). Importantly, 88% of system advocacy students felt that they had an important story to tell after the training. The project is currently working on holding meetings with a facilitator, RCEB staff and leadership graduates on systemic racism and implicit bias and the impact on RCEB services. This project ends in March of 2023.

Finally, FRN started Qualitea Chai Chat 21-C20 in April 2022, which focuses on outreach and family navigation for Arabic and Farsi/Dari speaking families. This project is new, but we are currently more than halfway to yearly goals with outreach events (over 108 attending monthly teas) and over 25 families receiving navigation services.

4. Applicant Question: Project Transition

If awarded, how will your current project(s) transition into the 2022-23 proposed project? Does your proposed project expand or continue your current project, 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.

Applicant Response:

This project will continue and expand upon work from FRN's Transition to Equity (TEP 20-C20) -- which offered individual and system advocacy training. TEP focused on the challenges faced by the Black community. TEP staff held individual advocacy training around transition and systemic advocacy training for self-advocates and caregivers to engage in conversations with RCEB staff around systemic racism, bias, and discrimination.

For individual advocacy, this proposal focuses on adult services (while continuing to include transitioning youth) and issues like future planning, self determination, and finding a medical home (with those with complex medical conditions a special emphasis in this proposal). TEP held trainings only in English and focused exclusively on the Black community. The trainings for this project will focus more broadly on the challenges of BIPOC, and will be offered in English and Spanish. FRN anticipates that many participants from TEP will continue individual advocacy training in the new program as the topics are on adult services rather than transition.

The second part of this proposal, as with TEP, is leadership trainings for self-advocates and their caregivers (to learn how to advocate for change). Here FRN is expanding and adapting the training to reflect the needs of BIPOC, and explicitly include the Spanish-speaking community. FRN staff will be creating a Spanish language version of project leadership (our 7-week system advocacy training) to offer to self-advocates and caregivers, Furthermore, FRN staff will offer monthly support meetings to project leadership graduates, where they will learn about opportunities in the community for advocacy and leadership. FRN staff will also support project leadership graduates at RCEB workgroup meetings as part of this project. FRN expects that some of the graduates of leadership training in TEP will participate in the monthly support meetings and workgroups.

Section Name: General Application

Sub Section Name: Proposal Summary

1. Applicant Question: Project Type

Choose the project type that best describes your activities from the list below:

Applicant Response:

Education and Training

Applicant Comment:

The data from the 2020-2021 RCEB POS report starkly reveals the inequality in POS expenditures for the white adult community in Alameda and Contra Costa counties as compared to BIPOC adults with disabilities – particularly those who identify as Black and Hispanic. White adults have a POS expenditure of \$55,475 and are 38% of adults served. In contrast, Black adults are 32% and have a POS expenditure average of \$40,413 (73% of their white counterparts). Hispanic adults are only 15% of the population served (substantially below their census population percentage of 24% for the two counties) and only have an average POS expenditure of \$28,037 (or 51% of their white counterparts). This project, Equitable Transition Coordination & Support (ETCS), addresses this stark disparity by offering training on individual advocacy for BIPOC transitioning adults/adults and their caregivers (with a focus on Black and Hispanic families) with the intent of teaching self-advocates and caregivers how to better navigate systems and receive equitable services. ETCS will also provide system advocacy training in English and Spanish, and provide ongoing advocacy support, for caregivers and self-advocates to actively participate in RCEB work groups and community committees and have their voices heard about what services are needed.

In addition to the focus on BIPOC, special attention will be paid in this project to consumers with complex medical conditions and special health needs, as community input indicated that this is a group particularly impacted by these disparities.

Staff working on the ETCS project will create culturally and linguistically competent resources, educational opportunities, and system advocacy support for BIPOC self-advocates (both transitioning youth and adults) and their caregivers/supporters. The individual advocacy training will consist of 4 modules, covering participant directed services/self-determination; IPP advocacy for BIPOC families; overview of RCEB funded services for adults and navigating adult medical services. These will be offered in both English and Spanish over the course of the project. This is an expansion and extension of work FRN did in our SAE funded Transition to Equity (TEP) project, as the community collective of community members directing TEP strongly felt this training should continue and be expanded to all adults and have a focus on adult services.

