

**ATTACHMENT 4 – APPROVED EQUITY ACTIVITIES SURVEYS**

**ABX2-1 FUNDING - FISCAL YEAR 2016-2017**

**ABX2 1 FUNDING TO PROMOTE EQUITY AND REDUCE DISPARITIES  
APPROVED ACTIVITIES SURVEY  
DUE MAY 31, 2017**

Regional Center	Date
San Gabriel/Pomona Regional Center	5/31/2017
Contact Name and Title	
Carol L. Tomblin, Director of Compliance and Outreach	
Contact E-mail Address	Contact Phone Number
ctomblin@saprc.org	(909) 868-7521

ABX2 1 allocated funds to the Department to assist regional centers in the implementation of strategies to reduce purchase of service (POS) disparities. Regional centers were required to submit proposals to the Department outlining specific activities for review and approval. Regional centers must maintain records, collect data, and track qualitative and quantitative outcomes of each approved activity

**Survey instructions:** Please submit a survey for each approved activity in a Word or converted PDF format (please do not send scanned copies)

Activity Name	Activity Start Date
Community Outreach Specialist	9/12/2017
Description of Activity	Approved Funding Amount
Perform the same or similar functions as the Cultural Specialist position	\$70,000.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Asian current and prospective clients living in the SG/PRC service area. Based on a comparison of the census data regarding Asian people living in the SG/PRC service area in relation to the percent and number of Asians clients being served by SG/PRC there is a significant under-representation. Also, it has been noted that of the various materials to help families understand developmental disabilities and the regional center, there are no Korean translations available. Therefore, the Korean group is significantly disadvantaged in obtaining valuable information about their child's disability and how to get services and supports.	It is a reasonable estimation that based on the number of Asians living in the SG/PRC area, SG/PRC should be serving about 1500 more Asian clients than we are currently. However, it is not clear which Asian group is most under-represented at this time.

**1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?**

The Community Outreach Specialist who was Korean and proficient in written and spoken Korean was hired full-time on September 12, 2017. He played a significant role in identifying existing support groups in the various Asian communities within SG/PRC's service area and arranged for the Annual POS Expenditure Data to be presented at three (3) Chinese and one (1) Korean support group meetings. He has provided Person-Centered Conversations twice a month since November 2016. These Person-Centered Conversations have taken place for Korean Families at two locations – The Parents' Place FRC and a local Korean Church. With the assistance of the Chinese Family Support person

hired by The Parents' Place, he has also participated in Person-Centered Conversations with a number of Chinese families, as well. He has been meeting with a number of Asian organizations to identify family needs and develop a network of contacts. The focus has been on organizing a Vietnamese Family Support Group and providing trainings for current Chinese and Korean support groups.

**2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** *(Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.)*

A monthly report of activities is provided to the Community Relations Committee of the SG/PRC Board of Directors and this report is included with the Board reports. A sign-in sheet is maintained for all support group meetings/trainings.

**3. Describe the annual qualitative outcomes the activity has produced to date.**

Chinese and Korean parents who participated with Person-Centered 1:1 Conversations expressed that they learned more about person-centered planning, regional center system, importance of IPP and communication with their service coordinator, generic resources and support groups.

**4. Describe the annual quantitative outcomes the activity has produced to date.**

There have been Person-Centered 1:1 Conversations with 17 Asian parents since 12/7/16. There have been four (4) Korean Parent Support Group meetings since 10/26/16 with a total of 73 Korean parents participating. Two trainings were provided for a local Korean Community Church for total of 89 leaders and 35 church education department staff members.

**5. What is the total amount expended on the activity thus far?**

\$45,320.08 as of the end of May, 2017. The total to be spent this fiscal year will be \$50,224.42. The remaining \$19,775.58 to be transferred to the translation project for the behavior intervention online training modules.

**6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**

The cost submitted to the Department was for the anticipated annual cost for this position. As the Community Outreach Specialist for the Asian Community did not assume responsibilities until September 12, 2016, there was a "savings" in the amount expended over the amount anticipated for a full year.

