

APPLICATION REPORT

Project Name: Education Training and Technology
Applicant Organization: BPSOS Center for Community Advancement
Awarded Amount: \$178,112
Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

To reduce Purchase of Service (POS) disparities, BPSOS-Center for Community Advancement (BPSOS- CCA) proposes to implement a new 12-month project, Education Training and Technology (ETT). This project has the goal to increase access to and utilization of POS for underserved Vietnamese with intellectual and developmental disabilities (IDDs) residing in Orange County –they experience significant disparities in accessing appropriate services, which led to underutilization of authorized expenditures. The Vietnamese population has grown significantly during the last decade. It reached 1,873,707 nationwide in 2019, a 67% increase from 2000, (compared to U.S. average of 17% increase) and is one of the fastest growing minorities. California accounts for 36% (679,781) of the total Vietnamese population in the United States. Our service area, Orange County, is home to the largest number of Vietnamese compared to all counties in the United States, with 204,363 Vietnamese residents; 67% of them are foreign-born, and 52% are limited English proficient, according to American Community Survey (ACS) 2019. Despite the growing population size, the lack of community infrastructure and capacity have aggravated the health and social disparities faced by Vietnamese with intellectual and developmental disabilities (IDDs) as they experience multiple barriers to appropriate services. According to Regional Center of Orange County (RCOC) POS report for 2018-19, 23% of Vietnamese speakers received no services, compared to 20% English speakers. The project objectives aim to maximize self-sufficiency, build leadership capacity to increase representation and voice in the developmental services system, create collaborative opportunities for connection and learning, and encourage full participation in society. To this end, we will implement a multi-pronged approach to include the following measurable objectives: • Objective 1: Increase the availability of resources by providing culturally and linguistically appropriate education and training through innovative technology systems for Vietnamese to gain access to information, make informed decisions, and self-advocate. • Objective 2: Increase opportunities for connection, learning, and support for Vietnamese individuals with developmental disabilities and their families to gain access to culturally and linguistically appropriate generic resources and regional center services so as to achieve an independent and productive life. • Objective 3: Increase awareness and knowledge about Lanterman Act and the available resources in the region for Vietnamese community members, using culturally and linguistically reliable educational communications. As the result of the ETT project implementation, short- term impacts will include: (1) increased average annual POS authorizations (2) increased availability of culturally and linguistically reliable information about RC services and generic resources; (3) increased awareness of RC services; (4) increased supply of culturally and linguistically relevant providers for Vietnamese population; and (5) reduced barriers to RC services and POS utilization. Long-term impacts include increased equity in POS services for all and increased quality of life for individuals diagnosed with developmental disabilities. Project Design: Project activities builds on past DDS- approved activities to provide parent training education by implementing new technologies that include the use of an E-Learning platform and an innovative Community-Clinical Linkages (CCL) electronic referral system. These combined technologies will enable Vietnamese individuals diagnosed with intellectual and developmental disabilities (IDDs) and their families with increased opportunities in accessing culturally and linguistically appropriate information, connecting and learning between individuals, families, service providers, and regional centers; and ultimately gain access and utilizing POS services. The ETT incorporates a strength-based, person-centered approach throughout the service delivery process that begins with parent educational trainings, to screening, to initial intake and assessment, support with the development of an Individual Program Plan or an Individual Family Service Plan (IPP/IFSP), enrollment for generic resources, and access to RC services. Our approach aligns with the Lanterman Act, that all Californians have equitable access to appropriate information in a language they can

understand, provision of services are centered on the individuals with IDD and their family members, and considers the needs and preferences of the individual and the family. This project incorporates three evidence-based models that are an integral part of the project: Peer Support Model, Clinical-Community Linkage, and Social Ecological Model (SEM). At the core of the program is the individual, surrounded by bands of influence and support systems representing the interpersonal, organizational, and community levels. To provide opportunities for parents to overcome obstacles in accessing appropriate services, and to equip parents with information about their rights and self-advocacy, we will develop culturally and linguistically appropriate advocacy trainings and parent education available on the E-learning platform. To increase access to services, the ETT leverages the evidence-informed model, Clinical-Community Linkage electronic referral system (e-referral) to support cross-referrals and seamlessly and immediately connect consumer to generic resources and social services. Through community connector and case management provided by BPSOS-CCA's bilingual staff, 120 individuals with IDD and their families will gain support to navigate and access available resources and RC services. Direct Project Impacts: As the result of the 12-month ETT implementation, 120 Vietnamese with IDD and their family members will have increased access to and utilization of POS services through the implementation of parent training education through the development of the E-learning and the E-referral system; they will experience reduced barriers to services through community connector services to navigate for appropriate resources, and increased opportunities to learn about their rights to speak up, learn to navigate the RC system, connect with service providers, and self-advocate. Some 20,000 Vietnamese will have increased awareness of RC services resulting from our outreach and education campaign that use culturally and linguistically appropriate information. In addition to benefits received by individuals with IDD and their family members, the ETT will also increase community capacity by expanding the community-based supply of culturally and linguistically appropriate services available.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title	Applicant Response	
What is the Project Title?	Education Training and Technology	
2. Awarded Amount	Applicant Response	
	\$178,112	
3. Organization Type	Applicant Response	
Please check the box that describes your organization	Community Based Organization, non-501(c)(3) EIN	1
4. Description of Organization/Group	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Provide a brief description of the organization/group (organization type, group mission, etc.). Explain what experience your organization has managing a program similar to the proposal and state the outcomes of that program.</p>	<p>This 12-month Education Training and Technology project (ETT) is a new project, focused on increasing the availability of resources by providing culturally and linguistically appropriate parent education and training through the implementation of innovative technologies for Vietnamese to gain access to information, connect to resources, make informed decisions, and self-advocate. The overarching goal of the project is to increase equitable access to and utilization of Purchase of Services (POS) by reducing disparities among underserved Vietnamese individuals with intellectual and developmental disabilities (IDDs) and their family members.</p> <p>BPSOS-CCA is a community-based organization, under IRS section 501(c)3. Our mission is to <i>“empower, organize, and equip Vietnamese individuals and communities in their pursuit of liberty and dignity.”</i> We are particularly positioned and equipped to implement this project based on our deep roots in the local Vietnamese community, extensive knowledge of Regional Center services, our 20 years of experience in mitigating disparities, and our competency in providing direct services to underserved Vietnamese individuals with intellectual and developmental disabilities (IDDs) and their family members. Annually, through a range of social, educational, and health services, we provide direct services to approximately 2,000 Vietnamese families in Orange County. BPSOS-CCA is approved as a Local Educational Agency by the California Department of Education.</p> <p>Since 2014, we have implemented several federal and state grant programs including the California Department of Education (CDE) under the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA), the U.S. Citizenship and Immigration Services (USCIS), the Center for Disease Control and Prevention (CDC), and the Department of Labor (DOL). Since 2017, BPSOS-CCA had become a vendor with the Regional Center (RC) system, and was contracted with the California Mental Health Services Oversight and Accountability Commission (MHSOAC) to support immigrants and refugees with advocacy, training, and education for transformational changes across the service systems to improve access to mental health care. Since 2018, we have been partnering with the Department of Developmental Services (DDS) in providing family support services and case management for Vietnamese with IDD and their family members. This proposed project will complement previously awarded DDS grants (Fy2018-20) by implementing new innovative technology systems to improve access to culturally and linguistically appropriate trainings for Vietnamese with IDD and their families to self-advocate, increase representation and voice in the developmental services system. We are in good standing with DDS.</p> <p>BPSOS-CCA is exempt from federal income under Internal Revenue Code Section 501(c)3 and is classified as public charities. An IRS exemption letter is enclosed.</p>	
5. Applicant in Good Standing	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	3
6. Subcontractors in Good Standing	Applicant Response	
Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?	Yes	
Grant Reapplication Information		
Grant Reapplications Only		
1. Grant Number	Applicant Response	
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
2. Project Title	Applicant Response	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Not Applicable	
3. Project Start & End Dates	Applicant Response	
(Reapplications Only) What are the Start & End Dates of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
4. Project Duration	Applicant Response	
(Reapplications Only) What is the Total Project Duration (in months) of the previously awarded project? If not applicable select Not Applicable.	Not Applicable	
5. 2016/2017 Award	Applicant Response	
(Reapplications Only) Enter the amount of funding that was awarded in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
6. 2016/2017 Expenses	Applicant Response	
(Reapplicants only) Enter the amount of funding that was expended in FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
7. 2016/2017 Remaining	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2016/2017. If not applicable select Not Applicable.	Not Applicable	
8. 2017/2018 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
9. 2017/2018 Expenses	Applicant Response	
(Reapplicants) Enter the amount of funding that was expended in FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
10. 2017/2018 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2017/2018. If not applicable select Not Applicable.	Not Applicable	
11. 2018/2019 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
12. 2018/2019 Expenses	Applicant Response	
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
13. 2018/2019 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2018/2019. If not applicable select Not Applicable.	Not Applicable	
14. 2019/2020 Award	Applicant Response	
(Reapplicants only) Enter the amount of funding that was awarded in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
15. 2019/2020 Expenses	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplicants only) Enter the total amount of funding that was expended, or is anticipated to be expended, in FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
16. 2019/2020 Remaining	Applicant Response	
(Reapplicants only) Subtract the Total Expenses from the Total Award to determine the amount remaining from FY 2019/2020. If not applicable select Not Applicable.	Not Applicable	
17. Total Awarded	Applicant Response	
(Reapplicants only) Combine the amounts included in FY 2016/2017, FY 2017/2018, FY 2018/2019, and FY 2019/2020 for the total amount awarded for the project. If not applicable select Not Applicable.	Not Applicable	
18. Initial Proposed Number of People Served	Applicant Response	
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	Not Applicable	
19. Actual Number of People Served	Applicant Response	
(Reapplications Only) Include the actual number of people served. Explain why this number is different from the projected impact number. If not applicable select Not Applicable.	Not Applicable	
20. Regional Centers in Catchment Area	Applicant Response	
(Reapplications Only) List all Regional Centers in the project catchment areas that the project has served. If not applicable select Not Applicable.	Not Applicable	
21. Cities Served	Applicant Response	
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Not Applicable	
22. Counties Served	Applicant Response	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Not Applicable	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>23. City of Los Angeles</p> <p>(Reapplications Only) If your project has served the City of Los Angeles, list the zip code(s) and/or community(ies) your project has served. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>24. Activities to Date</p> <p>(Reapplications Only) Provide a detailed explanation of project activities to date. Include what the project has accomplished to date. From the start of the project to the date of reapplication, what are the key accomplishments? Have all activities been completed? If no, why not? If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>25. Project Impact & Outcome</p> <p>(Reapplications Only) Provide a detailed explanation of project impacts and outcomes to date. Attach data (summary of pre-tests and post-tests), participant success stories to demonstrate project outcomes and impacts. Provide outcomes of your project's impact in serving the target communities. Using your attached data, provide a brief statement of key findings. If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>26. Project Objectives</p> <p>(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.</p>	<p>Applicant Response</p> <p>Not Applicable</p>	
<p>27. Project Transition</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.	Not Applicable	
General Application		
Proposal Summary		
1. Individuals Impacted	Applicant Response	
Enter the projected number of individuals impacted.	120	
2. People Served	Applicant Response	
What is proposed number of people projected to be served?	120	
3. Duration of project	Applicant Response	
What is the duration of the project? Enter Start & End Dates.	Start Date: 04/01/2021, End Date: 03/31/2022	
4. Duration of project (months)	Applicant Response	
What is the total duration of project in months?	12	
5. Regional Centers	Applicant Response	
List all Regional Centers in the project catchment areas.	Regional Center of Orange County (RCOC).	
6. Cities Served	Applicant Response	
List the city or cities your project proposes to serve.	Santa Ana, Anaheim, Garden Grove, Fountain Valley, Huntington Beach, Newport Beach, Irvine, Westminster, Buena Park, Tustin, Laguna Hills, San Clemente, Midway City, Orange, and Costa Mesa.	
7. Counties Served	Applicant Response	
List the county or counties your project proposes to serve.	Orange County.	
8. City of Los Angeles	Applicant Response	
If your project proposes to serve the City of Los Angeles, list the zip codes and/or communities your project will serve.	Not Applicable	
9. Community Based Organizations	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Will you be working with one or more Community Based Organization?	No	
<p>10. Regional Center Data</p> <p>If you plan to use regional center data for your project, indicate what steps you will take (or already have taken) to acquire it. For example, completing a data agreement, completing a data request, meeting with RC to discuss data availability/timelines, etc.</p>	<p>Applicant Response</p> <p>Since 2017, BPSOS-CCA has been an approved vendor with the Regional Center of Orange County (RCOC). We coordinate with RCOC on a monthly basis to improve the utilization of services for individuals with IDD and their families by providing language support that is clear, easy to understand, and customized to individual needs. We meet with RCOC every month to report the number of people served, the hours spent, and type of services provided. In addition to our monthly meeting with RCOC, we review RC's issued reports on Purchase of Services (POS) authorization, utilization, and expenditures and track our performances against RC's annual POS expenditures, annually.</p> <p>In fact, this Education Training and Technology (ETT) project's objectives and strategies are designed to address the unique needs of Vietnamese with IDD, align with RCOC's identified need in the Orange County region, and DDS's identified priorities. According to the RCOC's FY 2018-2019 POS annual expenditure report, of the 1,166 Vietnamese consumers eligible for POS, only 76% are currently receiving POS (23.6% with no purchased services), compared to 87% Whites with POS services. BPSOS-CCA has partnered with RCOC since 2017 and with DDS since 2018. Thanks to our past project activities, and in coordination with regional efforts, the number of Vietnamese with IDD accessing POS has increased by 2%. Funding support for FY2020/21 ETT project will continue to improve access for Vietnamese with IDD by addressing RC's identified challenges that are unique and pressing to Vietnamese with IDD and their families in accessing appropriate services.</p>	
<p>11. First Project Type Selection</p> <p>Select your first project type.</p>	<p>Applicant Response</p> <p>Parent Education (online or in person trainings, etc)</p>	
<p>12. Second Project Type Selection</p> <p>Select your second project type (if applicable).</p>	<p>Applicant Response</p> <p>Community Connector (Example: Promotora or Navigator)</p>	
<p>13. Third Project Type Selection</p> <p>Select your third project type (if applicable).</p>	<p>Applicant Response</p> <p>Engagement and Outreach (community events, etc)</p>	
<p>14. Multiple Organizations</p> <p>Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.</p>	<p>Applicant Response</p> <p>No</p>	
<p>15. Leverage & Strategies</p>	<p>Applicant Response</p>	

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<p>Describe how your organization will leverage and build upon strategies, collaborations, and lessons learned to continue to address the identified disparities after completion of the project. How will your project continue its work after the grant funding has concluded?</p>	<p>We leverage and build on evidence-based approaches that are culturally and linguistically responsive to the needs of limited English, hard-to-reach Vietnamese with IDD and their families. At the core of the ETT project is the Social-Ecological Model (SEM), whereby an individual is surrounded by bands of influence representing the individual, organizational, community and policy levels. At the individual level, through self-advocate education training and family support services, we will provide educational trainings, connect individuals with IDDs and family members to local resources, RC services, and case management. These services aim to increase the knowledge of and assist individuals with IDDs and family members to gain access to and utilize POS and appropriate services. At the organizational level, intervention activities are intended to influence organizational systems to enable IDDs and their families to gain greater access to social services. At the community level, project design aims to increase cultural competency, linguistic capacity, cross-referrals, and coordination of services among human services organizations and to reduce barriers for individuals to access information and services. At the policy level, we work with appropriate state and county agencies to improve quality of service, structure of service delivery, and support stakeholder advocacy efforts.</p> <p>Moreover, we will also leverage other funded programs to support ETT in achieving project objectives. For example, in 2014-2018 BPSOS-CCA received funding support from CDC – Racial and Ethnic Approaches to Community Health (REACH) project to pilot-test an innovative technology solution: Community-Clinical Linkages (CCL) electronic referral system (e-referral). For this project, we will leverage the e-referral technology and expand the use of the e-referral system to connect consumers to local service providers. The e-referral system is a web-based multi-user electronic referral system (e-referral) with an ability to rapidly connect consumers to appropriate health and social services by facilitating bi-directional referrals among providers. The system also has built-in reporting capability to count the number of persons accessing services and the type of services received, in real-time. These data enable program staff to mobilize resources and address disparities faced by Vietnamese with IDDs and their families. The three-year pilot program funded by CDC has shown that e-referral significantly increases utilization of health care services and community resources. In 2018, BPSOS was selected to contribute to the Success Story Library of CDC and share promising results of the Community-Clinical Linkage e-referral system.</p> <p>BPSOS-CCA will build on lessons learned using performance measures to support systems change. Consistent with DDS, we use the nationally validated National Core Indicators (NCI) to track performance and guide project activities. The NCI uses a standardized set of consumer and family/guardian pre/post Adult and Child Family Survey. The NCI is valid and reliable, and includes more than 100 standard performance measures that states use to assess the outcomes of services for individuals and families, including outcomes in the areas of service planning, community inclusion, choice, health, and safety. Interpretation and publication of these data can also help identify needs for health policies and legislation, help to allocate resources based on unmet</p>	

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	needs, guide the development of strategic plans, and monitor the effectiveness of broad community interventions. Lessons learned will be shared with DDS and will contribute to institutional knowledge to improve program services, and best practices will be shared with other communities.	
Target Population		
1. