

## FY 2017/18 DISPARITY FUNDING APPLICATION

**Note:** Please complete this form for **each** proposed project. Please refer to the application instructions for clarification for any of the following questions.

Please check the box that describes your organization		
<input type="checkbox"/> Regional Center	<input checked="" type="checkbox"/> CBO, 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3)

### A. Grantee Information

1. Name of Organization/Group	2. Date
Children's Hospital Los Angeles	11/6/17
3. Primary Contact (Name)	
Barbara Wheeler, Ph.D., Associate Director, USC UCEDD	
4. Mailing Address	
USC UCEDD at CHLA, MS 53, 4650 Sunset Blvd., LA 90027	
5. E-mail Address	6. Phone Number
bwheeler@chla.usc.edu	323.361.3829
7. Brief Description of the Organization/Group (organization type, group mission, etc.). Please include details about the organization/group's vision and how it ties to the targeted population.	
<p>This application is being submitted by a University/Community partnership involving the University Center for Excellence in DD at the University of Southern California and based at Children's Hospital LA (USC UCEDD), the Vietnamese Parents of Disabled Children Association (VPDCA), and OC Autism. The USC UCEDD is one of 67 federally-funded UCEDDs in the nation, whose mission is to promote systemic change, capacity building, and advocacy in California to address the needs of Californians with I/DD. Barbara Wheeler, PI for this project, has over 20 years of experience partnering with ethnic-focus community-based organizations to build their capacity to become part of the fabric of the DD service system and to assure that the work the UCEDD does is culturally responsive and meaningful to the communities we hope to serve. Examples of such work include (1) a Cal Endowment grant focused on establishing a multi-cultural disability collaborative, which included VPDCA, (2) assisting Fiesta Educativa, Inc. (FEI) and the Chinese Parent Association for the Disabled to secure funding as a multi-cultural Community Parent Resource Center, the first of its kind funded by the US Department of Education (DOE), (3) an LA Care Grant to train Community Health Advocates within ethnic-focus Parent groups (Japanese, Chinese, Latino, and Black), (4) 2 NIH grants with FEI to develop Autism Science Briefs for the Latino community and to field test the Community Research Ambassador as part of the research team, and (5) since 2013, converting POS data on regional center websites into formats (figures and charts) more readily accessible to parents and providing training to Latino, Chinese, Japanese, and Vietnamese families on the data and how to prepare their testimony for public hearings.</p>	

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VPDCA was and continues to be among the four Asian groups that received these annual trainings from the UCEDD.

The Vietnamese Parents of Disabled Children Association (VPDCA) is a non-profit 501(c)(3) organization whose mission is to equip Vietnamese caregivers of children with disabilities with information on resources and supports, assist families to access services, and provide a forum for sustaining their cultural roots and assuring the transmission of the Vietnamese culture to their children. Its active membership includes 275 parents (1/3 of whom are over 60 years of age). VPDCA has successfully managed grants in the past, including a contract as a partner agency for the Opening Doors to Multi-Cultural Communities Planning initiative (B. Wheeler, PI), which led to strengthening their advocacy as an organization and as a collaborative, a partner in a Community Parent Resource Center (CPRC) (funded by US DOE) with Loving your Disabled Child and Parents of Watts (1990-2011), and provided parent training to Vietnamese families on accessing special education, a grant from the Wesmett Foundation to offset operational costs and to support VPDCA's cultural events in the community (e.g., Full Moon Festival), and a small grant from the Technical Assistance Alliance to publish a newsletter and conduct outreach efforts in Orange County.

OC Autism (OCA) is a leadership training and volunteer-based non profit which provides resources, education, advocacy, and community events for families with children with disabilities founded by a Vietnamese speech pathologist. OCA volunteers are college students pursuing a variety of degrees and as such represent future leaders in the DD workforce. Many of their student volunteers are members of Asian cultures (especially Vietnamese students). VPDCA's family events in partnership with OCA celebrate the Vietnamese Culture with dignity and respect in order to preserve the cultural identity of all family members, including all those with developmental disabilities. Over the past 7 years, OC Autism has sponsored 6 annual events for Vietnamese Parents of children with autism and other disabilities, including Vietnamese New Years Tet Celebration, Community Tet Parade, April Light It Up Blue Celebration, April Autism Awareness Carnival Party, Moon Festival Celebration and Breakfast With Santa celebration for 100 to 2,500 guests. As a trusted organization of the Vietnamese community, OCA is being contracted to implement the IPP Coaching program for the project.

Cathay Liu (Consultant) emigrated from Taiwan with her parents when she was 12 years old. She married her college sweetheart, an immigrant from Vietnam with whom she had two children, one with Cerebral Palsy, quadriplegic type, and the second with developmental disabilities. Cathay became a single parent shortly after the birth of her second child, at which time she learned about the Chinese Parent Association for the

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Disabled (CPAD), which created a solid foundation for Cathay to learn about the system and bring her children into the mainstream environment. In the past 18 years, she has worked as a regional center outreach training coordinator at East LA Regional Center (ELARC), staff member of a Family Resource Center, an independent living service vendor of the regional center, a service broker for the ELARC Self Determination Pilot, and a Chinese-language interpreter and translator. Ms Liu will be responsible for the 10-workshop series focused on “Possibilities for independence and productivity of children with DD with appropriate services and support” (Objective 1) and will coordinate the Aging Caregivers series (Objective 3).