**7. What is the estimated duration of the activity and when do you anticipate completion?**

It is intended that the Community Outreach Specialist will continue through the end of this fiscal year and into subsequent fiscal years, as our need for an Asian Outreach Specialist is great, especially to do outreach to Asian families that are under-served. SG/PRC will request for continuation funding for FY 17-18.

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Activity Name	Activity Start Date
Childcare at Family Resource Center Meetings	2/1/2017
Description of Activity	Approved Funding Amount
Provide childcare for parents attending information meeting provided by SG/PRC hosted at The Parents' Place FRC	\$3,000
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Families have indicated that they cannot attend informational meetings provided by the regional center because the regional center does not provide childcare during meetings	Potentially 25 families or more

**1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?**

A contract with The Parents' Place Family Resource and Empowerment Center was executed with a start date of 2/1/2017. To date, there were two community meetings about the annual POS expenditures scheduled at The Parents' Place for which The Parents' Place provided child care, on February 22, 2017 and March 16, 2017. By providing child care, families were able to participate in these meetings that would not have been able to attend otherwise.

**2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity. (Qualitative outcomes are descriptions such as what participants say they learned in an orientation, quantitative outcomes can be measured, such as the number of orientation participants.)**

The number of families taking advantage of the child care will be tracked through a sign-in sheet maintained by The Parents' Place Family Resource and Empowerment Center.

**3. Describe the annual qualitative outcomes the activity has produced to date.**

The valuable input by family members at the POS Expenditure Meetings would not have been heard if these parents had not attended due to child supervision issues

**4. Describe the annual quantitative outcomes the activity has produced to date.**

For the March 16<sup>th</sup> meeting, there were 39 parents in attendance, with 22 of those being parents who brought a total of 17 children who required supervision. For the February meeting, there was one parent in attendance, who brought one child who needed child care

**5. What is the total amount expended on the activity thus far?**

A total of \$168.00 has been expended for this activity. In February, there was a cost of \$42.00 for the meeting with the Chinese-language parents and a cost of \$14.00 for a child care worker to be "on call" for the English-language parent meeting. For the March meeting, \$112.00 was expended for two child care workers to provide supervision for the meeting that covered more than two (2) hours.

**6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**

No

**7. What is the estimated duration of the activity and when do you anticipate completion?**

Contract term is through December 2018. The contract will terminate or conclude either December 2018 or when the allocated funds are depleted, whichever comes first.

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Activity Name	Activity Start Date
Introductory Curriculum for Families	5/1/2017
Description of Activity	Approved Funding Amount
Develop on-line and in-person modules to describe the various types of developmental disabilities for which a person is eligible for regional center, the etiology, prognosis, and impact on the family. All material to be translated into Spanish, Chinese, Vietnamese and Korean.	\$181,000 00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Families have indicated that they do not have definitive information about all of the different types of disabilities that their child eligible for the regional center might have, why the disability occurred, what to expect and how this will affect their family. These training modules are designed to help families better understand their child's disability and the types of services and supports that will be beneficial to the child and the family.	Potentially hundreds of families

**1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?**

A contract with Children's Hospital Los Angeles (CHLA) – USC University Centers for Excellence in Developmental Disabilities was executed with a start date of 5/1/2017

- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** *(Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.)*

As part of the RFP response, CHLA included a number of both qualitative and quantitative measures that would be built into this project. Part of the process includes using focus groups to provide feedback on the effectiveness of the training materials, as well as the cultural sensitivity and communications clarity of the information

- 3. Describe the annual qualitative outcomes the activity has produced to date.**

None to date

- 4. Describe the annual quantitative outcomes the activity has produced to date.**

None to date

- 5. What is the total amount expended on the activity thus far?**

None to date

- 6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**

No, except that the amount of \$181,000 reflects the modification to the original allocation by \$60,000 so that the diagnosis of autism could be added to the project

- 7. What is the estimated duration of the activity and when do you anticipate completion?**

Contract term is through June 2018. It is anticipated that the development and the test of the material for level of understanding by families will be completed by June 30, 2018.