Moreover, as the TEP project had many Spanish speakers attending events – the trainings will also be offered in Spanish as well as English and focus on the unique challenges these two groups face in accessing adult services.

FRN's outcomes for individual advocacy training will be that self-advocates and caregivers have a better understanding of the options available and feel better able to meet their needs through their individual advocacy efforts with RCEB and generic community services.

The second part of the project consists of training and support for system advocates. FRN will provide system advocacy training with its project leadership (PL) curriculum (offered in both English and Spanish) to both self-advocates (transitioning youth and adults) and caregivers. In addition, FRN staff will hold monthly support meetings for PL graduates to support their advocacy, as well as attending meetings of RCEB's diversity and equity and self-determination workgroups with them.

At support meetings, PL graduates will hear about advocacy opportunities in the community (both at RCEB and generic service agencies like Alameda Alliance for Health), build community with each other, strategize, and share success stories about getting their voices heard by RCEB and other community agencies.

System advocacy is a vital part of this project because for many BIPOC self-advocates and their families, particularly for RCEB clients with complex medical conditions, there are no programs to fit their needs. PL graduate participation in both the diversity and equity and self-determination workgroups will bring new voices to these groups. The goals of FRN's training and support will be that self-advocates and their caregivers feel more knowledgeable about how to change systems and have their voices heard in these forums and beyond.

In summary, ETCS proposes to continue FRN's earlier work on training Black transitioning families by expanding to cover all self-advocates (transitioning youth and adults) and their caregivers, and focusing on advocacy/choices in adult services. FRN is also broadening the reach to specifically include the Spanish speaking population. The system advocacy portion continues system change training (with an expansion to include Spanish speakers) and adds ongoing mentoring and support self-advocates and caregivers with their change efforts with RCEB and community workgroups. The goal is to reduce disparity by mentoring BIPOC self-advocates and caregivers to advocate and navigate individual services as well as lift their voices into discussions about how their community should be served.

2. Applicant Question: Duration of project

Choose the duration of your project.

Applicant Response:

24 months

3. Applicant Question: Regional Centers

Choose the Regional Center(s) that your project will serve. Check all that apply. If you are proposing a statewide project, select the All Regional Centers/Statewide option.

Applicant Response:

- Regional Center of the East Bay
-

4. Applicant Question: Counties Served

List the county or counties your project proposes to serve. Check all that apply. If you are proposing a statewide project, the select All Counties / Statewide option.

Applicant Response:

- Alameda County
 - Contra Costa County
-

5. Applicant Question: 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.

Applicant Response:

Not Applicable

Applicant Comment:

Not Applicable

6. Applicant Question: 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.

Applicant Response:

No

7. Applicant Question: Strategies and Sustainability

How will your project continue its work after the grant funding has concluded?

Applicant Response:

FRN is grateful for DDS SAE funding for these important projects that address systemic racism, bias, discrimination and inequality in services. FRN has a two pronged approach to sustaining this work - incorporating activities into ongoing projects and applying for grant funding other parts of the work.

This project will develop and pilot materials for self advocates/caregivers, creating new materials and trainings. These can then be incorporated into FRN's ongoing Community Navigator Program (CNP), which works with self advocates as well as families. FRN has done this with prior products of SAE funded work - "IEP Advocacy for Black Families" (created and piloted in 20-C20) will be offered through our Family Empowerment Center after 2022.

Second, with the data developed from the project on the impact and importance of this work, FRN can seek grant funding from other sources. For example, FRN secured SELPA funding for the "Golden Village" conference, originated with SAE RCEB funds.

Sub Section Name: Target Population

1. Applicant Question: Ethnicity Groups Served

Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" or "Other" use comment section to list specific groups.