The vision of this collaborative is to improve disparities in POS services experienced by the Vietnamese Community by specifically barriers to service utilization documented by our Vietnamese partner agencies. We deliberately have targeted a number of objectives which address specific needs in addition to building the infrastructure for parent to parent support in the Vietnamese community by establishing a chapter of VPDCA (based in Orange County) at the San Gabriel Pomona Regional Center.

### B. Project Information

#### 1. Project title

Building the Capacity of Vietnamese Parents of Children with DD to Access Regional Center Services

#### 2. Describe how the target population is an underserved population.

According to the 2010 census, Orange County and Los Angeles County have the largest Vietnamese population of any metropolitan statistical area in the United States, with over 270,000 Vietnamese residents, and with two regional centers serving a substantial number of Vietnamese Clients--Regional Center of Orange County (RCOC) and the San Gabriel Pomona Regional Center (SGPRC). However, POS data from both regional centers problematically suggest that Asian-identifying consumers and families do not have equitable access to their vendored services.

In terms of annual expenditures, RCOC and SGPRC reported authorizing \$15,258 and \$11,517 per capita for Asian consumers, respectively, versus \$23,899 and \$23,758 per capita for white consumers in FY 2016. Disparities were the most stark for the adult consumer population. RCOC, for example spent an average of only \$49 more on white than Asian children (ages 3-21), but spent an average of \$11,073 more on white than Asian adults (ages 22 and older). A comparison of service utilization rates in FY16 also points to inequities. At RCOC, 81.7% of white consumers (all ages) utilized vendored services, while only 74.4% of Asian consumers did the same. Likewise, at SGPRC, 88.7% of white consumers (all ages) utilized vendored services, compared to only 80.0% of Asian consumers.

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Because the majority of POS data that regional centers collect are disaggregated only by large ethnic groupings (e.g., Asian, Black, Hispanic, White), it is difficult to claim with certainty that disparities are particularly pronounced for the Vietnamese community, as opposed to other Asian communities. However, a limited number of statistics collected by RCOC and SGPRC strongly suggest that Vietnamese consumers are disproportionately underserved compared to members of other Asian groups. RCOC reported that in FY16, 22.0% of Vietnamese speakers received only service coordination from its staff (i.e., lacked other services/supports) as compared to 12.8% of Korean speakers. SGPRC reported that among all Asian-language speaking adults, the group with the highest percentage of persons receiving no purchase of services was Vietnamese speakers at 34.2%.

The USC UCEDD, Staff of San Gabriel/Pomona and Orange County Regional Centers, and 2 community parent resources (Vietnamese Parents of Disabled Children Association, and OC Autism) have individually and jointly identified 5 major barriers to Vietnamese consumers receiving and utilizing services: (1) Parents have low expectations of their child because they do not fully understand their child's disability, its impact on activities of daily living and possibilities for independence, productivity, and community involvement when appropriate services and supports are accessed; (2) Parents continue to have difficulty understanding how they can more actively participate in the IPP process and how to advocate for services and supports that they feel their children need; (3) Aging Caregivers are deeply concerned about what will happen when they are no longer able to care for their adult and aging child(ren) with a disability and how to proactively put into place a transition plan; (4) while VPDCA is a longstanding community-based parent-to-parent resource for Vietnamese families in Orange County, the San Gabriel/Pomona Regional Center has identified approximately 150 Vietnamese clients and families receiving services but do not have the benefit of an organized ethnic-focus parent support group; and (5) although Los Angeles and Orange County together is home to the largest urban-based Vietnamese community in the nation, of the Asian sub-ethnic groups, the voice of the Vietnamese community is less prominent on policymaking and stakeholder groups when compared to the organized Chinese and Japanese parent groups, and increasingly Korean parent groups. While present at many stakeholder groups, they do not participate as actively.

The USC UCEDD is seeking funding for this project to reduce these barriers through a partnership with two community non-profits with expertise in working with and understanding the needs of the Vietnamese disability community-- (VPDCA and OC Autism), and Program administrators and multi-cultural specialists at RCOC and SGPRC. See section 4 for a description of VPDCA and OC Autism.

**3. Describe the project and its goals/objectives.** *\*Complete the Schedule of Development/Activities Worksheet*

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*(Attachment C) and include with your application.*

This project is specifically focusing on one-ethnic group: Vietnamese parents of children with DD.

**OVERARCHING GOAL: TO INCREASE ACCESS TO AND UTILIZATION OF RC SERVICES BY VIETNAMESE FAMILIES.**

**Need 1:** Parents have low expectations of their children because they lack information on what is possible for their children with I/DD when services and supports are available.

**Objective 1:** Increase the number of Vietnamese parents with more positive perceptions of their child's capacity to acquire adult living skills, be more independent and a contributing member of their families and the community.

**Proposed Activities:**

10 trainings over a period of one year will be provided on the following topics by Consultant, Cathay Liu (see Section 4 for a description of her background and qualifications). As the purpose of this objective is to modify the attitudes of parents regarding their child's capacity to learn adult skills and become independent and productive, Ms. Liu utilizes evidence-based strategies which include (1) Starting where the parent is and utilize a strengths-based approach to overcome obstacles (building on the inner strength of each participant to assist him/her to reframe how they see their child with DD) (Topic 1 below). She then follows with an array of common adult activities or interests (such as post-secondary education, employment, and relationships) which many families feel are not possible for their children to a description of services or skills needed to engage in these adult activities (such as mobility training, assistive technology for communication, advocacy, and self-determination), which they may have limited knowledge of. While not exhaustive, these are topics which should stimulate discussion with Vietnamese parents about possibilities for their children they have not considered before.