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Activity Name	Activity Start Date
Translate POS Policy in Traditional Chinese	2/1/017
Description of Activity	Approved Funding Amount
Translation of both the full SG/PRC Purchase of Services Policy and the three Summary POS forms for Early Start -- 3 to 17 years of age and adult and above -- into Traditional Chinese	\$2,535.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Families have indicated that they need to have material available in their own language. Previously SG/PRC had provided translation in Simplified Chinese, but we were told that more families were in need of Traditional Chinese translation, instead	Potentially hundreds of families

- 1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?**  
 Staff performed the translation as overtime, as this was separate from their regular work. It was decided that it was preferred for SG/PRC staff to perform the function of translating the full POS Policy as well as the POS summaries by age group because of their familiarity with the terminology and how parents understand regional center use of terms.
- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity. (Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.)**  
**There is no mechanism to assess qualitative or quantitative measures for this activity. However, we have been told by a number of our Chinese families that they very much appreciated having these materials available in Traditional Chinese.**



- 3. Describe the annual qualitative outcomes the activity has produced to date.**  
As a result of this activity, Chinese parents who told us that they could not read Simplified Chinese now have access to the full POS Policy as well as the three POS summaries that are organized by age group, Early Start, School-Age (3 to 17 years), and Adult Services.
  
- 4. Describe the annual quantitative outcomes the activity has produced to date.**  
None to date
  
- 5. What is the total amount expended on the activity thus far?**  
\$1,218 99 The remaining \$1,317 01 to be transferred to the translation project for the on-line behavior modification training series
  
- 6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**  
SG/PRC was able to complete these translations under the estimated budget Remaining funds to be transferred to another translation project.
  
- 7. What is the estimated duration of the activity and when do you anticipate completion?** Translations were completed in FY 2016-17

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Activity Name	Activity Start Date
Provide Verbal and Written Translations of Learning Modules	5/1/17
Description of Activity	Approved Funding Amount
Production of voice-over and/or written subtitles of the ABA learning modules in Chinese, Vietnamese and Korean	\$30,000.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Current learning modules about applied behavior management are only available in English and Spanish. Either in-person participation in this training or completion of these learning modules are needed to qualify for individualized in-home ABA. Consequently, a large number of families do not have access to this vital information in its current form.	Potentially hundreds of families

- 1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?** There have been several meetings and exchanges of information with the translation service to determine the best way to access the information needed to complete these translations. A "plain English" transcription needed to be developed first for each of the 20 modules before work on the separate languages could begin.
- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** (*Qualitative outcomes are descriptions, such as what participants say they learned in an orientation. Quantitative outcomes can be measured, such as the number of orientation participants.*)  
The best way for SG/PRC to collect data is to count the number of people accessing these training modules after the translations are made available. Such a counting capability already exists for English and Spanish versions of the training modules.

In addition, a survey will be devised as a pre- and post test for the translated modules so that the level of understanding of ABA techniques and confidence in using the information can be assessed before and after completion of each module. This will be incorporated as part of the translation process, as well as introduction and instructions on how to use the learning modules in Mandarin and Traditional Chinese.

**3. Describe the annual qualitative outcomes the activity has produced to date.**  
None to date

**4. Describe the annual quantitative outcomes the activity has produced to date.**  
None to date

**5. What is the total amount expended on the activity thus far?**  
\$25,500.00 spent in May. This represents half of the total now allocated to complete the Mandarin/Traditional Chinese translations of the learning 20 modules.

**6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**  
Yes, funds not fully expended from two other approved projects have been transferred to this project, as the original estimate of the cost for the overall project was misunderstood and the real costs of the translation process, subtitles and voice over were underestimated. The focus for this initial translation will be on spoken Mandarin and written Traditional Chinese, as the largest group of parents/family members who could benefit speak Mandarin and read Traditional Chinese. (Spanish language modules are already available.)

**What is the estimated duration of the activity and when do you anticipate completion?**  
July 31, 2017

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Activity Name	Activity Start Date
Cultural Sensitivity Training	3/14/2017
Description of Activity	Approved Funding Amount
Cultural Sensitivity Training – five separate, interactive training sessions for approximately 70 people each	\$5,800.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Service Coordinators and other SG/PRC staff as well as Board members and Board Committee members need to better understand the issues of culture and the impact of one's own culture and how it affects the way in which one interacts with others. Families are complex cultural systems that need to be appreciated and celebrated.	Mandatory training was provided to all staff members of SG/PRC. Also in the audience were Board members and Board committee members, including those who were members of the Vendor Advisory Committee.

- How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?** There were five (5) separate three (3) hour training sessions on cultural competency were provided by Dr. Barbara Stroud, of Barbara Stroud Training and Consultation Service. Approximately 70 people attended each of these sessions. These were highly interactive sessions, which is the reason the presenter wanted the groups to be about 65-70 persons each as a maximum. There was a video record made of the training so that new staff joining SG/PRC after the middle of March 2017 would be able to benefit from this information. The power point presentation slides were also made available on the in-house intranet.

- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** *(Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.)*  
Sign-in sheets were maintained for each of the sessions.

- 3. Describe the annual qualitative outcomes the activity has produced to date.**  
The training was a great refresher for those Service Coordinators (SCs) that recently came out of college as well as those SCs who have worked with SG/PRC for several years. It was a positive experience for them and reminded them of the importance of considering each person we serve as a "culture of one" and that each person is a part of a complex family culture as well as the larger societal culture.

The training helped many staff understand the difference between "equality" versus "equity". It means that rather than giving everyone the same thing, it means that someone may need to get a little extra help to have access to a given opportunity. It tied well with the idea of "individual program planning" and "person-centered" thinking and planning.

The training helped open staff members' eyes on how to approach families, and to open meetings with a conversation and asking questions and not so much just focusing on business aspects. It was also reported that this training gave SCs a stronger foundation to be respectful and more knowledgeable about other people's culture – that the clients' and their families' culture plays an important role in how people struggle with their challenges. Another SC said that the training motivated the SC to improve the quality of their meetings and relationships with clients and their families. Another important point shared was that people will remember better the way you made them feel than what you actually said. Active listening and validating experiences is an important skill/ role for the service coordinator.

- 4. Describe the annual quantitative outcomes the activity has produced to date.**  
Approximately 350 SG/PRC staff members attended the training sessions, along with Board members (both clients and parents of clients) and Board Committee members, including four (4) members of the Vendor Advisory Committee (VAC)
- 5. What is the total amount expended on the activity thus far?**  
**\$5,514.08** was the total amount expended to date and this is the total amount for this project. SG/PRC is requesting that the remaining \$285 92 be applied to the project regarding online training module development for parents, to help cover the costs of implementing that project.
- 6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**  
Travel and hotel accommodations were a little less than expected and originally requested
- 7. What is the estimated duration of the activity and when do you anticipate completion?**  
Training sessions concluded on March 16, 2017

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Activity Name	Activity Start Date
Develop Family Education Training System	6/1/2017
Description of Activity	Approved Funding Amount
Develop and implement monthly, community-based informational sessions for families so that they can "navigate the regional center system" more effectively. Presentations to primarily be provided in Spanish, but English and other languages will also be provided.	\$124,600.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Latino families often have stated to SG/PRC that they don't necessarily understand the written information that is made available to them in Spanish, that the terminology is too technical and the system is too complicated. They have also stated that often it is difficult for them to drive long distances. During the community meetings, families suggested that meetings should be during school hours, when their children are in school and child care is not an issue.	The intent of these trainings is to have approximately 20-35 people per meeting in each of the local areas of El Monte/South El Monte, Baldwin Park/La Puente, and Pomona.

- 1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?** SG/PRC posted an RFP for this project and reviewed five (5) proposals that were received. Based on the team's review, Familias First was selected to collaborate with SG/PRC to develop the proposed community-based informational meetings. At this time, SG/PRC is still working with Familias First to finalize the plan for implementation.
- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** *(Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.)*

Familias First will be responsible for collecting and maintaining sign-in sheets as a quantitative measure and pre- and post-session evaluation forms as a qualitative measure.

- 3. Describe the annual qualitative outcomes the activity has produced to date.**  
None to date.
  