Applicant Response:

- African American
 - Hispanic
-

2. Applicant Question: Ethnicity Group(s), Language(s) and Number of Individuals Served

For each ethnicity group, provide the number of individuals your project intends to serve and the related language(s).

Applicant Response:

Ethnicity Group(s)	Individuals Served	Language(s)
Black		English
Hispanic		Spanish

3. Applicant Question: Age Group(s) Served

Select all Age Groups the project will serve.

Applicant Response:

- 16 to 21
 - 22 and older
-

Applicant Comment:

We are proposing to serve self-advocates (transitioning youth and adult consumers) and their caregivers.

Section Name: Project Application

Sub Section Name: Project Application

1. Applicant Question: Project Summary and Organizational Experience

Provide a clear and concise project summary that includes a defined target population, catchment 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 and how your organization will work with the local RC(s).

Applicant Response:

Transitioning to and navigating through adult services is complicated for all RC consumers and their families. It is worse for BIPOC, as shown by the findings of the San Francisco Human Services Agency's listening sessions about transition/adult services for people with disabilities in 2021 -- which stressed the need for consumer education and culturally appropriate services for BIPOC adults with disabilities. FRN has received similar feedback, that BIPOC self-advocates (both adults and transitioning youth) and their caregivers need culturally competent resources, educational opportunities, and trainings on both individual advocacy and system advocacy.

Navigating transition and adult services is challenging for all families, but the results are starkly different for BIPOC. BIPOC adults only receive a fraction of services from RCEB that their white counterparts do -- in FY2021 Black adults received 72% and Hispanic adults only 51% of what their White counterparts received. The feedback FRN gathered suggested that this navigation is particularly difficult for adults with complex medical needs -- and many families reported that they saw no option except for their child to remain at their home under their care.

FRN is proposing a 2 part program to address these issues:

1. **Individual advocacy training** for self-advocates (transitioning youth/adults) and their caregivers will give them a better understanding of the options currently available and help them feel more confident in advocating for their needs. FRN will create community collectives of self-advocates/caregivers and professionals who will help design the training which will cover 4 topic areas: person-directed services/self determination; overview of RCEB adult services; IPP advocacy for BIPOC; and navigating insurance/medical systems. These will be offered in Spanish and English and serve 100 people in each language.
2. **System advocacy training** and support will help self-advocates and their caregivers feel more knowledgeable about how to change systems and have their voices heard in designing services. Community collectives will work with FRN to tailor the curriculum to the needs of the two communities. FRN will offer two Project Leadership series, one in English and one in Spanish, with the goal to train 30 community leaders. The community leaders will be supported at 10 monthly support meetings which will share strategies, successes, and leadership opportunities. Leaders will also be supported at a minimum of 6 RCEB workgroup meetings.

This expands upon FRN's work with transitioning Black youth (TEP 20-C20) and Spanish-speaking families (CNP). FRN will work with community collectives of self-advocates, caregivers, and professionals, to make sure consumer voices are heard at every level of the project. The goal is to reduce disparity through education and support for individual advocacy to get services for consumers and system advocacy to develop new options.

Attachment:

[MHP Support Ltrr DDS Proposal 10.21.22.pdf](#) - PDF FILE

[FRN Letter of Support 10 24 2022 Final Draft .pdf](#) - PDF FILE

2. Applicant Question: Data and Community Input

Explain why you have selected your priority population(s) using RC POS data and other data as supporting evidence of the disparity or inequity. Include how your organization used input from the community, target population, and RC to design the proposal.

Applicant Response:

FRN based our project on RCEB POS data as well as input from the community. The expanded POS difference in services for adult consumers between White, Black, and Hispanic is startling. For FY2021, Black adult consumers received only 72.8% of their White counterparts, and Hispanic 50.5%. And this difference is consistent, in FY19-20 it was 71.6% and Hispanic 51.7%. In FY18-19, it was 71.3% for Black adults compared to Whites, and 52.5% for Hispanic. There is a clear and persistent disparity in these numbers.