1. Sharing your family's story and your vision for your daughter or son with developmental disabilities.
2. Post secondary education options and supports, mobility, friendship, social recreation
3. Employment options and supports, volunteering, internships, mobility
4. Relationships, networking, social recreation, friendship, support groups
5. Mobility
6. Assistive technology, AAC augmentative communication devices
7. Mental health, dual diagnosis, medication, talk therapy, music therapy, art therapy, social recreation, stress management
8. Advocacy, self-esteem building, coping strategies, mentoring, leadership, role models, participation in the community
9. Self Determination—what it means for Asian Families

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Need 2: Parents need to participate actively in the IPP process. However, many Vietnamese families have reported in a variety of settings several barriers to meeting this expectation. First, they have stated they do not know exactly what the IPP is and what their responsibility and role is in helping to develop the IPP document. Second, they have reported that service coordinators ask them what they want for their child, but they feel regional center is the expert on the child's disability. At the same time, some have said if they better understood how their child is being assessed (what tests, what areas, etc.), what the results mean in terms of their child's strengths and weaknesses, and how the results could be used to develop IPP goals, they would feel more prepared to participate. They also report that they see their children a great deal and get to know them well, but aren't always sure how to use this information during the IPP process. Third, while Vietnamese families have attended trainings or read documents in their language about the IPP process, but because the information is not specific to their own child, they don't know how to apply what they are learning. To address this need, this project will implement an IPP Coaching project.

Objective 2: Increase the number of Vietnamese parents who actively participate in the IPP process through intensive personalized training of the IPP process using an IPP Coaching program.

### Proposed Activities:

1. Develop the curriculum for the IPP Coaching Program and workshop materials using a 5 step coaching process: (1) Review your child's IPP, (2) Prepare for the next IPP (identify unmet needs, learn about service choices), (3) Participate in the IPP, (4) Meet After the IPP (discuss parent actions taken during IPP meeting), and (5) Follow-up 4 months after IPP meeting (to review whether services promised were received). See Figure 1 in Appendix A.
2. Recruit 10 Parents for IPP Coaching--2 cohorts of 10 parents at RCOC and Conduct IPP Coaching for both cohorts.
3. Recruit 10 Parents for IPP Coaching--2 cohorts of 10 parents from SGPRC and Conduct IPP Coaching for both Cohorts.
4. Evaluate IPP Coaching program for OCRC and SGPRC clients.

Need 3: VPDCA leadership, staff of OCRC and SGPRC have identified a need to focus on Vietnamese Aging Caregivers who have no plans for transition when they are no longer able to care for their adult and aging child(ren) with a disability. VPDCA leaders describe numerous communications from their members who are 60 and older with adult children who are also aging, about their distress and deep concern that they do not know what will happen to their child with a disability should they get sick or die. VPDCA has identified this as a crisis as approximately 100 VPDCA members in Orange County are

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60 and older.

Objective 3: Increase the number of Aging Vietnamese Caregivers (60 and older) who have Transition Plans.

Proposed Activities:

1. Develop Training Curriculum on Transition Planning for Vietnamese Aging Caregivers. The curriculum will consist of 6 sessions utilizing Lectures, Observations of Services in the Community, and assistance with filling out an Individualized Transition Plan document over a 3 month period.
2. Recruit Parents for Aging Caregiver Transition Planning Workshops, Orange County (10 parents/series X 2 cohorts).
3. Deliver Training, Orange County (10 parents/series X 2 Cohorts)--Each Series 6 sessions over 3 months)=20 parent participants--OCRC
4. Recruit 10 Parents for Aging Caregiver Transit. Planning Workshops, SGPRC (10 parents/series X 2 cohorts)
5. Deliver Training, SGPRC, (10 parents/series X 2 Cohorts)--Each Series 6 sessions over 3 months)=20 parent participants--SGPRC
6. Evaluate the Aging Caregiver Transition Planning Series.

Need 4: While VPDCA is a longstanding community-based parent-to-parent resource for Vietnamese families in Orange County, the San Gabriel/Pomona Regional Center has identified approximately 150 Vietnamese clients and families receiving their services but do not have the benefit of belonging to a parent support

#### **4. How will the project address and incorporate the input of the community it aims to serve?**

This content of this application was informed by the Vietnamese Parents of Disabled Children Association and OC Autism, both in Orange county. The first meeting held with both agencies defined the problems facing Vietnamese families which might explain why they have disparities in RC POS expenditures far larger than other Asian Groups. Both groups also provided input to the solutions which are proposed in this application. Both groups have funding to implement important the activities for the four objectives delineated in this application. As their leadership informed content for this application, VPDCA has the capacity to recruit participants for this project as well as to bring the work of this project to the membership of their organizations. OC Autism is a group that supports many of the activities of VPDCA but also has experience with Vietnamese families of Children with disabilities through a related business which provides autism services to this community. This collaboration serves as the multi-agency Executive Team and as such each member of the collaborative has equal weight in influencing the decisions made related to this project throughout the funding period.