- 4. Describe the annual quantitative outcomes the activity has produced to date.**  
None to date
  
- 5. What is the total amount expended on the activity thus far?**  
None
  
- 6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department? No.**
  
- 7. What is the estimated duration of the activity and when do you anticipate completion?**

The effective dates for the contract will be from June 1, 2017 through December 2018. It is anticipated that the first of the community-based meetings will be scheduled in the month of September 2017, when school is back in session.

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Activity Name	Activity Start Date
Parent Mentors – Parent Mentor Initiative (PMI) Project	3/31/2017
Description of Activity	Approved Funding Amount
Based on community-based empowerment principles seen in the Promotora programs, the Parent Mentor Initiative has been uniquely developed by SG/PRC. The PMI Project begins with training selected SG/PRC parents to become para-professionals who will assist and support other parents in learning to better access and utilize regional center purchased services, as well as utilize generic and community resources. Parent Mentors are then hired by Alma Family Services, and Alma provides ongoing supervision and support for these mentors in assisting other parents to become more independent and effective in advocating for their child’s developmental disability service needs.	\$344,000.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
In reviewing the Annual POS Expenditure Data, it is noted that while there has been a steady positive increase in POS authorizations and expenditures for Latino clients and families, there still continues to be a disparity in the amount of POS funds both authorized and expended for Latino clients – both for those who are primarily Spanish speaking and those who are English speaking. Therefore, there appears to be a need to more individually support Latino family members in understanding the types of services available and how to go about access those services and supports.	The plan is to train about 25-30 people as potential Parent Mentors, with approximately 15-20 Parent Mentors hired to support up to 100 family members at any one time. Parents may receive “coaching” services up to one year. Therefore, potentially, more than 100 parents may receive coaching during the term of this contract.



**1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?** SG/PRC posted an RFP for this project and reviewed five (5) proposals that were received. Based on the team's review, Alma Family Services, Inc. was selected to implement SG/PRC's PMI Curriculum and collaborate with SG/PRC to implement the overall PMI Project, including development of record keeping documents, both quantitative and qualitative.

**2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** (*Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.*)

Sign-in sheets are maintained for those attending the PMI Curriculum training sessions. There are a number of forms developed and implemented for the following purposes: referring family members by Service Coordinators for coaching; assessing the parents' strengths and challenges before coaching begins, and then at three- to six-month intervals and then at the end of the year to determine gains in knowledge and confidence in accessing regional center services, documenting the Parent Mentors' visits and telephone calls with parents, including dates, length of time spent, the issues discussed, progress made.

**3. Describe the annual qualitative outcomes the activity has produced to date.**

Pre- and post-training assessments were completed for each of the parents participating in the PMI Curriculum training. Each of the assessments was based on a Likert scale with the questions specific to the contract of each module. As the training curriculum will not be completed until the week following the due date of this report, the outcomes of those assessments have not yet been determined.

**4. Describe the annual quantitative outcomes the activity has produced to date.**

The first set of Parent Mentor Initiative Curriculum training sessions took place in May, 2017, on five (5) consecutive Tuesdays from 9:00 a.m. to 1:00 p.m. The number of parents who participated in that training was about 15. In addition, about 50 families have been identified as requesting or needing additional support or coaching and will be assigned to a Mentor in late June and early July 2017.

**5. What is the total amount expended on the activity thus far?**

\$4,499.29 to cover the following: cost of printing 5,000 PMI brochures, application for mail permit and annual maintenance fee to cover cost of return mail (to be free of charge to families), envelopes and first class postage to mail initial 4,562 brochures to recruit PMI mentors and parents interested in receiving coaching.

**6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**

No, except that \$50,000.00 was added to the original allocation by DDS, bringing the total of \$344,000.00.

**7. What is the estimated duration of the activity and when do you anticipate completion?**

The effective dates for the contract are from March 31, 2017 through December 2018.

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Carol L Tomblin, Director of Compliance and Outreach	
Contact E-mail Address	Contact Phone Number
ctomblin@saprc.org	(909) 868-7521

ABX2 1 allocated funds to the Department to assist regional centers in the implementation of strategies to reduce purchase of service (POS) disparities. Regional centers were required to submit proposals to the Department outlining specific activities for review and approval. Regional centers must maintain records, collect data, and track qualitative and quantitative outcomes of each approved activity.

**Survey instructions:** Please submit a survey for each approved activity in a Word or converted PDF format (please do not send scanned copies)

<b>Activity Name</b>	<b>Activity Start Date</b>
Online Training Modules for Parents	5/1/2017
<b>Description of Activity</b>	<b>Approved Funding Amount</b>
Fund training of SG/PRC staff to create on-line modules for parents and other family members to enhance their understanding of regional center services and supports	\$1,500 00
<b>Target Population and/or Disparity Issue</b>	<b>Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact</b>
Families have indicated that many of them have the ability to access our website and are interested in linking with our Parent Training Portal Learning Management System (LMS). The Training Portal allows families to access valuable information and training in various languages. The information would be accessible at their convenience. This Portal could be accessed with a Smartphone or the resource computer available to families at SG/PRC.	Potentially hundreds of families could access these brief on-line modules to better understand processes, such as fair hearing, or programs, such as institutional deeming.

**1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?**

A designated staff person who is the administrator of our learning management system will complete two courses in instructional design provided by the University of California Irvine (UCI). These courses are part of the E-Learning Instructional Design Certificate Program and lead to certification in E-Learning Instructional Design. Once these courses are completed, the SG/PRC staff person will create on-line modules for parents to access to better understand regional center services and supports, as well as programs such as institutional deeming and the annual fee program.

- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** (*Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.*)

Once the UCI course work is completed, on-line modules will be developed by SG/PRC staff. These modules will include a mechanism to collect data regarding the number of people who have visited the site, which can serve as the quantitative measure. In addition, an optional survey will be made available to site visitors to provide SG/PRC with qualitative feedback on the usefulness of the site in better understanding regional center services and supports.

- 3. Describe the annual qualitative outcomes the activity has produced to date.**

At this point, there are no recorded outcomes.

- 4. Describe the annual quantitative outcomes the activity has produced to date.**

Not at this time.

- 5. What is the total amount expended on the activity thus far?**

\$1500.00 – which includes courses and books, as well as a portion (approximately 1/3) of the total cost to upgrade Storyline, which is the program needed to create the LMS learning modules. In addition, access to program to create the online modules is a requirement for the student (i.e., our staff member) to participate in the UCI training courses.

- 6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**

No.

- 7. What is the estimated duration of the activity and when do you anticipate completion?**

The course work funded by this grant will be completed this summer, 2017.

**ABX2 1 FUNDING TO PROMOTE EQUITY AND REDUCE DISPARITIES  
APPROVED ACTIVITIES SURVEY  
DUE MAY 31, 2017**

Regional Center	Date
San Gabriel/Pomona Regional Center	5/31/2017
Contact Name and Title	
Carol L. Tomblin, Director of Compliance and Outreach	
Contact E-mail Address	Contact Phone Number
ctomblin@saprc.org	(909) 868-7521

ABX2 1 allocated funds to the Department to assist regional centers in the implementation of strategies to reduce purchase of service (POS) disparities. Regional centers were required to submit proposals to the Department outlining specific activities for review and approval. Regional centers must maintain records, collect data, and track qualitative and quantitative outcomes of each approved activity.

**Survey instructions:** Please submit a survey for each approved activity in a Word or converted PDF format (please do not send scanned copies).

Activity Name	Activity Start Date
Vietnamese Outreach Specialist	5/1/2017
Description of Activity	Approved Funding Amount
The Parents' Place Family Resource and Empowerment Center to hire a part-time staff to serve as the Vietnamese Outreach Specialist for the SG/PRC service area. The Parents' Place currently does community information and outreach, child find, referral to regional center and sharing of information for Early Start and school-aged clients and their families. This funding is to enable The Parents' Place to hire someone who speaks, reads and writes Vietnamese to join their team, to assist SG/PRC in outreach and child find in the Vietnamese community, and to support SG/PRC clients of all ages who are Vietnamese.	\$20,000.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Through the POS Expenditure Data review, it was determined that our Vietnamese clients appeared to have difficulty in accessing and utilizing regional center services. Also, SG/PRC has an under-representation of Asian families, compared with the general population in our service area. It may well be that Vietnamese families are among the most under-represented.	Potentially hundreds of families

**1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?**

A staff person will be hired by The Parents' Place Family Resource and Empowerment Center to perform functions very similar to the Family Support Staff that they currently have employed. At this time, The Parents' Place does not have any Vietnamese staff to meet the need of this ethnic and cultural group.

- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** (*Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.*)

This new staff person will keep records of her/his outreach efforts in the community, a sign-in sheet for any Vietnamese parents/families that come into The Parents' Place to access resource information, and will participate in the Person-Centered Conversations that SG/PRC Community Outreach Specialists have with families to help them prepare for IPP meetings with their service coordinators

- 3. Describe the annual qualitative outcomes the activity has produced to date.**  
None to date

- 4. Describe the annual quantitative outcomes the activity has produced to date.**  
None to date

- 5. What is the total amount expended on the activity thus far?**  
None to date

- 6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**  
No

- 7. What is the estimated duration of the activity and when do you anticipate completion?**

The contract for this service will be effective from May 1, 2017 through December 31, 2018.

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APPROVED ACTIVITIES SURVEY  
DUE MAY 31, 2017**

Regional Center	Date
San Gabriel/Pomona Regional Center	5/31/2017
Contact Name and Title	
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Activity Name	Activity Start Date
Support Mandarin Outreach Specialist at Family Resource Center	5/1/2017
Description of Activity	Approved Funding Amount
The Parents' Place Family Resource and Empowerment Center currently has one part-time staff member who is the Chinese Family Support Specialist for the SG/PRC service area. This person currently does community information and outreach, child find, referral to regional center and sharing of information for Early Start and school-aged clients and their families. This funding enable The Parents' Place to increase the hours and availability of this staff member who speaks, reads and writes Cantonese and Mandarin. This will assist SG/PRC in outreach and child find in the Chinese community, and to support SG/PRC clients of all ages who are Chinese.	\$6,600.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Through the POS Expenditure Data review, it was determined that SG/PRC has an under-representation of Asian families, compared with the general population in our service area. It may well be that Chinese families are among the most under-represented.	Potentially hundreds of families

- 1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?** This staff person will be available at The Parents' Place on specific days and times for drop-in visits and will spend some of her time in the community to do outreach activities.

- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** *(Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured such as the number of orientation participants.)*

This staff person will keep records of her/his outreach efforts in the community, a sign-in sheet for any Chinese parents/families that come into The Parents' Place to access resource information, and will participate in the Person-Centered Conversations that SG/PRC Community Outreach Specialists have with families to help them prepare for IPP meetings with their service coordinators

- 3. Describe the annual qualitative outcomes the activity has produced to date.**

None to date

- 4. Describe the annual quantitative outcomes the activity has produced to date.**

None to date

- 5. What is the total amount expended on the activity thus far?**

None to date

- 6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**

No

- 7. What is the estimated duration of the activity and when do you anticipate completion?**

The contract for this service will be effective from May 1, 2017 through December 31, 2018

**ABX2 1 FUNDING TO PROMOTE EQUITY AND REDUCE DISPARITIES  
APPROVED ACTIVITIES SURVEY  
DUE MAY 31, 2017**

Regional Center	Date
San Gabriel/Pomona Regional Center	5/31/2017
Contact Name and Title	
Carol L. Tomblin, Director of Compliance and Outreach	
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**Survey instructions:** Please submit a survey for each approved activity in a Word or converted PDF format (please do not send scanned copies).

Activity Name	Activity Start Date
Incentives for Service Providers	5/1/2017
Description of Activity	Approved Funding Amount
Provide monetary incentives to service providers for hiring and retaining bi-lingual staff in a variety of languages that resulted in increased number of clients from diverse language and ethnic backgrounds compared to those being served prior to January 1, 2017	\$60,000
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Families have indicated that they cannot find providers that speak their language or understand their culture and their cultural values. Even if the client may understand some limited English, the family is not able to communicate with the provider and vice versa. At times, this inability to communicate stops the families from even enrolling a client in a program because they cannot complete the intake process for that program.	Potentially 100 or more new bi-lingual staff could be hired and retained by service providers under this Project, resulting in 100 to 200+ clients being served that previously would not have been served due to language barriers.

**1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?**

A contract with was established with Premier Fiscal Management Services to make payments to service providers based on applications submitted by eligible service providers to SG/PRC and approved by SG/PRC

SG/PRC developed an application process and criteria for providers to submit a form, which included the types of services provided, the languages spoken by the employees, how many SG/PRC clients were served as of January 1, 2017, and how many more clients were served by this new employee. The service provider is required to show the date of



hire and that the new employee has been retained a minimum of 90 days. There needs to be evidence that hiring this employee has resulted in greater access and utilization by SG/PRC clients.

SG/PRC has discussed this project repeatedly as part of the Vendor Advisory Committee (VAC) meetings. The information about this project is posted to our SG/PRC website under the Service Provider tab and it is also highlighted as important news. The application form is available through the SG/PRC website.

**2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** (*Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.*)

The application form provides the documentation as to the number of clients served prior to hiring the new staff and the number of clients with various primary languages other than English served after the hiring of the new bi-lingual staff for each service provider applying for the incentive. Follow up can be done with these providers to determine if the staff is retained beyond the 90 day period and the subsequent impact on the number of referrals to the provider.

**3. Describe the annual qualitative outcomes the activity has produced to date.**

At this point, there are no recorded outcomes.

**4. Describe the annual quantitative outcomes the activity has produced to date.**

At this point, there are no recorded outcomes.

**5. What is the total amount expended on the activity thus far?**

There are no expenditures to date. Based on the criteria that were set, we would not have expected any expenditure at this point.

**6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**

No.

**7. What is the estimated duration of the activity and when do you anticipate completion?**

Contract term is through December 2018. The contract will terminate or conclude either December 2018 or when the allocated funds are depleted, whichever comes first.

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Activity Name	Activity Start Date
Person-Centered Thinking Training	6/1/17
Description of Activity	Approved Funding Amount
Provide training to service coordination staff and other SG/PRC staff in person-centered thinking approach to person-centered planning	\$70,000.00
Target Population and/or Disparity Issue	Number of Individuals Impacted (consumers, families, staff, etc.) or Projected Impact
Families from diverse cultural backgrounds are better represented and may achieve greater access to services when the regional center staff members assigned to them learn better listening skills and validates that person's cultural values. Families have reported that they want to feel that their service needs are better understood	Potentially thousands of SG/PRC clients will benefit from service coordination staff members who have been trained in person-centered thinking

- 1. How is/was the activity delivered (please include details regarding executed contracts, progress/status of tasks, etc.)?** A contract with Pathways Facilitation Services has been executed, with an effective date of June 1, 2017 through October 2018. An orientation meeting has been scheduled with executive management staff for June 19, 2017. There will be multiple training sessions for service coordination staff in groups of approximately 44 people. Six (6) trainers will be trained and certified to continue training new staff and service providers in person-centered thinking, and an additional 30 coaches will be developed for ongoing support as a result of the training contract.
- 2. Describe the process for maintaining records, collecting data, and tracking qualitative and quantitative outcomes for the activity.** *(Qualitative outcomes are descriptions, such as what participants say they learned in an orientation; quantitative outcomes can be measured, such as the number of orientation participants.)* Sign-in sheets will be maintained for all of the training sessions. Training participants will complete pre- and post-test evaluations to qualitatively measure changes in attitude and listening skills.

- 3. Describe the annual qualitative outcomes the activity has produced to date.**  
None to date
- 4. Describe the annual quantitative outcomes the activity has produced to date.**  
None to date.
- 5. What is the total amount expended on the activity thus far?**  
\$7,000 was paid as the initial milestone in May, 2017
- 6. Have any changes to the activity been made, including cost and projected implementation dates, from what was approved by the Department?**  
None
- 7. What is the estimated duration of the activity and when do you anticipate completion?** October 2018 is the anticipated completion date for all of the training and coaching sessions.