

## APPLICATION REPORT

**Project Name:** Parent Mentor Initiative  
**Applicant Organization:** San Gabriel Pomona Regional Center 1  
**Awarded Amount:** \$223,000  
**Funding Announcement Name:** Promoting Service Access and Equity Grant



### PROJECT SUMMARY

75 families to receive virtual parent mentoring support to equip parents with knowledge of available services, how to define their child's needs and promote a sense of empowerment so they can be effective advocates in identifying their family members unmet need and accessing generic resources and Purchase of Service (POS) to meet those identified needs.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<b>Applicant Eligibility</b>		
<b>Applicant Information</b>		
<b>1. Project Title</b>	<b>Applicant Response</b>	
What is the Project Title?	Parent Mentor Initiative (PMI)	
<b>2. Awarded Amount</b>	<b>Applicant Response</b>	
	\$223,000	
<b>3. Organization Type</b>	<b>Applicant Response</b>	
Please check the box that describes your organization	Regional Center (RC)	
<b>4. Description of Organization/Group</b>	<b>Applicant Response</b>	
Provide a brief description of the organization/group (organization type, group mission, etc.). Explain what experience your organization has managing a program similar to the proposal and state the outcomes of that program.	The mission of the San Gabriel/Pomona Regional Center (SG/PRC) is to work in partnership with individuals with developmental disabilities, their families and the community to promote choice, empowerment, independence, and full integration into community life. SG/PRC has managed numerous projects to promote equity in accessing POS services, including the current Parent Mentor Initiative (PMI) project being proposed for continuation funding. Outcomes are well documented in quarterly reports submitted to DDS of both PMI and Navigating the Regional Center System. Documentation supports meeting our expected outcomes.	
<b>5. Applicant in Good Standing</b>	<b>Applicant Response</b>	
Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	
<b>6. Subcontractors in Good Standing</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	Yes	1
<b>Grant Reapplication Information</b>		
<b>Grant Reapplications Only</b>		
<b>1. Grant Number</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	19-SGPRC-08	
<b>2. Project Title</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Parent Mentor Initiative	
<b>3. Project Start &amp; End Dates</b>	<b>Applicant Response</b>	
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Start Date: 03/01/2020, End Date: 02/28/2021	
<b>4. Project Duration</b>	<b>Applicant Response</b>	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	12	
<b>5. 2016/2017 Award</b>	<b>Applicant Response</b>	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	\$344,000.00	
<b>6. 2016/2017 Expenses</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	\$344,000.00	
<b>7. 2016/2017 Remaining</b>	<b>Applicant Response</b>	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
<b>8. 2017/2018 Award</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
<b>9. 2017/2018 Expenses</b>	<b>Applicant Response</b>	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
<b>10. 2017/2018 Remaining</b>	<b>Applicant Response</b>	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
<b>11. 2018/2019 Award</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	\$165,000.00	
<b>12. 2018/2019 Expenses</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	\$165,000.00	
<b>13. 2018/2019 Remaining</b>	<b>Applicant Response</b>	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
<b>14. 2019/2020 Award</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	\$184,400.00	
<b>15. 2019/2020 Expenses</b>	<b>Applicant Response</b>	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	\$184,400.00	
<b>16. 2019/2020 Remaining</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.	\$92,000.00	
<b>17. Total Awarded</b>	<b>Applicant Response</b>	
(Reapplicants only) Combine the amounts included in FY 2016/2017, FY 2017/2018, FY 2018/2019, and FY 2019/2020 for the total amount awarded for the project. If not applicable select Not Applicable.	\$693,400.00	
<b>18. Initial Proposed Number of People Served</b>	<b>Applicant Response</b>	
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	75	
<b>19. Actual Number of People Served</b>	<b>Applicant Response</b>	
(Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.	<p><b>Actual Numbers Served to date:</b> As of October 2020, 412 parents have been referred, 334 matched, 213 parents who actually participated with their mentors after match, and 130 graduates, meaning they achieved all of their goals. Total of 6,343 hours of direct mentoring provided.</p> <p><b>Why this number is different:</b> The project proposed for 2019-20, indicated 100 individuals would be served. However, the actual funded project was reduced; therefore, the project could only support a maximum of 50 parents per month based on the amount awarded.</p> <p>What we are also finding is that parents want to stay with the mentor a full 12 months rather than completing their goals within 6 to 9 months. This reluctance to leave PMI means that fewer families can be served in a given year. Additionally, we have discovered that changes take time. Please note that up to 10 referrals are being referred to the PMI Project every month.</p>	
<b>20. Regional Centers in Catchment Area</b>	<b>Applicant Response</b>	
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	All cities and unincorporated areas of Los Angeles County within the San Gabriel/Pomona Regional Center service area.	



APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<b>21. Cities Served</b> (Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	<b>Applicant Response</b> Through out the Projects, participants have resided in these cities: Altadena, Monrovia, El Monte, South El Monte, Baldwin Park, La Puente, Hacienda Heights, Rowland Heights, Covina, West Covina, Glendora, Pomona, and Azusa. Now that the project is provided remotely it is available to any family with NO-POS that resides with in the service area of SG/PRC.	
<b>22. Counties Served</b> (Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	<b>Applicant Response</b> Los Angeles County	
<b>23. City of Los Angeles</b> (Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.	<b>Applicant Response</b> Not Applicable	
<b>24. Activities to Date</b> (Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.	<b>Applicant Response</b> <b>Project activities to date:</b> The current grant application continues to be in progress and is expected to be completed timely. Extension of time was awarded by the department (DDS) due to the change of start date to March and adjustments due to the COVID-19 outbreak and the Stay at home" orders by the Los Angeles County Department of Public Health, the in-person, in home support of parents which as been an integral part of PMI was not possible. This project was pivoted to remote services to continue to support families in April 2020.  -More than ever were parents calling the regional center for support, both from service coordinators and families were requesting support from a mentor to access generic resources and COVID-19 relief supports available through regional centers POS. Referrals were requested yet receiving the consents to release information was a challenge for families that delayed referral to CBO Alma Family Services because of remote services. - Self return envelop with paid postage was sent to support getting back the authorization timely. - Parent would call Cultural Specialist when signature was sent back to make arrangements to pick up. - Once SGPRC announce all correspondence would be scanned and added to the client electronic file, involving the SC to support Cultural Specialist was critical - Alma FS (CBO) matched families and conducted the initial interview. - Parent mentors were only able to work via phone	<div>1</div>

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>due to limitation in connectivity.</p> <p>- Parent Mentors completed mentoring over the phone only due to connectivity challenges. Families that had a device to successfully connect to zoom platform were able to meet via zoom.</p> <p>Since grant began in April for this funding period 43 were referred, 35 were matched, 526.57 hours of mentoring was provided and 29 parents graduated.</p> <p><b>(See Attachment Referral and Served FY 2019-20).</b></p> <p><b>From start to reapplication what are the key accomplishments:</b></p> <p>- A key accomplishments is that Parent Mentors were able to transition to provide support. The Parent Mentors are parent that are also affected by the Pandemic that felt the strain. One of our parent mentors have 3 individuals who are being served with SG/PRC.</p> <p>- Parent Mentors had to overcome technology challenges to help families with limited connectivity.</p> <p><b>Have all activities been completed:</b></p> <p>-During Pandemic Parent Mentors were able to pivot to Remote Services to serve families have been affective by the pandemic stay home orders.</p> <p>-The FY-2019-20 continues to be in process and is expected to end as expected 2/28/21.</p>	
25. Project Impact & Outcome	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.</p>	<p><b>Project Impact to date:</b>  As of October 2020, 412 referred, 333 matched, 213 parents who actually participated with their mentors after match, and 130 graduates, meaning they achieved all of their goals. Total of 6,343 hours of direct mentoring provided. All services have been provided to communities of color; higher amount of Hispanic monolingual being supported by Spanish speaking mentors.  -Improved working relationships  -Increase in generic resources:  -Buy in from Service Coordinators looking at this program as essential in teaching parents how to engage effectively in IPP development and Advocate for their family member. "Quote from SC"</p> <p><b>Participants Success stories:</b>  The participants success stories help to demonstrate the effectiveness of this project that helps us to see impact it makes for each family that is served. The following are success stories shared in the moth of October. There are monthly selected stories that you can see in Alma's Family Services (CBO) monthly reports.  -Mentor Success Story: "A Parent Mentor was able to successfully reconnect a Parent Participant to the service coordinator after previous unresponsive attempts. The parent participant shared challenges communicating with SC in the past. The Parent Mentor, with the support of her supervisor, were able to redirect this participant. Both the Service Coordinator and SG/PRC reached the parent participant who will no receive the services needed by her child."  -Parent Success Story: A parent mentee shared how she learned to "break the digital divide", accessing remote classes and other resources through virtual platforms in order to navigate services offered by the Regional Center and other providers.  <b>(See Alma Family Services monthly reports under Section 2-Qualitative Data- for other success stories)</b></p> <p><b>Outcomes:</b>  The impact of this current FY 2019-20 is as follows:  -New POS referrals and authorizations: <b>(Please See POS Authorizations)</b>  -New generic resources referrals and approvals <b>(Please see PMI generic and Referral July through September)</b>  -Increased knowledge and information:</p> <p><b>Key Findings:</b>  -Parents are more receptive hearing the information from other parents who have children with developmental disabilities, in comparison to hearing the same information directly from the regional center.  -Importance of using community members from the local community who are themselves culturally and linguistically competent as mentors.  - Another key finding is the importance of providing ongoing professional supervision for parent mentors.  - The parent mentors have become leaders in their own communities. When they are out in the community with their own child, they encounter families whom they make aware of the PMI program and how it can help them to achieve better equity.  -After receiving mentoring, parents report feeling more confident and competent in accessing services and supports.</p>	<div data-bbox="1328 235 1377 285">4</div>

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
26. Project Objectives	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.</p>	<p><b>What are the Project Objectives in Addressing Disparity?</b></p> <ul style="list-style-type: none"> <li>-We will always have new people entering the regional center system.</li> <li>-We are always going to have people that need further instruction to understand the purpose of regional center and its services as well as support to access them.</li> <li>-Families will always need support in assuring that vendor's are working in a culturally and linguistically appropriate manner.</li> <li>-There are families who have waited to participate in this project but they were waiting for COVID-19 to be over. By March 2021 families that were waiting to be enrolled in the PMI program will want to have access to this program.</li> </ul> <p><b>Project challenges that prevented your project from meeting objectives and measures.</b></p> <p>-This funding period COVID-19 created unique challenges that the program was not equipped to supply. Specifically, funds for providing equipment for families, such as laptops, IPADs, hotspots, were not included in the budget allocations. These are the types of technology supports that are needed to provide an effective virtual mentoring experience. Despite the lack of supplies in equipment, Parent Mentors continued to provide support via telephone, yet we see that connectivity was a concern and some families withdrew from the program or decided to suspend start date.</p> <p><b>Key Lessons Learned from Current Project:</b></p> <ul style="list-style-type: none"> <li>-Simply buying technology and providing it to parents is not enough. It is necessary to provide coaching and training specifically to teach access for remote support. Families still had challenges downloading zoom application, taking pictures of documents and send via text to offer support on how to fill out documents. Families also reported that IHSS services were not paid because the parent struggled to complete virtual time cards.</li> <li>-Lesson learned is that our own mentors struggled, they learned how to connect virtually and now they can be teachers to parents encountering connectivity challenges.</li> <li>-Families with adult children had difficulties accessing computer, tablet, or a working smart phone to be able to provide support. We learned, that if we want families to participate in PMI, it will be necessary to have a technology lending library to PMI enrolled parents to give access to work with a parent mentor. Once, parent mentor are working with families, a more permanent solutions to get a device can be found.</li> </ul>	