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<p>Information from this project will be provided to the Vietnamese community of two regional centers on a quarterly basis to solicit feedback on what the project is accomplishing or to provide solutions to barriers which are encountered. All of this will be reported in the reporting requirements for programs funded under this announcement.</p>	
<p><b>5. Describe how the project's effectiveness will be measured. What type of data will be collected (qualitative or quantitative)?*</b> <i>Complete the Project Measures Worksheet (Attachment D) and include with your application.</i></p>	
<p>As is detailed in Appendix D, the project is utilizing evaluation tools to measure outputs (numbers served or products completed) as well as outcomes (such as participant satisfaction and changes in attitude or behavior targeted by the activities proposed in this application). Efforts are made to collect quantitative data on pre-post testing of content taught, and an attempt is made to collect data on whether information learned is still being utilized 4-5 months after attending educational events or receiving services through the IPP coaching program. We assure that our methods are sensitive to the targeted participants by asking our partners to review all tools and instruments, and we make accommodations for the lack of familiarity of the content taught to the targeted population by making quantitative pre-post testing data focused on major points of the trainings we are planning rather than on details. In the case of our program for Aging Caregivers, we have held more rigorous methods to do pre-post testing by allowing caregivers to respond orally in a group format, recognizing that the data we collect is less valid, but sufficient to identify red flags for participants who need some extra coaching</p>	
<p><b>6. Where will your project be implemented (counties, cities, neighborhoods, etc.)?</b></p>	
<p>Orange County, Westminster (Little Saigon), San Gabriel/Pomona area—reflecting the catchment area of two regional centers working with us on this project: Regional Center of Orange County and San Gabriel/Pomona Regional Center.</p>	
<p><b>7. Project Type</b></p>	
<p><input type="checkbox"/> Outreach (community events, child find, seminars, etc.)  <input checked="" type="checkbox"/> Education (workshops, trainings, support groups, etc.)  <input type="checkbox"/> Promotores (parent liaisons, mentors, cultural brokers, etc.),  <input type="checkbox"/> Other:</p>	
<p><b>8. Estimated number of people the project will reach/impact</b></p>	
<p>Intensive repeated training (IPP Coaching and Aging Caregivers) -- ~ 80          Training Series -- 100-300</p>	
<p><b>9. Timeline of project (start and end dates)</b></p>	
<p>1/1/2018-12/31/18</p>	
<p><b>10. Amount requested</b> <i>*Please complete the Budget Worksheet (Attachment D) and include with your submission.</i></p>	<p><b>10a. Funding frequency (check one):</b></p>
<p><b>\$ 169,111</b></p>	<p><input checked="" type="checkbox"/> Annual Cost** or <input type="checkbox"/> One-time Cost</p>



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*\* Please include any related documents that will provide evidence of strategies, measures, and data that will be used to evaluate effectiveness of the program.*

*\*\* Future funding is not guaranteed for projects that require an ongoing, annual cost.*

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET**

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services									
<b>Objective:</b> 1. Increase the number of Vietnamese parents with more positive perceptions of their child's capacity to acquire adult living skills, be more independent and a contributing member of their families and the community.									
<b>Issue(s) being addressed:</b> VPDCA leaders reported parents have low expectations of what their adult children can do leading to a focus on keeping their children entertained, rather than building adult life skills, and engaging in work, post-secondary education and other forms of community involvement.									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Recruit parents for 10 monthly educational sessions; Provide event support before,during and after sessions	VPDCA, Orange County	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Deliver 10 educational sessions/yr	Consultant--C. Liu	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Collect evaluation data post session and at 4-mo follow-up	VPDCA, Orange County	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyze evaluation data	UCEDD Proj. Coord.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Submit Quarterly Reports	UCEDD Director	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET**

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<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services									
<b>Objective:</b> 2. Increase the number of Vietnamese parents who actively participate in the IPP process through intensive personalized training of the IPP process using an IPP Coaching program.									
<b>Issue(s) being addressed:</b> Vietnamese parents of children with I/DD across the lifespan do not fully understand the IPP as a document, how to prepare for and participate in the IPP, and how to monitor services in the IPP.									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Develop the 5-step IPP Coaching Program and workshop materials	UCEDD Family Support Director and OC Autism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit 10 Parents x 2 cohorts for IPP Coaching--RCOC	VPDCA Coordinator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct IPP Coaching with 2 cohorts of 10--RCOC	OC Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit 10 Parents X 2 cohorts for IPP Coaching--SGPRC.	VPDCA SGPRC staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct IPP coaching--2 cohorts of 10 --SGPRC	OCA staff--SGPRC area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services									
<b>Objective:</b> 2. Increase the number of Vietnamese parents who actively participate in the IPP process through intensive personalized training of the IPP process using an IPP Coaching program.									
<b>Issue(s) being addressed:</b> Vietnamese parents of children with I/DD across the lifespan do not fully understand the IPP as a document, how to prepare for and participate in the IPP, and how to monitor services in the IPP.									
		<b>2018</b>				<b>2019</b>			
<b>Activity</b>	<b>Staff</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Develop evaluation tools and instruments for IPP Coaching Program	UCEDD Project Director/UCEDD Proj. Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collect data at every session at OCRC and SGPRC and send to UCEDD for analysis.	VPDCA Coordinators/UCEDD Proj. Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Analyze data and Write Reports	UCEDD Project Director/UCEDD Proj. Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed*