FRN's earlier education and training project focused on Black transitioning youth and young adults, and was run by a community collective of caregivers, self-advocates, and professionals. FRN took input from the collective, who recommended continuing services with an expanded focus on adults as well as those with special health care needs. These were incorporated into our design.

The decision to include Spanish speakers came from spontaneous community input around events for transitioning Black youth/young adults. Advocacy groups like "Families United for Equity" highlighted the need for similar services for Hispanic self-advocates and their caregivers. Oakland Unified School District asked if FRN could offer similar programs for Spanish-speaking students. And many family members attended the trainings of our last project and requested Spanish language services. FRN is proposing a project with an expanded focus on self-advocates with services in Spanish and English.

3. Applicant Question: Uniqueness

How is the proposed project unique from a currently funded grant (e.g., strategies, activities, and goals) in the proposed RC catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?

Applicant Response:

FRN's proposed project is unique in its combination of services:

Having a community collective of consumers/caregivers/professionals direct the work;

Emphasizing both individual navigation/advocacy and leadership training for self-advocates (adults and transitioning adults) and their caregivers;

Focusing on specific challenges for BIPOC, specifically Black and Hispanic populations;

Addressing the needs of adults with complex medical conditions.

The catchment area of RCEB has the benefit of many fine CBOs providing services under SAE funding. Helping Hands East Bay (21-C11) has a similar project but the focus is on Cantonese, Vietnamese and Filipino speakers and there is no leadership component. Care Parent Network (21-C14) is offering transition oriented training, but not tailored to the challenges of BIPOC nor does it offer leadership training. La Familia (21-C13) and the ARC (21-C29) offer trainings for Spanish speaking families, but again there is no leadership training for system change. This program is the only one in the RCEB area that will be guided by community collectives, offering training targeted to the Black and Hispanic community, offering that population both individual advocacy and leadership training, and emphasizing the particular needs of adult consumers with complex medical conditions.

4. Applicant Question: Improve Equity and Service Access

How will your project measurably improve equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?

Applicant Response:

With this new proposal, FRN will build on its successful Transition Equity Collective to ensure trainings are culturally appropriate for Black self-advocates and their caregivers; offer leadership training for Black self-advocates and their caregivers on grassroots advocacy and system change; and provide more training on Regional Center Services and how to advocate for appropriate resources that serve the needs of Black families. FRN will expand on this work by offering individual and systems advocacy trainings to Spanish speaking self-advocates and their caregivers. In addition to the focus on BIPOC, special attention will be paid in this project to consumers with complex medical conditions and special health needs, as community input indicated that this is a group particularly impacted by these disparities. Our ability to build community with families, program providers and service systems allows for better communication and improved service support.

5. Applicant Question: Support of RC Plan

Does the project support the RC plan to promote equity and reduce disparities in their catchment? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations to promote community inclusion?

Applicant Response:

FRN staff have discussed with the RCEB ED and Equity and Inclusion staff the activities and the focus groups of our proposal, Black and Hispanic self-advocates (transitioning youth and adults) and their caregivers. RCEB staff are supportive of our proposal. In terms of the RCEB plan to reduce disparities, one of RCEB's goals is to increase outreach and service equity in the Black and Spanish speaking communities, and this project focuses on this goal.

FRN-planned trainings on individual advocacy will also help self-advocates and caregivers address underutilized POS, coaching families on how to advocate in the IPP process or participate in the self-determination process.

One unique aspect of this project is its leadership training and support component for self-advocates and caregivers. The project proposes to support leadership graduates at RCEB Self Determination and Equity and Diversity workgroup meeting, and this will play a vital function in helping make RCEB staff aware of unmet needs in the community.

6. Applicant Question: Project Activities and Measures

Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.

The schedule of activities clearly and specifically demonstrates the steps that the project will take to achieve its stated objective and measures. Do the proposed measures appropriately track the project objective and activities, provide insight into the effectiveness of project, and demonstrate impact on the target population?

Applicant Response:

FRN is proposing a two-part project to address the disparity between Black and Hispanic adult consumers and their White counterparts. FRN first planned step is to recruit and organize collectives of consumers, caregivers, and community members to run the project as it is very important to us that the project and its products be owned by the community. Once the collectives (Spanish and Black/African American) are formed, they will work with FRN staff to design individual advocacy training in 4 series: Person directed services/self-determination, Overview of RCEB adult services, IPP advocacy for BIPOC and insurance/medical advocacy. Once written, FRN staff will offer the two series in Spanish and English and serve 100 participants in each group. FRN will use pre and post surveys to determine if these trainings improved participants' knowledge of available services and their confidence in advocating.

The second part of the project consists of system advocacy/leadership training and support. FRN staff will work with the Spanish speaking collective to tailor Project Leadership to the point of view and experience of Spanish speakers. FRN has already done this with the Black community in our Transition to Equity project, 20-C20. Then FRN will recruit for and offer two project leadership series, one in Spanish and one in English, aiming at training 30 community leaders. There will be surveys examining whether participants feel prepared to be a system advocate and whether they feel they have an important story to tell.

FRN will provide support to these system advocates through a minimum of 10 monthly meetings. At these meetings, FRN staff and participants will share information about leadership opportunities and advocacy strategies. The project will support project leadership graduates in at least 6 RCEB Self Determination and Diversity and Equity workgroups. FRN will collect interview data from participants to get their feedback on how they felt about being leaders in these meetings and whether they felt supported.

FRN is confident that with this group of project activities and performance measures we will be able to effectively show the impact of our work.

7. Applicant Question: Budget Template and Narrative

Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.

The project budget is consistent with the stated project objective and activities, and clearly and concisely explains how the proposed expenditures support the overall project design and outcomes. The project budget costs are clearly associated with the activities and does not include non-allowable costs or costs funded by other sources.

- Budget Template example is located at [Attachment C](#).
- Budget Details and Restrictions are available [here](#).

Applicant Response:

FRN's budget is consistent with the objective and activities of the project. Personnel costs fund staff carrying out the project activities including gathering a community collective, creating culturally appropriate training materials, recruiting participants, organizing and facilitating multiple training series, and supporting leadership graduates in monthly meetings and RCEB workgroups. Operations costs are direct costs incurred by those staff in the use of facility space, communications (individual software licenses and cell phones), and supply needs. Volunteer support consists of stipends for presents, for family collective members, and family leaders (to cover their transportation and childcare costs of attending). FRN's indirect is set at 15% for this grant and will cover a share of the cost for financial (bookkeeper, audit, accountant, taxes and fees, payroll) and administrative costs (administrative staff and insurance). Details on how these costs are calculated are in the budget narrative,

Section Name: Proposal Certification

Sub Section Name: Certification

1. Applicant Question: Confirm Proposal Discussion with RC(s)

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?

Applicant Response:

Yes

2. Applicant Question: RC Contact

CBOs are required to submit their application concurrently to the Department and to each RC(s) catchment 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 emailed your proposal application. The RC contact list is available here at [Attachment F](#).

Applicant Response:

Lisa Kleinbub

lkleinbub@rceb.org

Jairo Guiza

jguiza@rceb.org

3. Applicant Question: Code of Conduct**Grantee Code of Conduct**

The Department is committed to supporting services and programs with integrity that foster collaboration and professionalism. Grantees are expected to conduct project activities in a professional and respectful manner that include:

- **Valuing Diversity and Inclusion.** Grantees should embrace diversity that includes but is not limited to: ability, race, language, national origin, citizenship, age, gender identity or expression, sexual orientation, and religion.
- **Conducting Activities with Personal and Professional Integrity.** All activities with individuals, families, community organizations, regional centers, and state, local and federal agencies should be conducted with professionalism, dignity, respect, and fairness. Grantees should be open to listening to different points of view and fostering productive communication.
- **Providing a Positive Work Environment:** All projects should foster a positive and respectful work environment with their colleagues and other grantees.

Applicant Response:

- I acknowledge that I have reviewed the Code of Conduct.
-

4. Applicant Question: Applicant Certification

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.

Applicant Response:

Yes
