

APPLICATION REPORT

Project Name: Parent Mentor Initiative
Applicant Organization: San Gabriel Pomona Regional Center
Awarded Amount: \$225,000
Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

75 families to receive in person/virtual parent mentoring support to equip parents with the knowledge to empower parents to be effective advocates by learning to define barriers and their families' unmet need and to connect to general resources and purchase of service (POS) to meet those identifiable needs.

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	Applicant Response Parent Mentor Initiative	
2. Awarded Amount	Applicant Response \$225,000	
3. Organization Type Choose the response that best describes your organization.	Applicant Response Regional Center (RC)	
4. Description of Organization/Group Provide a brief description of the organization/group. Explain what experience your organization has managing a project similar to the proposal and state the outcomes of that project. You may upload your brochure - add a website link.	Applicant Response 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, employment, independence, and full integration into community life. SG/RC has managed numerous projects to promote equity in accessing POS services, including the current Parent Mentor Initiative (MI) project being proposed for continuation funding. Outcomes are well documented in quarterly reports submitted to DDS of both MI and Navigating the Regional Center System. Documentation supports meeting our expected outcomes of the Parent Mentor Initiative.	1
5. Applicant in Good Standing Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? Please upload confirmation letter(s) proof of good standing.	Applicant Response Yes	2
6. Subcontractors in Good Standing Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Applicant Response Yes	1
Grant Reapplication Information		
Grant Reapplications		
1. Previous Award(s) Did your organization receive DDS grant funding in fiscal year 2019-2020-21? If yes, go to question 2 to complete each column. If not, skip this category and go to category 3.	Applicant Response Yes	
2. Previous Grant Award(s)	Applicant Response	

APPLICANT TITLE	APPLICANT RESPONSE				ATTACHMENT
Since fiscal year 2019, complete a workflow for DDS Service Access and Equity grant organization was awarded funding.	Year Awarded	Project Title	Grant Number	Award Amount	
	2019-20	Community Outreach Specialist-Asian Communities	19-SG RC-01	84,606.00	
	2019-20	Navigating the Regional Center System	19-SG RC-07	66,505.00	
	2019-20	Parent Ment Initiative	19-SG RC-08	184,400.00	
	2019-20	Vietnamese Outreach Specialist	19-SG RC-10	18,235.00	
	2020-21	Parent Ment Initiative	20-SG RC-01	223,000.00	
2020-21	Community Outreach Specialist-Asian Community	20-SG RC-02	83,000.00		
3. Previous Grant Outcomes	Applicant Response				

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<p>Provide a brief grant summary of your project activities for fiscal year 2019-20 and 2020-21.</p>	<p>As of September 2021, MI has accepted 445 referrals, matched 367, participants supported by a mentor after match 235, and 148 parents have graduated from MI, meaning they achieved all of their goals for a total of 7,240.00 hours of direct mentoring provided since the program began. All services have been provided to communities of color; higher percentage of Hispanic men and women being supported by Spanish speaking parent Mentors. Parent Mentor support African American community was hired in August of 2021.</p> <p>Despite the pandemic I was successful in meeting goals FY2019-2020. For FY2020-21 MI is expected to complete all goals set for the program. (See the attachment of Transition Plan-Referrals per month to see the accomplishments).</p> <p>Project Outcome: Parent participants are supported too...</p> <ul style="list-style-type: none"> -Improve working relationships with their service providers, as they learn the role of the SC to strengthen support and advocacy. -Increase knowledge in use of Service (COS), General Services and Community Resources to make aware of valuable services for their family member. -Support in preparing for the Individual Program Plan (I) meeting using personalized approaches as the diverse services. -Teach organizational skills to improve scheduling-keeping strategies for better advocacy. -Assessing information to support life stages/transitions and family dynamics & assist to develop a parent support system. -Supporting parents to define and overcome the barriers affecting assessment services to successfully report them to the Service Coordinator to find solutions to improve assessment services. <p>Key Findings of the PMI Program:</p> <ul style="list-style-type: none"> -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. -Impatience from community members from the local community who are themselves ultimately 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 enter families whom they make aware of the MI 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 (see attachment of parent testimony) <p>Success Stories:</p> <p>Outcomes are also reported through the success stories. Content reports success stories and the Mentor and Mentee (See Attachment MI Monthly Report-September 2021) SC have also reported Success stories on how it has helped them serve the family best (please see attachment to read recent SC testimony). A parent that participated in the program also report what were their personal outcomes they found most valuable from participating in the MI program.</p>	5
4. Project Transition	Applicant Response	

APPLICANT INFORMATION	APPLICANT RESPONSE	ATTACHMENT
<p>If awarded, how will you implement the proposed project? Does your proposed project expand on previous projects, if so how? What activities, measures, target groups are being added? Provide a summary of the differences and reasons why you are proposing the change.</p>	<p>Transition Plan from current project to 2021-22:</p> <p>Due to the delays in announcement from FY 2020-21, SG/ RC secured OS funding for the month of April and May in order to continue providing support to the families that were still receiving mentoring support. 2020-21 SEA funds were allocated in June 2021, which would mean 12 months would end in 6/2022. Currently because of the challenges with in-person education, shortage in Service Coordinators, and the acceptance of receiving virtual support, MI is experiencing a higher number of referrals. MI offers a variety of services. Cultural Specialist is currently working on getting the needed consents of families that want to be supported by a parent Mentor and managing the referral with MI. In September a new parent Mentor was hired and is now trained to support families. For the months of November-March the MI project an MI can support more families than the usual 45-50 families that are supported in a month. With new parent Mentors and now that MI is conducting face-to-face visits when safety is secured and for those where safety continues to be a concern, families are provided a tablet with online virtual support them virtually. Cultural Specialist expects to be able to process the current high demand for referrals to support 65 between November 2022-March 2023. That would mean that by April we can start the new award should MI be selected for funding.</p> <p>Communities to Serve:</p> <p>MI will continue to serve families that are underserved according to data which supports community of LA with the highest disparity in the Hispanic/Latin X, then per language Chinese Mandarin speaking and African American communities.</p> <p>Activities Measures:</p> <p>MI falls in the category of community connect and is compliant with the current DDS standardized measures and activities. SG/ RC progress is well documented in quarterly reporting that the current plan is working, thus no change will be implemented.</p>	<p>1</p>
<p>General Application Proposal Summary</p>		
<p>1. Project Type</p> <p>Choose the project type that best describes your activities from the list below:</p>	<p>Applicant Response</p> <p>Community Connect</p>	
<p>2. Duration of project</p> <p>Choose the duration of your project.</p>	<p>Applicant Response</p> <p>12 months</p>	
<p>3. Regional Centers</p> <p>Choose the Regional Center(s) that your project will serve. Check all that apply.</p>	<p>Applicant Response</p> <p>San Gabriel/ Marina Regional Center</p>	
<p>4. Counties Served</p> <p>List the counties that your project proposes to serve. Check all that apply.</p>	<p>Applicant Response</p> <p>Los Angeles County</p>	
<p>5. City of Los Angeles</p> <p>If your project proposes to serve the City of Los Angeles, list the zip codes your project will serve.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>6. Community Based Organizations</p> <p>Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.</p>	<p>Applicant Response</p> <p>Alma Family Services has been the contact since MI was initially funded. Alma Family Services hires and supervises the parent mentor and handle the day-to-day activities, salary payment and supports/supervision. SG/ RC Cultural Specialist does the outreach and completes referrals. MI and ensures appropriate consents are signed. Alma Family Services completes the pre/post intervention and analyze specific data.</p>	
<p>7. Multiple Organizations</p> <p>Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.</p>	<p>Applicant Response</p> <p>Yes</p>	<p>1</p>

<p>8. Strategies and Sustainability</p> <p>How will you perpetuate its work after the grant funding has ended?</p>	<p>Applicant Response</p> <p>The Parent Mentor Initiative is a program that has improved 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 ended. SG/PRC has already vend ed out a t Alma Family Se vice for purchase of Se vice (OS) funds to support ment ing while SG/R C awaits for new grant award. PMI p et has n w build momentum and e gniti n fr m SG/PRC staff and that of the parents because of its effectiveness to target specific support that has been successful in combating disparity. PMI success is due to the design, strong partnership with Contract (Alma FS) and the year's of developing the Parent Mentors, whom have honed their skills to be an effective ment parent. The SG/PRC equity team will have the discussion with executive team to continue PMI through a OS.</p>													
Project Application														
<p>1. Ethnic Groups Served</p> <p>Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" "Other" use comment section to list specific groups.</p>	<p>Applicant Response</p> <p>African American, Chinese, Hispanic</p>													
<p>Applicant Comment</p>	<p>Current PMI award focuses supports to these communities and the data continues to support the need.</p>													
<p>2. Ethnic Group(s), Language(s) and Number of Individuals Served</p> <p>For each ethnicity group, provide the number of individuals you project intends to serve and the related language(s).</p>	<p>Applicant Response</p> <table border="1" data-bbox="483 768 1330 1033"> <tr style="background-color: #003366; height: 20px;"> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic</td> <td>30</td> <td>English</td> </tr> <tr> <td>Chinese</td> <td>10</td> <td>Mandarin</td> </tr> <tr> <td>African American</td> <td>10</td> <td>English</td> </tr> </table>				Hispanic	30	English	Chinese	10	Mandarin	African American	10	English	
Hispanic	30	English												
Chinese	10	Mandarin												
African American	10	English												
<p>3. Age Group(s) Served</p> <p>Select all Age Groups the project will serve.</p>	<p>Applicant Response</p> <p>Birth up to Three (Early Start), Three to Five, Five to Nine, Ten to Twelve, and older</p> <p>Additional would be birth to 3 and 3 to 5. This year two families were supported from that age group and parent mentors were effective to support the parents needs. Equity partner, Access nonprofit felt supporting African American parents while receiving Early Intervention Services would be beneficial to their community. Age group 3-5 would benefit from ensuring access to community resources and improving parents' advocacy skills.</p>													
Project Application														
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<p>1. Project Summary and Organizational Experience</p>	<p>Applicant Response</p>													

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Provide a clear and concise project summary that includes a defined target population, a target area, and a project design. Specifically describe what you project will accomplish and how it will benefit the community served. In your answer, include what experience your organization has working with the target population?</p>	<p>Summary: 75 families receive parent mentoring support to equip parents with knowledge and connect them to available services to meet their child's needs and promote a sense of empowerment as they are able to overcome barriers and access general services and Purchase of Services (POS) to meet those identified needs.</p> <p>Targeted Population: The focus is on educational disparities in the Hispanic community, Chinese and African American/Black communities with NO IWS with IWS in general services.</p> <p>Catchment Area: MI will support parents within SG/ RC service areas.</p> <p>Project Design: The parent mentoring initiative (MI) is a 1:1 community-based, family-focused leadership model intended to develop local paraprofessionals, who themselves are SG/ RC parents who provide vital and face-to-face coaching in their own local community. Through the parent mentoring initiative curriculum designed by SG/ RC, it is expected that families will better understand regional needs, their barriers and supports to 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 of their family member using a person-centered approach. MI supports are provided for more than 12 months, as the intent is to improve the retention and working relationship between the parent and the assigned Service Coordinator (SC), so that the SC can continue providing supports to the family after MI participation.</p> <p>Project will accomplish: parent mentors (M) connect parents with general services, such as IHSS, SSI, mental health services, educational workshops, community resources. MI teaches parents to organize their child's documents/services to be more effective advocates. Parents learn to use the POS policy to assess if they qualify for a service, thus providing better details to the service coordinator that will assist in securing POS. MI teaches parents to prepare to contribute and ask questions at their meeting and the parent has better follow-through when SC recommends a parent to access general services.</p> <p>Benefits to the community served: MI gives us the meaning of Leadership and community support. Parents often give back what they learned to support another family in need.</p> <p>SG/PRC's experience: SG/ RC serves individuals with developmental disabilities and their families for over 40 years. The mission of the San Gabriel/ Mission Regional Center (SG/ RC) is to work in partnership with individuals with developmental disabilities, their families and the community to promote hope, empowerment, independence, and full integration into community life. SG/ RC has managed numerous projects to promote equity in accessing POS services, including the parent mentoring initiative (MI) project being proposed for continuation funding. Outcomes are well documented in quarterly reports submitted to DDS.</p>	
<p>2. Data and Community Input</p> <p>Explain how the target population(s) are understood using RC OS data and other data as supporting evidence of the disparity. In your answer, include how you organized and input from the community and target population to design the project?</p>	<p>Applicant Response</p> <p>Data: FY 19-20, Hispanic has highest % living at home with lowest expenditures age groups 3-21 & 22+ age, but not for Early Start, Hispanic has the lowest dollar amount average in authorization (\$9,927) and expenditures (\$7,062). Spanish speaking Hispanic SG/ RC is serving is 3,373 and 670 individuals do not have any OS for all ages. English Speaking Hispanic is 5,298 and of those 1,296 individuals do not have POS. For the African American community of all ages, we are serving 794 and 156 individuals do not have OS. In the Asian community there are 1,14 individuals we serve and 30 do not have OS. When broken down by language Chinese Mandarin Speaking have the highest N - OS. Out of 296 Mandarin Chinese 60 do not have POS.</p> <p>Community Input:</p> <p>The Annual Community Disparity Equity meeting had a busy schedule to get the groups of these various communities and present data and equity projects. Participants of these meetings expressed support and interest to expand our program, specifically NRCS and MI to the communities of IL. Those requests are still under consideration when applying for equity grants.</p> <p>To get input from participants from MI the pre/post surveys provide qualitative and quantitative data that assist Cultural Specialist to see what modifications are needed to see where modifications to the MI need to be made. At this time MI measures have been standardized but SG/ RC continues to consider the community input. (See attachment for community input)</p>	2
<p>3. Uniqueness</p>	<p>Applicant Response</p>	