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET**

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services									
<b>Objective:</b> 3. Increase the number of Aging Vietnamese Caregivers (60 and older) who have Transition Plans									
<b>Issue(s) being addressed:</b> VPDCA leaders and staff from SGPRC and OCRC have identified the need for Transition Planning for Aging Caregivers in general, and related to this project, VPDCA parents (60 and older) who are increasingly concerned about what will happen to their adult children when they can no longer care for them at home. VPDCA has approximately 100 members in this category.									
		<b>2018</b>				<b>2019</b>			
<b>Activity</b>	<b>Staff</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
		<b>1/1/18- 3/31/18</b>	<b>4/1/18- 6/30/18</b>	<b>7/1/18- 9/30/18</b>	<b>10/1/18- 12/31/18</b>	<b>1/1/19- 3/31/19</b>	<b>4/1/19- 6/30/19</b>	<b>7/1/19- 9/30/19</b>	<b>10/1/19- 12/31/19</b>
Develop Training Curriculum on Transition Planning for Aging Caregivers-6 part series over a 3 month period	UCEDD Director, Proj. Coord., VPDCA, Orange County Advisors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit Parents for Aging Caregiver Transit. Planning Workshops, Orange County (10 parents X 2 cohorts)	VPDCA, Orange County, RCOC MCC Staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver Training, Orange County (10 parents X 2 Cohorts)	UCEDD Director, Consultant C. Liu Event scheduling & support--VPDCA,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services									
<b>Objective:</b> 3. Increase the number of Aging Vietnamese Caregivers (60 and older) who have Transition Plans									
<b>Issue(s) being addressed:</b> VPDCA leaders and staff from SGPRC and OCRC have identified the need for Transition Planning for Aging Caregivers in general, and related to this project, VPDCA parents (60 and older) who are increasingly concerned about what will happen to their adult children when they can no longer care for them at home. VPDCA has approximately 100 members in this category.									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
	OC								
Recruit 10 Parents for Aging Caregiver Transit. Planning Workshops, SGPRC (10 parents X 2 cohorts)	VPDCA, SGPRC/Assistance from VPDCA OC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver Training, SGPRC, (10 parents X 2 cohorts)	UCEDD Director, Consultant C. Liu Event scheduling & support--VPDCA, SGPRC/Assistance from VPDCA OC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collect Evaluation Data	VPDCA, OC/VPDCA SGPRC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Analyze Evaluation Data and Write Report	USC UCEDD Proj. Director and Proj. Coordinator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET**

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services									
<b>Objective:</b> 4. Organize a VPDCA Chapter at SGPRC that will provide parent-to-parent education, support, and advocacy training for its members.									
<b>Issue(s) being addressed:</b> SGPRC staff communicated with the UCEDD that they have approximately 150 Vietnamese clients and families receiving services but do not have the benefit of belonging to an organized ethnic-focus parent support group that can meet their needs for parent-to-parent support, education and advocacy training.									
		2018				2019			
<b>Activity</b>	<b>Staff</b>	Q1 1/1/18-3/31/18	Q2 4/1/18-6/30/18	Q3 7/1/18-9/30/18	Q4 10/1/18-12/31/18	Q1 1/1/19-3/31/19	Q2 4/1/19-6/30/19	Q3 7/1/19-9/30/19	Q4 10/1/19-12/31/19
Identify key personnel within VPDCA Orange County who will provide and coordinate consultation and technical assistance (C&TA) to Vietnamese Parents at SGPRC to organize a VPDCA Chapter there.	VPDCA Chapter Development Staff / VPDCA Board of Directors/USC UCEDD Project Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a Plan to organize a VPDCA chapter at SGPRC.	VPDCA /UCEDD Project Director/Proj. Coordinator/SGPRC Chapter Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services									
<b>Objective:</b> 4. Organize a VPDCA Chapter at SGPRC that will provide parent-to-parent education, support, and advocacy training for its members.									
<b>Issue(s) being addressed:</b> SGPRC staff communicated with the UCEDD that they have approximately 150 Vietnamese clients and families receiving services but do not have the benefit of belonging to an organized ethnic-focus parent support group that can meet their needs for parent-to-parent support, education and advocacy training.									
		<b>2018</b>				<b>2019</b>			
<b>Activity</b>	<b>Staff</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
	Staff/VPDCA Board approval								
Implement the VPDCA Chapter Development Plan at SGPRC--Invite Vietnamese parents at SGPRC to a meeting with VPDCA parent leaders to discuss Chapter Development.	VPDCA Chapter Development Staff and Parent Leaders/UCEDD Project Director/Proj. Coordinator/SGPRC Multi-cultural Staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vote on Establishing a VPDCA Chapter at SGPRC.	Vietnamese Parents at SGPRC/SGPRC Multi-cultural Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Replicate trainings conducted at OCRC: Your child's potential: (10 sessions x 1 cohort) and Aging Caregivers (10	Cathay Liu, Consultant/UCEDD Proj. Director/VPDCA SGPRC & SGPRC Multi-Cultural staff organize events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services									
<b>Objective:</b> 4. Organize a VPDCA Chapter at SGPRC that will provide parent-to-parent education, support, and advocacy training for its members.									
<b>Issue(s) being addressed:</b> SGPRC staff communicated with the UCEDD that they have approximately 150 Vietnamese clients and families receiving services but do not have the benefit of belonging to an organized ethnic-focus parent support group that can meet their needs for parent-to-parent support, education and advocacy training.									
		<b>2018</b>				<b>2019</b>			
<b>Activity</b>	<b>Staff</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
parents X 2 cohorts)									
Replicate IPP Coaching--10 SGPRC parents X 2 cohorts	OC Autism (San Gabriel Staff)/VPDCA SGPRC/OCRC staff org. events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate the SGPRC Chapter Dev. process and outcomes of Educ. Sessions and IPP Coaching	USC UCEDD Project Director/Proj. Coordinator/VPDCA Staff Collect data after Educ. Sessions and IPP Coaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Analyze Data and Write Report	USC UCEDD/Review of report by VPDCA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed*

**DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET**

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services	
<b>Objective:</b> 1. Increase the number of Vietnamese parents with more positive perceptions of their child's capacity to acquire adult living skills, be more independent and a contributing member of their families and the community.	
<b>Issue(s) being addressed:</b> Vietnamese parents have low expectations of what their adult children can do leading to a focus on keeping their children entertained, rather than building adult life skills, and engaging in work, post-secondary education and other forms of community involvement.	
<b>Activities</b>	1. Develop and deliver 10 educational workshops on topics which demonstrate what individuals with DD can do with appropriate services and supports.
<b>Measures of Outcomes</b>	<ol style="list-style-type: none"> <li>1. Curriculum and Workshop materials delivered</li> <li>2. Collection of baseline data parent/child demographics and services their child is currently receiving from Regional Center and their satisfaction with these.</li> <li>3. Number of parents who attend each training &amp; total # of trainings and topics attended by individual parents</li> <li>4. Surveys measuring parent satisfaction with each educational session and the total program at the end of the series.</li> <li>5. Measure of short-term impact--simple T/F 6 item pre-test/post-tests given at each of the 10 educational sessions which assesses parents' knowledge of the topic presented and attitudes regarding their child's capacity to do the skill/activity being taught. Data collected immediately before and after the educational session.</li> <li>6. To document a cumulative effect, at the end of the series, parents will complete a survey of their perceptions of their child's ability to achieve the activity/skills covered over the 10 sessions.</li> </ol>

**DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET**

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services	
<b>Objective:</b> 2. Increase the number of Vietnamese parents who actively participate in the IPP process through intensive personalized training of the IPP process using an IPP Coaching program.	
<b>Issue(s) being addressed:</b> Vietnamese parents of children with I/DD across the lifespan do not fully understand the IPP as a document, how to prepare for and participate in the IPP, and how to monitor services in the IPP.	
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Develop IPP Coaching Program and Workshop materials.</li> <li>2. Recruit 40 parents for IPP Coaching at OCRC (n=20) &amp; SGPRC (n=20) (Logs of parents contacted and recruited at OCRC and SGPRC (VPDCA).</li> <li>3. Conduct IPP Coaching Program for 40 parents (20 parents from OCRC and and 20 parents from SGPRC).</li> </ol>
<b>Measures of Outcomes</b>	<ol style="list-style-type: none"> <li>1. IPP Coaching Curriculum and Workshop materials Completed.</li> <li>2. Number of parents contacted and # of parents recruited from each Regional Center</li> <li>3. Number of parents receiving IPP Coaching by Regional Center.</li> <li>4. Results of pre-test/post-test of parents' knowledge of IPP process at each step of the process. Final test of the IPP process at 1 month following the last session.</li> <li>5. Using a survey after the IPP meeting for each parent, documenting number of parents who felt prepared for their IPP, reported participating in the IPP meeting, and satisfaction with what was put in the IPP.</li> <li>6. 5 months post-IPP, survey of parents to determine whether they are monitoring receipt of services written in the IPP and number of parents reporting their child with ID/DD is receiving at least one service for which they advocated during the IPP meeting.</li> </ol>

**DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET**

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services	
<b>Objective:</b> Increase the number of Aging Vietnamese Caregivers (60 and older) who have Transition Plans	
<b>Issue(s) being addressed:</b> VPDCA leaders and staff from SGPRC and OCRC have identified the need for Transition Planning for Aging Caregivers in general, and related to this project, VPDCA parents (60 and older) who are increasingly concerned about what will happen to their adult children when they can no longer care for them at home. VPDCA has approximately 100 members in this category.	
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Develop Training Curriculum on Transition Planning for Aging Caregivers to be delivered in 6 sessions over a 3 month period--curriculum includes workshops, observation of resources in the community for housing, supported living services, and other resources needed by their adult/aging child with I/DD.</li> <li>2. Recruit and Train 40 Vietnamese Aging Caregivers--20 from OCRC and 20 from SGPRC resulting in a Transition Plan for each participant.</li> </ol>
<b>Measures of Outcomes</b>	<ol style="list-style-type: none"> <li>1. Transition Planning for Aging Caregivers Curriculum and training materials delivered.</li> <li>2. Number of aging caregivers recruited and # of aging caregivers who completed the entire series.</li> <li>3. Demographics of each participant and their child with I/DD. Baseline Survey of transition planning services and supports already in place.</li> <li>4. Participant satisfaction with the Transition Planning series.</li> <li>5. Results of pre-test/post-tests assessing participant knowledge of services available for their adult child, community resources participants observed and how they felt about it. Due to the age of the participant, all pre-post tests will be given orally and in group format so the test data per se is not a valid indicator of what knowledge the participant gained. The testing format is used as a teaching tool and will also help us identify red flags for participants, which may require additional one-on-one teaching and/or counseling sessions.</li> <li>6. Survey of activities within the Transition Plan which need to be completed (e.g., wills, special needs trusts etc.) in preparation for transition of care. Due to the age of the participant, all pre-post tests will be given orally and in group format, so the test data per se is not valid. The testing will be used as a</li> </ol>