27. Project Transition	Applicant Response	ATTACHMENTS
<p>(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current 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. If not applicable, select Not Applicable.</p>	<p><b>How will this project will transition into FY 2020-21.</b>          -Given the start of the FY19-20 funding was in March 2020, it is anticipated that SG/PRC will extend the current contract with Alma Family Services through February 2021, with the hope that continuation funding will begin 2/1/21. SG/PRC will not need an additional month to prepare a contract extension. This would allow for a smooth and uninterrupted PMI support to families through February 2022.          -Those who have been waiting for an openings and to be matched based on other parents graduating from PMI, would be able to start receiving supports -- and continue through the year to achieve their goals.          -Service Coordinators will continue to refer their families so that momentum in referrals is not lost.          -There are always new parents coming into SG/PRC who need supports in understanding their child's service needs and how to obtain them will continue to be referred.          -Families that had been referred and decided to wait till the Pandemic is over will be contacted to assess their readiness to be supported.</p> <p><b>The proposed project expand in its activities to meet the new challenges that were a result of the COVID-19 Pandemic:</b>          -The Digital Divide" during the pandemic has exasperated the cultural and linguistic challenges faced by communities of color. Changing to an on-line world has brought on new barriers as well as the stigma's that affect low income, non/limited English speaking individuals.          -The goal is to continue to provide support to the Hispanic and communities of color support.          -A goal of this application is to help participants overcome connectivity challenges by adding a "Lending Library" of IPADS so that families needing mentoring can participate in the program by lending them a tablet during the time they are receiving mentoring for the purpose of connecting and teaching the families virtually.          - Supplying the Parent Mentors with laptops is essential to better be equip them for virtual support. Families are needing to understand how to apply for generic services online and giving them the right tools to do so is imperative.          -Continue to promote leadership development in the Parent Mentors because they directly affect the families and can further empower parents to make greater gains but simply serving as role models to parents. Positivity and hope can help a parent in despair feel inspired.          - As the Leaders, Parent Mentors will now have the responsibility to schedule a Meet &amp; Greet as a gesture of a warm hand off to symbolize that the parent has been bridge to their Service Coordinator to continue their partnership with the Service Coordinator.          - Additionally, Connecting the family to an alternative support system with a CBO will be important as they continue to grow in advocacy and find personal support and connections with other families.          - In the current project, CBO (PBC) Parenting Black Children has made strides to connect with our African American/Black community to heal mistrust and make steps towards equity in accessing generic and POS supports. PMI has supported African American/Black community and it is expected that this program will support a greater amount of African American/Black families.          -The pandemic has also affected Chinese families in accessing services. PMI program had employed a Mandarin/Cantonese speaking Parent Mentor that can support the challenges faced by this community and be</p>	



APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	support the challenges faced by this community and be able to guide families to improve access to generic and regional center services.	
<b>General Application</b>		
<b>Proposal Summary</b>		
<b>1. Individuals Impacted</b>	<b>Applicant Response</b>	
Enter the projected number of individuals impacted.	75	
<b>2. People Served</b>	<b>Applicant Response</b>	
What is proposed number of people projected to be served?	65	
<b>3. Duration of project</b>	<b>Applicant Response</b>	
What is the duration of the project? Enter Start & End Dates.	Start Date: 03/01/2021, End Date: 02/28/2022	
<b>4. Duration of project (months)</b>	<b>Applicant Response</b>	
What is the total duration of project in months?	12	
<b>5. Regional Centers</b>	<b>Applicant Response</b>	
List all Regional Centers in the project catchment areas.	All cities and unincorporated areas of Los Angeles County within the San Gabriel/Pomona Regional Center service area.	
<b>6. Cities Served</b>	<b>Applicant Response</b>	
List the city or cities your project proposes to serve.	To serve individuals living within SG/PRC service which include Altadena, Sierra Madre, Monrovia, Azusa, Glendora, San Dimas, La Vern, Montclair, El Monte, South El Monte, Baldwin Park, La Puente, Bassett, Valinda, City of Industry, Walnut, Diamond Bar, Rowland Heights, Hacienda Heights, Covina, West Covina, and Pomona,	
<b>7. Counties Served</b>	<b>Applicant Response</b>	
List the county or counties your project proposes to serve.	Los Angeles County	
<b>8. City of Los Angeles</b>	<b>Applicant Response</b>	
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
<b>9. Community Based Organizations</b>	<b>Applicant Response</b>	
Will you be working with one or more Community Based Organization?	Yes	1
<b>10. Regional Center Data</b>	<b>Applicant Response</b>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
If you plan to use regional center data for your project, indicate what steps you will take (or already have taken) to acquire it. For example, completing a data agreement, completing a data request, meeting with RC to discuss data availability/timelines, etc.	SG/PRC will be utilizing the No-POS data to target support.	
<b>11. First Project Type Selection</b>	<b>Applicant Response</b>	
Select your first project type.	Community Connector (Example: Promotora or Navigator)	
<b>12. Second Project Type Selection</b>	<b>Applicant Response</b>	
Select your second project type (if applicable).	Not Applicable	
<b>13. Third Project Type Selection</b>	<b>Applicant Response</b>	
Select your third project type (if applicable).	Not Applicable	
<b>14. Multiple Organizations</b>	<b>Applicant Response</b>	
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.	Yes	1
<b>15. Leverage &amp; Strategies</b>	<b>Applicant Response</b>	
Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project. How will your project continue its work after the grant funding has concluded?	<p>SG/PRC will continue to build on strategies to leverage and build on strategies used: The Parent Mentor Initiative is a program that has made strides to improving the lives of our individuals served by improving the parents advocacy skills to access needed supports and services that will have a lasting benefits that will continue to have an effect after the grant funding has concluded.</p> <p><u><b>PMI helps to Improves partnership:</b></u> Parent often report that after working with a parent mentor they understand how to use tools and the steps necessary to improve their partnership and collaboration with their service coordinator. Having better relationship brings forth better collaboration and ultimately improve access to generic supports and make strides to achieve POS equity. What parents often report is that prior to having a parent mentor, they did not feel hope--feeling they either had to fight or just accept their current circumstance. Parents through the 1:1 parent mentor support learn how to improve their verbal communication with documentation when engage in working partnership with their service coordinator or service provider to have better follow through with services. Collaborations/partnerships have an everlasting positive effect through their child's life span.</p>	1



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	<p><b><u>-PMI Improves effective advocacy skills of the parent:</u></b> A parent participant shared how she feels empowered, becoming a more effective advocate for her son. The parent had reported to the parent mentor that she feels more knowledgeable and comfortable meeting her child's needs. The parent has recently attended workshop, classes and conferences whereas before she was not able to do so due to lack of support from her spouse. A significant way in which feeling empowered has impacted her access to information has been how she is now assertive and has effectively changed family dynamics, being able to attend activities and events that might be helpful for her child and the whole family.</p> <p><b><u>-PMI helps to removing mental health stigmas:</u></b> Communities of color have a negative view on accessing mental health supports and attending parenting classes as they often feel that "parenting classes" are for inadequate parents and mental health supports are for "crazy people". The PMI program participants gain an understanding of the importance of seeking education and mental health supports when needed. Alma Family Services, CBO is a mental health provider and often make their programs available to recipients of this program. Program participants have become receptive to seeking mental health services as a viable treatment option. In this grant period alone, about 15 families have taken advantage of Parent classes at Alma Family Services (<b><u>See Breaking Through Parenting Flyer</u></b>). These classes have given them a greater understanding how they can contribute to their child's mental well-being when they are open to mental health supports. A parent has even been referred to Alma's alternative behavioral support to prevent placements. Removing the negative mental health stigma will benefit the family and our individual throughout their life span.</p> <p><b><u>-PMI connects participants to other programs:</u></b> Program participants leave the program feeling empowered to take the next steps that will help leverage access to information. A long-lasting synergy success has resulted between the SG/PRC's equity projects PMI and NRCS, those equity projects by CBO and those from other existing community partners. After a parent attends PMI they recognized a sense of empowerment to actively seek further supports. Often parents are referred to PMI because of poor follow through with services or training recommendations. After meeting with the Parent Mentor, they recognize how knowledge removes their fears and sense of helplessness. Participants often enroll in Navigating the Regional Center for further education or other trainings that are available through CBO such as Parents Place, Parenting Black Children or through Protection and Advocacy.</p> <p><b><u>-PMI has assisted in develop Leadership in participants:</u></b> Leadership development has become a byproduct of PMI that will continue to be leveraging to continue to bring equity and make strides to resolve barriers that are unique to certain communities. When a parent is empowered by knowledge, sharing with other parents their knowledge and</p>	

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	<p>Knowledge, sharing with other parents their knowledge and skills is a natural occurrence that benefits the community.</p> <p>Families often pay forward the support that they have received which we have seen it occur year after year. They also positively affect the service coordinator they are working with. Service Coordinators learn through parents, this is another form where a parent's leadership can influence positive outcomes.</p> <p><b><u>Lessons Learned:</u></b></p> <p>One of the lessons learned is that parent-to-parent support -- while not always wanted nor automatic --is more likely to be accepted than support from a Service Coordinator. Parents have been more honest with Parent Mentors about their family situations and they have developed trust-based working relationships more readily. In part this is because the Parent Mentors are themselves parents of children with developmental disabilities, but also because Parent Mentors are meeting with parents for approximately 4 hours per month --perhaps on a weekly basis --in contrast to Service Coordinators who see their assigned families once or maybe twice yearly. Families value relationships. Families value being provided information with patience and in a way that they can easily understand. Once that relationship is established, then the parent can learn the needed skills to become advocates for their family member with disabilities without fear of judgment. SG/PRC will find ways to communicate to our Service Coordinators the lessons learned about the value of patience, validating concerns, and building relationships.</p>	
<b>Target Population</b>		
<b>1. Target Groups Served</b>	<b>Applicant Response</b>	
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	Hispanic , Other (list)	
Applicant Comment	Hispanic have the highest NO POS and has been the focus of the current project. Community of colors are smaller in population but continue to equally face barriers that limit their access to supports and services and will continue to be targeted group.	
<b>2. Number of Target Group Served</b>	<b>Applicant Response</b>	
For each target group selected in previous question, list number served.	<p>Hispanic and Other Community of Colors with focus to Chinese and African American/Black Families)</p> <p>-Total Hispanic/Latino served at SGPRC-8,671 individuals</p> <p>-Black/African American served at SGPRC-794 individuals</p> <p>-Chinese Served Total-505 individuals (Mandarin Chinese 296)</p>	
<b>3. Languages</b>	<b>Applicant Response</b>	
Select all Languages the project will serve. If you select "Other" please list all languages.	Spanish , Mandarin , Cantonese	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Comment	To Support Chinese Community, Alma Family Services has employed a Parent Mentor that speaks both Mandarin and Cantonese.	
<b>4. Age Groups Served</b>	<b>Applicant Response</b>	
Select all Age Groups the project will serve. If you select "Other" please list groups.	Three to 21 , 22 and older	
Applicant Comment		
<b>Project Application</b>		
<b>Project Application</b>		
<b>1. Project Summary</b>	<b>Applicant Response</b>	
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.	<p><b>Summary:</b> 75 families to receive Parent Mentoring support to equip parents with knowledge of available services, how to define their child's needs and promote a sense of empowerment so they can be effective advocates in identifying their family members unmet need and accessing generic resources and Purchase of Service (POS) to meet those identified needs.</p> <p><b>Targeted Population:</b> The focus is reduce disparities in the Hispanic community and other communities of colors with NO -POS (Chinese and African America/Black communities). This pandemic has brought additional challenges especially for families that are low income, non/limited English speaking and feel politically targeted. The "New Normal" on-line world where services are now online has further isolated and challenged families in communities of colors.</p> <p>-Historically and still Hispanics have the highest NO POS than any other group, with exception early start services.</p> <p>-Chinese families will face additional barriers in participating and accessing needed services. Despite increasing Chinese speaking Service Coordinator, the trend of NO-POS is increasing. Alma Family Services has hired a Parent Mentor that is Cantonese/Mandarin speaking and is a leader in the Chinese Community in SG/PRC service area.</p> <p>- CBO,Parenting Black Children (PBC) has done an excellent job in reaching our disenfranchised Black/African American Community and referring them to get 1:1 support from PMI has worked effectively with our this community to begin to heal and repair trust and are make strides towards equity. These efforts will continue.</p> <p><b>Catchment area:</b> Families being supported should reside in any city within the SG/PRC Service Area.</p> <p><b>Project Design:</b> The Parent Mentor Initiative (PMI) Project is a community-based, family-focused leadership model intended to develop local para professionals (who</p>	5

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	<p>model, intended to develop local para-professionals (who are themselves parents of individuals served by SG/PRC) who provide coaching to other parents in their own local community, now virtually. Through the Parent Mentor Initiative Curriculum designed by SG/PRC, it is expected that families will better understand regional center services and supports, increase their knowledge about their own child/family member's disability and service needs, improve their advocacy skills, and learn how to actively participate in the planning for their family member using a Person-Centered approach. PMI supports are provided for no more than 12 months, as the intent is to improve the connection and working relationship between the parent and the assigned Service Coordinator (SC), so that the SC can continue providing supports to the family after PMI participation.</p> <p><b><u>Project will accomplish/ accomplishments:</u></b></p> <ul style="list-style-type: none"> <li>-The project will continue with parent mentors that are currently employed as Parent Mentors at Alma Family Services to continue providing mentoring.</li> <li>- Alma provides additional orientation and training (such as, mandated reporting, protection of confidential information, and use of technology to support the project). Ongoing training and supervision has continued throughout the project;</li> <li>-Created a referral and data system to identify families and the individuals served to track POS authorizations and expenditures before and after participation in PMI. As of October 2020, 59 new POS for participants were secured. <b>(See POS/Grad Data 2020 OCT)</b></li> <li>-Implement "matching" a referred parent to a Parent Mentor, based on preferred language, type of disability of the family's child/children, age of the child/children. As of October 2020, 334 matched parents have been matched to Parent Mentors; between April to October 35 individuals have been matched <b>(See Referrals Served by Month)</b></li> <li>-Developed and implemented a standardized task list used by the Parent Mentors to help parents identify specific goals and learn the steps to achieve those goals <b>(see Task Check List)</b>. As of October, 460 goals have been achieved by the parents participating in PMI;</li> <li>-Developed a survey of family "assets" in terms of utilization of generic resources and other supports to be used prior to participation in PMI supports;</li> <li>-Completion of a periodic Family Asset Inventory to identify utilization of generic resources and parents' satisfaction with their PMI experience, used after six</li> </ul>	

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	<p>months of support and at the time of exiting the project (see Parent Inventory);</p> <p>-Through October 2020 a total of 6,343 hours of direct mentoring provided, and 130 graduates, meaning they achieved all of their goals within 12 of fewer months of mentoring support.</p> <p>-About 50 parents are receiving PMI mentoring supports during any given month.</p> <p><b>Benefits to the community served:</b> Parent Mentors have helped connect families to various generic services, such as IHSS, mental health services and parenting classes, as well as SG/PRC purchased services (POS). Parents served feel that their mentors helped them to be more engaged in the IPP process and they learn how to organize their child's documents to be more effective advocates. Service Coordinators have reported that when families have a parent mentor it is better because the parent arrives to the IPP prepared to contribute and ask questions and the parents become aware how to use the POS policy to assess if they qualify for a service, thus providing better details to the service coordinator that will assist to secure POS.</p>	
<p><b>2. Organization Experience</b></p> <p>What experience does the organization/group have working with the target population?</p>	<p><b>Applicant Response</b></p> <p>The San Gabriel/Pomona Regional Center has been serving individuals with developmental disabilities and their families for over 40 years. The mission of the San Gabriel/Pomona Regional Center (SG/PRC) is to work in partnership with individuals with developmental disabilities, their families and the community to promote choice, empowerment, independence, and full integration into community life. SG/PRC has managed numerous projects to promote equity in accessing POS services, including the current Parent Mentor Initiative (PMI) project being proposed for continuation funding. Outcomes are well documented in quarterly reports submitted to DDS.</p>	
<p><b>3. Underserved Target Populations</b></p>	<p><b>Applicant Response</b></p>	

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<p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p>Consumers with no POS by Ethnicity in all categories, Hispanic have the highest number in population and individuals with no POS.</p> <p>For the Hispanic community SG/PRC is serving 8,671 individuals and those with no POS is 1,966. When you look at how many Hispanic speak Spanish the total number of Spanish speaking individuals SG/PRC is serving is 3,373 and 670 individuals do not have any POS for All ages. That means that there are 5,298 English speaking Hispanic and of those 1,296 individuals do not have POS. For this is the reason bilingual parent mentors Spanish/English is required. The data by age tells us that in the category of under age three, for hispanic there are no individuals with No-POS. The highest No POS group in Hispanic group is in the Adults category; there are 2,893 and 596 do not have POS.</p> <p>For the Black/African American community of all ages we are serving 794 and 156 individuals do not have POS. CBO partner, Parenting Black Children has been successful to outreach and guide families to participate in the Parent Mentor Initiative when 1:1 support is necessary to help the family work towards equity.</p> <p>According to the data Consumers with No Purchase of Services Fiscal Year 2019-2020 by Language, in the Asian Community there are 1,914 individuals we serve and 390 do not have POS. When broken down by language Chinese Mandarin Speaking have the highest No-POS. Out of 296 Mandarin Chinese 60 do not have POS. This trend is slightly higher than other years. For Cantonese Chinese 39 do not have POS. Despite increasing Chinese Speaking Service Coordinator, we do not see a downward trend in the past 4 years of examining data. Understanding that COVID-19 has complicated access, this group benefits from connecting to a Chinese speaking Parent Mentor. Alma Family Services (CBO has a Mandarin/Cantonese speaking Parent Mentor.</p> <p>We also understand that language is not the only barriers affecting community of colors, there are cultural barriers that challenge many of these communities. It is necessary to ensure that we bring support to educate the community, meet the community where they are at and begin to build supports that can help the community working in partnership with SG/PRC to support the community to make progress towards equity by working with one parent at a time through the PMI program.</p>	
4. Input from Community	Applicant Response	



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<p>How did your organization use input from the community and/or target population to design the project? What methods did your organization use to allow the community to advise you in designing the project? Were there any changes to your project design as a result of community input?</p>	<p><b><u>Community input:</u></b>  The Annual Community Disparity Equity meeting is how SG/PRC got input from the various community that SG/PRC serves. SG/PRC has had a robust schedule to go to the groups of these varies communities and present data.</p> <p>The goal is of these community meeting is for families and the individuals we serve to:</p> <ul style="list-style-type: none"> <li>• To gain a better understand of the disparities that exist in their community and progress in increasing equity in services.</li> <li>• The families can then inform SG/PRC to find ways to overcome barriers to obtaining services.</li> <li>• For families to Learn what is available to them to increase their access to equity projects.</li> <li>• They also learn about access to purchased services, and to utilized authorized services.</li> <li>• Based on community input, SGPRC take the information and use to develop project that participants tell us can be helpful to increase equity.</li> </ul> <p><b><u>Results of meetings:</u></b>  Participants of these meetings expressed support and interest to expand current program, specifically NRCS and PMI to other communities of color. Those requests are critical to consider when applying for equity grants.</p> <p><b><u>Input from Participants of PMI:</u></b></p> <ul style="list-style-type: none"> <li>• Before and after survey. Families are asked questions before they begin the program, at 6 months and at 12 months to assess their knowledge of Regional center Services, POS services and generic resources acquisition, both quantitative and qualitative data. <b>(See PMI Prog_post_test Inventory)</b></li> <li>• Once Pre/Post are collected we examine if we should be changes to the PMI program.</li> </ul> <p><b>A Result:</b>  Year after Year, PMI has improved because of the comments that are provided by participants in the Pre/Post test inventory and input taken at the community meetings.</p>	<p>1</p>
5. Improve Access	Applicant Response	

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<p>How will your project improve equity, access and reduce barriers to services for individuals with intellectual and developmental disabilities and their families and is sustainable?</p>	<p>SG/PRC has worked to bring equity to the individuals we serve by implementing projects that promote knowledge and empowerment by teaching families what are barriers and how they are interfering with access to POS and generic services. PMI further explores these barriers so that families can come up with solutions that help their unique needs so that the parent can discuss those barriers with their service coordinator to find solutions.</p> <p>SG/PRC understands that in order to have sustainable long-lasting equity for our individual we need to partner with community-based organizations to collaborate and together we can have a greater impact for SG/PRC underserved communities. The reason is that after the family leaves the program, the parent needs to be comfortable to seek CBO to continue to learn and be supported as they confront new barriers.</p> <p>During the time the Parent is enrolled in PMI,</p> <ul style="list-style-type: none"> <li>-The Parent Mentor gives out information in a simplify manner.</li> <li>-The Parent Mentor guides the parent to actively engage in the Individual Program Plan (IPP) process to access services by: <ul style="list-style-type: none"> <li>o Understanding the Person-Centered Thinking approach that SG/PRC uses to develop the IPP.</li> <li>o Breaking down what types of supports are available to families and use the IPP process to access services.</li> <li>o Parent Mentors explains how the Service Coordinator is the facilitator of the IPP and how the parent can equally engage in the IPP process as an equal partner and decision maker.</li> <li>o The Parent Mentor guide the parents in how to use tools to document and prepare for the IPP development.</li> <li>o Parent Mentors also provide the the necessary tools for the family to identify if there is a disagreement with the Regional Center, they can choose to appeal the RC decision.</li> </ul> </li> </ul> <p>SG/PRC has gathered data, that teaching families the simple lessons mentioned above, have improved each participants access to POS services and generic supports.</p>	
<p><b>6. Support RC's Recommendations</b></p>	<p><b>Applicant Response</b></p>	



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<p>How does this project support the RC recommendations and plan to promote equity and reduce disparities in their catchment area? 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 that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Our initial plan to promote equity and reduce disparities began with:</p> <ul style="list-style-type: none"> <li>-Developing and strengthening partnerships with families and the individuals we serve</li> <li>-Providing information and support for families -- to build their competence and confidence in being an active partner in the system providing services to their family member.</li> <li>-Find the best ways to communicate to families.</li> <li>-Revisit the Projects that started as a result of community input and looking at how they can continue to be improved and support our targeted disparity group.</li> <li>-Building the parents confidence to be effective partners with the regional center to access services and supports for their family members and to help other parents do the same:</li> </ul> <p>As part of the SG/PRC culture, engaging community partners is a priority. We understand that to create systemic change, it can only occur when you meet the community where they are at and provide the necessary information that it is lacking so that barriers can be brought down. We understand that CBO are "boots in the ground" working to change the lives of families within the community. When we partner with CBO we can impact the community in greater numbers. CBO are effective in creating a bridge to the parents. Without these important bridges, trust cannot be built. The community is capable of healing from within, regional centers just need to understand how precious and important is the CBO relationship to bringing sustained equity. At SGPRC we pledge to continue to work with CBO's.</p>	
<p><b>7. Project different or unique</b></p>	<p><b>Applicant Response</b></p>	
<p>How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment 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><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>-Building on the foundation of parent perspective and <u>addressing the needs of low-literacy learners.</u></li> <li>-Ensure its culturally and linguistically appropriate for the attending group.</li> <li>-Continue to build on the fact that parents have been more honest with Parent Mentors about their family situations because of trust and familiarity.</li> <li>-Continue to refer families to connect to other programs/CBO to continue their journey towards equity, once they leave PMI.</li> </ul> <p><b><u>The Unique Characteristics:</u></b></p> <ul style="list-style-type: none"> <li>-PMI will be completely completely virtual</li> <li>-PMI will have a lending library for devices and/or technology training to help families connect with their Parent Mentors.</li> <li>-PMI will match a parent to a Parent Mentors that speak their language and are from the communities of the population</li> </ul>	

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	<p>we are targeting; as they offer the most culturally and linguistically appropriate support.</p> <ul style="list-style-type: none"> <li>-Supervisors to work closely with Cultural Specialist to be guided with best practices in how a parent will be bridged back to work with service coordinator for best outcomes.</li> <li>-Connect parents to other virtual training or equity projects to continue their journey towards equity.</li> <li>-Parent Mentors have been more effective in explaining how parents can benefit from services and support and are more open to accept a service in their home.</li> <li>-A community approach to supporting a parent for optimal success (not uncommon to see parent, CBO and RC in team meeting to solve unique challenges that ultimately give justice to the meaning of community support.</li> <li>- Parent are encourage to connect with CBO for ongoing long lasting support.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>-Subcontractor, Alma Families Services to continue to provide orientation and training to Parent Mentor so that they are aware of changes and available community/generic resources.</li> </ul> <p>F. -For Parent Mentors to continue to receive close supervision to ensure success</p> <ul style="list-style-type: none"> <li>-For Parent Mentors to provide coaching to other parents in their own communities.</li> </ul> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>-The goal of PMI is to graduate parents under 12 months (or less), so that new and additional families can benefit from PMI.</li> <li>-At any one time, with current budget, a maximum of 50 families are actively receiving support;</li> <li>-Over the course of one year, about 75 families will benefit from the personalized coaching parent to parent, by another person of their culture, and in their primary language.</li> <li>-Participants to complete their identified goals and achieve a working knowledge of regional center and a sense of empowerment.</li> <li>-Provides opportunity for those who are currently waiting to be served to participate in this unique and effective project.</li> </ul>	
8. Activities & Measures to Achieve Goal	Applicant Response	

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Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. <b>Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</b>	<p>The goal: 75 families to receive virtual Parent Mentoring support to equip parents with knowledge of available services, how to define their child's needs and promote a sense of empowerment so they can be effective advocates in identifying their family members unmet need and accessing generic resources and Purchase of Service (POS) to meet those identified needs.</p> <p>The activities of the past for this project are ongoing and have a sequential order to ensure the program runs smoothly to accomplish its goals. Activities Template have the details of actual activities and measures as they are reported to DDS. The following are simplified operational steps that must be met to achieve the goal:</p> <ol style="list-style-type: none"> <li>1. Referrals- Cultural Specialist provides referrals with consents to CBO, Alma Family Services.</li> <li>2. Matches- Alma matches referral to Parent Mentor based on preferred language, type of disability of the families child, age of children when ever possible.</li> <li>3. Initial Meeting- Parent Mentor makes a face to face visit but in this application proposal is for virtual face to face meeting via Zoom Platform.</li> <li>4. Complete the family needs assessment Inventory at start and every 6 months to asses utilization of POS and generic resources prior to participating and to document acquisition of services and generic services every 6 months. <b>(See attachment "PMIProg_Post_test_Inventory)</b></li> <li>5. Completing "Tasks List" to help parents identify specific goals and learn the steps to achieve those goals. <b>(See attachment PMI TASKS Checklist)</b></li> <li>6. Continue with monthly training of mentors to keep them informed and learn new skills to help mentee.</li> <li>7. Continued with weekly individual supervision of mentors to assist with troubleshooting challenges that arise.</li> <li>9. For CBO to submit monthly progress reports to regional center to assess progress of mentee's being supported and acquisition of generic resources and evidence of parent empowerment. <b>(See sample: PMI July 2020 Report)</b></li> <li>10. For Cultural Specialist to monitor progress of new POS authorization and Generic Resource gains for families receiving mentoring support.</li> <li>11. For Cultural Specialist to provide support when working on relationship building with SG/PRC staff.</li> </ol>	3
<b>9. Measures</b>	<b>Applicant Response</b>	
Are your proposed measures appropriate to track project goals and activities, provide insight into	<p><b>How is Impact Evaluated:</b></p> <p>The Effectiveness of the activities and measures can be seen through the Qualitative and Quantitative</p>	3

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<p>the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated?</p>	<p>be seen through the Quantitative and Qualitative measures that are collected which effectively demonstrate how the program's design is effective in meeting the goals of the project.</p> <ul style="list-style-type: none"> <li>-POS authorizations demonstrate the effectiveness of the project. <b>(See attachment POS Grad Data for POS secured).</b></li> <li>-Referrals and approval of generic resources and services as a result of the Parent Mentor's coaching also demonstrate effectiveness. <b>(See PMI June Report for List of generic resources secured)</b></li> <li>-Each month, Alma Family Services provided SG/PRC with success stories from the perspective of the Parent Mentor and also from the perspective of the Parent Mentee, receiving the mentoring supports. Example from each perspective is provided below:</li> </ul> <p><b>Parent Mentor success story:</b></p> <ul style="list-style-type: none"> <li>· Parent Mentor connected a parent participant to ABA services. The mother was extremely happy and was quoted saying, "in a time of darkness, there is hope". The process will begin for an assessment towards ABA services to the child.</li> <li>· A Parent mentor reported her increased sense of confidence and accomplished for her ability to work with a parent participant who was transferred to her. She was able to quickly respond to the participant's needs, providing resources needed and support.</li> </ul> <p><b>Parent Mentee Success Story:</b></p> <ul style="list-style-type: none"> <li>· A parent participant attended a virtual IEP via Zoom and felt more prepared after the Parent Mentor assisted her in writing down questions and being prepared for the meeting.</li> <li>· A parent mentee was able to successfully advocate for self, following up on opportunities for additional support. She had previously applied for a gift card to be used towards resources during the pandemic. She contacted her Parent Mentor to enthusiastically share that she has received a \$ 500 gift card for support during this time.</li> </ul> <p>Successes are also reflected in the goals that have been achieved by the Parent Mentors and by the parents receiving support. Below are some of the examples from July Progress Report:</p> <ol style="list-style-type: none"> <li>1. Parent mentors are becoming more skilled with teleconferencing.</li> <li>2. Parent mentors are being effective listeners for the families and offering resources made</li> </ol>	

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	<p>the families and opening resources made available to them.</p> <p>3. Parent mentors are recognizing their own strengths in guiding parents through the process of the RC through the pandemic.</p> <p>4. Parent mentors continue to redirect the parents to their SC for support and to strengthen the relationship.</p> <p>Testimonials gives you insight on how effective was the program to make a difference to participants as they make progress towards equity:</p> <ul style="list-style-type: none"> <li>• Parent #1 = This parent felt completely isolated and lacked trust with SG/PRC. This parent graduated in September and reported " I feel my Parent Mentor supported me through my process of connecting and working will with my service coordinator; I now services for my son and I am using them."</li> <li>• Parent #2= This parent had 2 children with SGPRC and graduated in October. She reported at her exit "I understand better services and how to maximize the services. When was referred to PMI, I had no services from SG/PRC and now I have respite, extended day services, Cal Fresh, ABA through my insurance and IHSS".</li> <li>• Parent #3= This parent had 1 child connected to SGPRC, she felt the other two should be but they were re-routed as having mental health diagnosis. She had services from RC but was not Utilizing them. She graduated in October, at her exit she reported "My Parent Mentor showed me how to document what I see in my other son's and they are now Regional Center Clients all 3 with a diagnosis of Autism. I now understand the purpose of my service and I am using them. I have new vendors too."</li> </ul>	
10. Budget Narrative	Applicant Response	

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<p><b>Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative.</b></p> <p>The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.</p>		1
<b>Proposal Certification</b>		
<b>Certification</b>		
<b>1. Applicant &amp; Regional Center Discussion</b>	<b>Applicant Response</b>	
If you are a CBO, have you discussed your proposal with the RC(s)?	Not Applicable	
<b>2. Applicant Certification</b>	<b>Applicant Response</b>	
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. (Select Yes or No and enter you name in the comment box.)	Yes	
Applicant Comment		