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<p>How is the proposed project unique/different from a uniformly funded grant (e.g., strategies, activities, and objectives) in the proposed regional center/department area? If the project is similar to a uniformly funded grant listed on the Department's website, how is the proposed project different?</p>	<p>There is no other project funded like MI in SG/ RC at home area.</p> <p>What makes MI unique is that it builds on the strategy that parents have the most healthiest preventive services about their family situation because of trust and familiarity.</p> <ul style="list-style-type: none"> • Additionally: <ul style="list-style-type: none"> • parent Mentor (M) have been more effective in explaining how they can benefit from services and support thus open to accept services. • MI will match a parent to a M that speak their language and address the communities of the targeted population consequently being the most culturally and linguistically appropriate support. • Supervisors work closely with Cultural Specialist to be guided with best practices in how a parent will be bridged back to work with service coordinator best outcomes. • MI now has a devide lending library to begin to meet virtually for safety and effectively. <p>What makes MI different than other similar project is that MI has a community approach supporting a parent/participants are supported by parents receiving services from SG/RC what no time we experience. The M is not a advocate but a coach to help the family learn the knowledge and skills to become independent in their advocacy. The parent/participants are witness to CBO and RC work together to solve unique and difficult challenges that becomes a model to build collaborative relationships with other agencies.</p> <p>Other equity projects funded in SG/ RC area are complementary projects to SG/ RC disparity mission.</p>	
<p>4. Improve quit and Service Access</p> <p>How will you provide timely equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>MI is a project that promotes knowledge and empowerment by teaching parents to define the barriers that are interfering with a successful OS and gene services. parent Mentors (M) coach parents to explore options that can help them to resolve their barrier then meet with the Service Coordinator (SC) to problem solve solutions to access services. Long lasting equity is successful because the parents observe that a parent partnership model to collaborate with SG/ RC works and most likely they will continue to use the partnership model.</p> <p>MI goal to teach partnership is accomplished by:</p> <ul style="list-style-type: none"> • providing information in linguistically and culturally respectful manner. • informing SG/ RC will utilize the Person-Centered Thinking approach to develop the plan. • guide the family to use Summary of Services by Age and the POS liability paperwork and give the (SC) their information that is needed. • help the family define and find ways to communicate effectively to the SC their barriers. • teaching the parent that the SC is the facilitator of the plan and how the parent can equally engage in the process as an equal partner and decision maker. • use helpful list paperwork to the plan and document what the parent needs to do and SC will do to secure services and gene resources. • inform if there is a disagreement with the decision of RC, parent needs to voice disagreement to engage in Fair Hearing process. • connect parents with community resources and education. <p>(See attached parent comments)</p>	1
<p>5. Support of RC Plan</p> <p>How does this project support the RC plan to promote equity and reduce disparities in your proposed department area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce disparities in your department area? How will you provide to collaborate with their organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>Applicant Response</p> <p>SG/ RC plans to reduce disparity is to:</p> <ul style="list-style-type: none"> • Developed and strengthen partnerships with families and the individuals we serve and be culturally and linguistically sensitive • improve 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 • Revisit process to improve how SG/ RC supports and provide educational curriculum developed groups • Work to Build 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 • Outreach to the community to improve supports and community access <p>At SG/ RC we pledge to continue to work with CBO's and create more partnership to bring them more general and essential support families and the individuals we serve. Systemic change can only occur when you meet the community where they are at and provide the necessary information that is lacking so that barriers can be brought down. We value CBO as they 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 to create important bridges.</p>	
<p>6. Project Activities</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.</p> <p>Clearly and specifically state how the schedule of activities demonstrates the steps that the parent will take to achieve its stated objective and measures.</p>	<p>This proposal Activities Template have the details of actual activities and measures. The following are activities in a simplified operational steps that must be met to achieve the goal:</p> <p>Activity 1: Cultural Specialist will ensure parents requesting support from Parent Mentor sign appropriate consents. Cultural Specialist (CS) is the person that looks at the SG/RC data of individuals with non-OS to get equipment. CS utilizes internal systems to send flyers of what is MI; request for referrals is limited through the service coordinators, and (CS) attends Vendor Advisory Meeting and Community meeting to bring awareness of MI. The CS speaks to families being referred to understand need for MI.</p> <p>Activity 2: Alma Family Services (Contract) calls referrals to initiate services and matching. Alma matches referrals from SG/RC to Parent Mentor based on preferred language, type of disability of the family's child, age of children whenever possible.</p> <p>Activity 3: Completed e and st Survey Inventory. The Parent Mentor Supervisor will complete the e-Survey Assessment and then match the parent to the mentee that will be the best match for the family. (See e-Survey link: https://fo.ms.ffi.e.c/m/r/EMbzYLA3F).</p> <p>Activity 4: Parent Mentors begin individualized coaching. Initial Meeting- Parent Mentor connection is done by phone and following weekly meeting a face-to-face, phone virtual meetings will be scheduled to engage in mentoring services.</p> <p>Activity 5: Completing "Tasks List" to help parents meet goals for MI. Task List is what keeps the Parent Mentor and mentee organized and focused on the parents to achieve their individual goals, knowledge and outcome. (See attachment PMI TASKS Checklist).</p> <p>Activity 6: Training and weekly supervision for Parent Mentor to keep knowledge up and receive support to maximize parent support. CBO Supervisor to Continue with monthly training for mentee to keep them informed and learn new skills to help mentee. CBO to continue with weekly individual supervision of mentee to assist with troubleshooting challenges that arise.</p> <p>Activity 7: Upload consents and participation information to DDS (name, UCI and dates for participation). Its important for DDS to see OS to ensure how MI is supporting to improve OS and generate user acquisition. Culture specialist will support this activity.</p> <p>Activity 8: Graduate families and exit from MI. CBO submits monthly progress reports to regional center to assess progress of mentee's being supported and acquisition of general outcomes and evidence of parent empowerment. The completion of MI Checklist documents progress and completion of parent goals. Families graduate once their goals have been met. MI supervisor conducts interview and completes survey (See e-Survey link: fo.ms.ffi.e.c/m/r/qQ80A17R8).</p>	<p>4</p>
<p>7. Project Measures</p> <p>Before answering this question, applicants must enter performance measures into the Activities Template located in the middle tab directly above.</p> <p>Are you proposed measures appropriate to track the project's objective and activities? Explain how your proposed measures provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated.</p>	<p>Applicant Response</p> <p>MI aligns best as a Community Connection and has implemented the Department standardized measures to better measure impact of this project. SG/RC in addition has added a few additional measures and activities that are necessary for effectiveness.</p> <p>To evaluate impact: The effectiveness of the activities and measures are visible through the qualitative and quantitative measures that are collected indicating that the program design is effective to meet parent goals for MI.</p> <ul style="list-style-type: none"> OS authorizations that issued after parent began receiving coaching from a Mission Critical demonstrate effectiveness. (See attachment OS secure after mentoring began). Referrals and approval of general issues that result after parent began receiving coaching from a Mission Critical demonstrate effectiveness (See attachment General Resources secured after mentoring began). Each month, Alma Family Services (CBO) monthly report includes a success story from the perspective of the parent mentor and a success story from the perspective of the participant. Those are powerful examples on the urgent issues that are affecting the families and how effective is the program to support each family. (Please see attachment Progress Report, Qualitative Section). Successes are also reflected in the goals and training achieved by the Parent Mentors (PMs) that they can be an effective support to the parents they are mentoring. The weekly supervision and training is essential to provide MI with the knowledge that will prepare them to best guide the family in need. Its critical that the MI are effective teachers of advocacy in the spirit of collaboration and partnership to bridge parent work effectively with their Service Coordinator. (Please see attachment Progress Report, Qualitative Section) Testimonials also give you insight in how effective MI is and how it is making a difference for the participant in their journey towards empowerment. (Please see a few participant MI Testimony). 	
<p>8. Budget Template and Narrative</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENT
<p>Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.</p> <p>In your Budget Template, explain how the parent budget is consistent with the stated parent objective and activities, and clearly and concisely explain how the proposed expenditures support the overall project design and proposed outcomes.</p> <ul style="list-style-type: none"> Budget Template example is located at Attachment C. Budget Details and Restrictions are available here. 	<p>MI was approved and has since the first Service Assessment and Equity Grant of 2016/17. MI has 8 activities and 27 measures to effectively implement the objective to provide mentoring to 75 parents to improve OS and general uses as a result. Activities and Measures have also been standardized by DDS to track effectiveness. SG/ RC has tracked and reports outcomes and are well documented in the quarterly reports. The implementation of MI is accomplished through a partnership with the parent Alma Family Services and SG/ RC Cultural Specialist. This collaboration is clear in activities and measures. Alma has parents have the infrastructure needed to carry out the activities and measures defined in the activities template which include managing the on-site needs demanded by the pandemic (additional costs are defined in the budget narrative) which are expensed in line item #3 (Communication and Utility), line item #4 (Program Supplies and Training materials), line item #5 (Equipment & Rental) and the financial knowledge to provide the necessary supervision supported by line item #1 (Supervision of parent Mentors). Allowable administrative costs are expensed and defined in line item #7. MI has the materials from the budget available as they reflect a total cost needed to support MI.</p> <p>Activities and line items were identified as follows:</p> <p>Activity 1: Cultural Specialist will ensure parents requesting support from parent Mentor sign appropriate consents. The Cultural Specialist is an employee of SG/ RC and salary is not included in this application.</p> <p>Activity 2: Alma Family Services (Contractor) contacts families to initiate services and mentoring. This position is the Supervisor of the parent Mentor and wages of this person is in line item #1.</p> <p>Activity 3: Completed and cost Survey Inventory. This activity is completed by the Parent Mentor Supervisor and her time is charged to line item #1.</p> <p>Activity 4: parent Mentors begin individualized mentoring. The parent Mentors salary is line item #2.</p> <p>Activity 5: Completing "Tasks List" to help parents identify specific goals and learn the steps to achieve their goals is implemented by the parent Mentors as that organizes the meetings and teachings. The parent Mentors salary is line item #2.</p> <p>Activity 6: Training and weekly supervision of parent Mentors to keep knowledge up and receive support to maximize parent support is expensed in line item #1.</p> <p>Activity 7: Upload consents and participation information to DDS (name, UCI and dates for participation). This activity is completed by the Cultural Specialist and her salary is not expensed charged to this program.</p> <p>Activity 8: Families complete their goals and graduate. CBO documents the parents progress by completing Task List and supporting access to OS connect a general resource. These activities are completed by the parent mentor and salary is line item #2. Supervisor tracks data and completed Survey, supported by line item #1.</p>	<p>1</p>
<p>9. Budget Costs</p> <p>Explain how the parent budget costs are clearly associated with the parent activities and objective and confirm that the budget does not include non-allowable costs not funded by other sources.</p>	<p>Applicant Response</p> <p>The parent directly support the parent (MI) 8 activities and 27 measures as well as defines the personnel that is needed to execute the activities and measures. The parent are no SG/ RC personnel costs added to the budget. This write confirms the budget line item expenses does not include any non-allowable costs not funded by other sources.</p>	
<p>Proposal Certification</p> <p>Certification</p>		
<p>1. Confirm Proposal Discussion with RC(s)</p> <p>CBOs are required to discuss their proposal with each RC(s) the CBO is intending to serve. If you are a CBO, have you discussed your proposal with each RC you are intending to serve?</p>	<p>Applicant Response</p> <p>No</p>	
<p>2. RC Contact</p> <p>CBOs are required to submit their application on only to the Department and to each RC(s) that the CBO is intending to serve. If you are a CBO, state the name(s) of the representative(s) at each RC you have discussed your proposal with.</p>	<p>Applicant Response</p> <p>Not applicable. The San Gabriel Regional Center is submitting this application.</p>	
<p>3. Applicant Certification</p>	<p>Applicant Response</p>	

APPLICANT TITLE	APPLICANT RESPONSE	ATTACHMENT
<p>By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget.</p>	<p>Yes</p>	
<p>Applicant Comment</p>	<p>The contractor selected works well with SG/RC and has executed PMI as it was developed by SG/PRC and is compliant with implementing DDS Standardized Measures. The Contractor has reviewed activities, measures and budget and is in agreement to participate again with SG/RC.</p>	