	<p>teaching tool and to identify participants who need reviews of the content possibly in one on one sessions.</p> <p>7. Number of Transition Plans completed and submitted to the Regional Center.</p>
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**DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET**

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

<b>Project Title:</b> Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services	
<b>Objective:</b> 4. Organize a VPDCA Chapter at SGPRC that will provide parent-to-parent education, support, and advocacy training for its members.	
<b>Issue(s) being addressed:</b> SGPRC staff communicated with the UCEDD that they have approximately 150 Vietnamese clients and families receiving services but do not have the benefit of belonging to an organized ethnic-focus parent support group that can meet their needs for parent-to-parent support, education and advocacy training.	
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Identify key personnel within VPDCA Orange County who will provide and coordinate consultation and technical assistance (C&amp;TA) to Vietnamese Parents at SGPRC to organize a VPDCA Chapter there.</li> <li>2. Develop a Plan to organize a VPDCA chapter at SGPRC.</li> <li>3. Implement the VPDCA Chapter Development Plan at SGPRC--Invite Vietnamese parents at SGPRC to a meeting with VPDCA OC parent leaders to discuss Chapter Development.</li> <li>4. Vote on Establishing a VPDCA Chapter at SGPRC.</li> <li>5. Replicate trainings on "Your Child's Potential" for 10 SGPRC Parents.</li> <li>6. Replicate Transition Planning for Aging Caregivers series for 10 parents</li> <li>7. Replicate IPP Coaching at SGPRC for 2 cohorts of 10 parents.</li> </ol>
<b>Measures of Outcomes</b>	<ol style="list-style-type: none"> <li>1. Identification of the VPDCA OC personnel who will provide and coordinate consultation with SGPRC, and a description of individual(s)' background.</li> <li>2. Delivery of the Chapter Development Plan.</li> <li>3. Logs of contacts with SGPRC, documentation of on-site and telephone meetings and focus of contacts with Vietnamese parents and SGPRC staff, delivery of any agreements made between SGPRC and VPDCA OC, parent satisfaction surveys of SGPRC Vietnamese parents, and VPDCA OC consultants, identification of barriers encountered and how it was resolved.</li> <li>4. Description of the voting process and the outcome of the vote to establish a VPDCA Chapter at SGPRC.</li> <li>5a. Curriculum and Workshop materials delivered</li> <li>5b. Collection of baseline data parent/child demographics and services their child is currently receiving</li> </ol>

from Regional Center and their satisfaction with these.

5c. Number of parents who attend each training & total # of trainings and topics attended by individual parents.

5d. Surveys measuring parent satisfaction with each educational session and the total program at the end of the series.

5e. Measure of short-term impact--simple T/F 6 item pre-test/post-tests given at each of the 10 educational sessions which assess parents' knowledge of the topic presented and attitudes regarding their child's capacity to do the skill/activity being taught. Data collected immediately before and after the educational session.

5f. To document a cumulative effect, at the end of the series, parents will complete a survey of their perceptions of their child's ability to achieve the activity/skills covered over the 10 sessions

6a. Number of aging caregivers recruited and # of aging caregivers who completed the entire series.

6b. Demographics of each participant and their child with I/DD. Baseline Survey of transition planning services and supports already in place.

6c. Participant satisfaction with the Transition Planning series.

6d. Results of pre-test/post-tests assessing participant knowledge of services available for their adult child, community resources participants observed and how they felt about it. Due to the age of the participant, all pre-post tests will be given orally and in group format so the test data per se is not a valid indicator of what knowledge the participant gained. The testing format is used as a teaching tool and will also help us identify red flags for participants, which may require additional one-on-one teaching and/or counseling sessions.

6e. Survey of activities within the Transition Plan which need to be completed (e.g., wills, special needs trusts etc.) in preparation for transition of care. Due to the age of the participant, all pre-post tests will be given orally and in group format, so the test data per se is not valid. The testing will be used as a teaching tool and to identify participants who need reviews of the content possibly in one on one sessions.

6f. Number of Transition Plans completed and submitted to the Regional Center.

7a. Number of SGPRC parents receiving IPP Coaching.

7b. Results of pre-test/post-test of parents' knowledge of IPP process at each step of the process. Final test of the IPP process at 1 month following the last session.

7c. Using a survey after the IPP meeting for each parent, documenting number of parents who felt prepared for their IPP, reported participating in the IPP meeting, and satisfaction with what was put in the IPP.

	<p>7d. 5 months post-IPP, survey of parents to determine whether they are monitoring receipt of services written in the IPP and number of parents reporting their child with ID/DD is receiving at least one service for which they advocated during the IPP meeting.</p>
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**PROJECT BUDGET WORKSHEET**

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed.

<b>Project Title</b>
Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services
<b>Project Duration (start and end date)</b>
1/1/2018 - 12/31/2018 (Yr1)

Description	Cost
<b>Salary/Wages and Benefits</b>	
Project Director: Barbara Wheeler, Ph.D. 0.3 FTE	\$51359
Project Coordinator: Lauren Schenker, MPH, 0.2 FTE	\$12741
IPP Coaching Advisor: Fran Goldfarb, CHS, 0.15 FTE	\$17084
Project Analyst: Ashley Lee, MHA, 0.11 FTE	\$9580
	\$
<b>Operating Expenses</b>	
Copying & Printing	\$1000
Office supplies	\$1000
	\$
	\$
	\$
<b>Administrative Expenses</b>	
Indirect costs for administrative purposes	\$21959
	\$
	\$
	\$
	\$
<b>Additional Expenses</b>	
Mileage	\$803
Consultant: Cathy Liu	\$10000
CONSORTIUM 1: Vietnamese Parents of Disabled Children Association	\$17825
CONSORTIUM 2: OC Autism	\$25760
	\$
<b>Project Budget Total</b>	<b>\$169111</b>

**PROJECT BUDGET WORKSHEET**

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed.

<b>Project Title</b>
Building the Capacity of Vietnamese Parents to Access and Utilize Regional Center Services
<b>Project Duration (start and end date)</b>
1/1/2019 - 12/31/2019 (Yr2)

Description	Cost
<b>Salary/Wages and Benefits</b>	
Project Director: Barbara Wheeler, Ph.D. 0.3 FTE	\$52900
Project Coordinator: Lauren Schenker, MPH, 0.2 FTE	\$13123
IPP Coaching Advisor: Fran Goldfarb, CHS, 0.15 FTE	\$17597
Project Analyst: Ashley Lee, MHA, 0.097 FTE	\$8701
	\$
<b>Operating Expenses</b>	
Copying & Printing	\$1000
Office supplies	\$1000
	\$
	\$
	\$
<b>Administrative Expenses</b>	
Indirect costs for administrative purposes	\$16281
	\$
	\$
	\$
	\$
<b>Additional Expenses</b>	
Mileage	\$803
Consultant: Cathy Liu	\$7000
CONSORTIUM 1: Vietnamese Parents of Disabled Children Association	\$15985
CONSORTIUM 2: OC Autism	\$15640
	\$
<b>Project Budget Total</b>	<b>\$150030</b>

## Appendix A

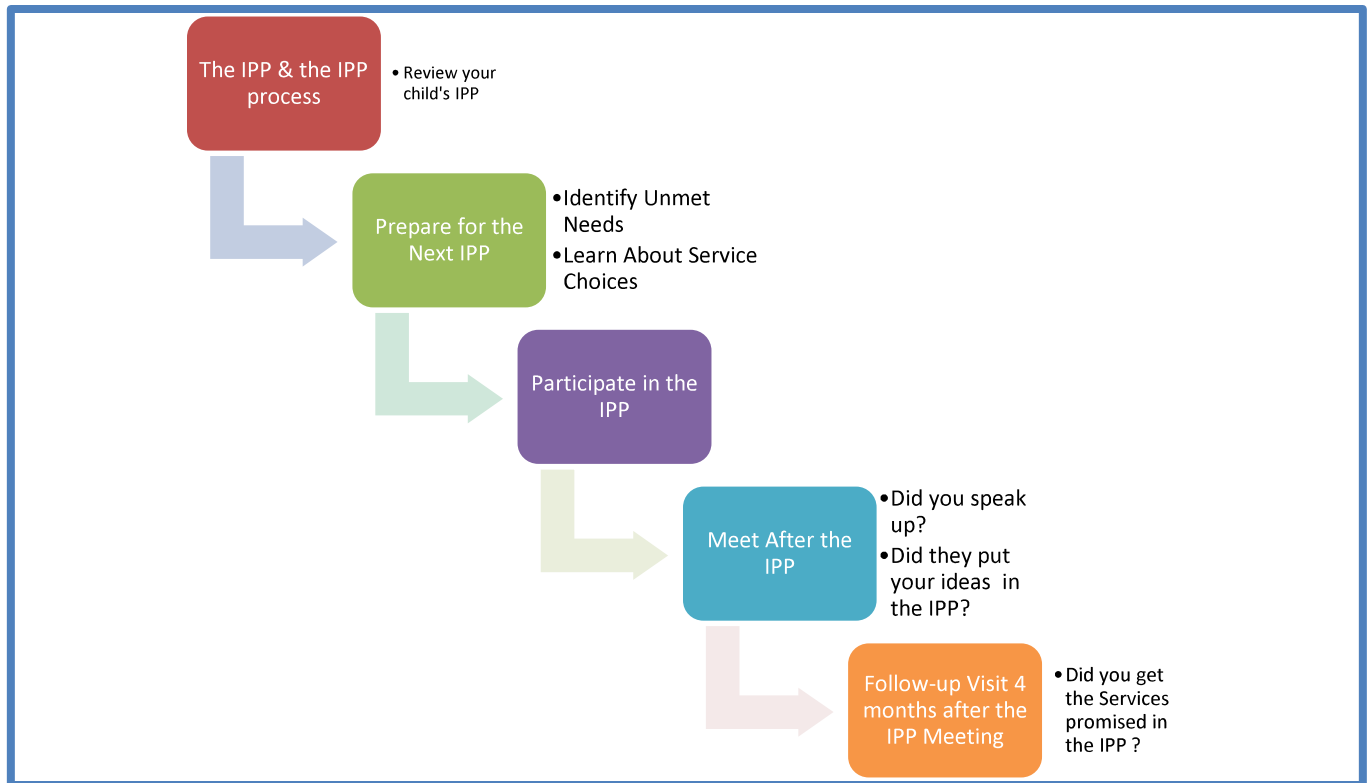


Figure 1. 5 steps in the IPP Coaching Process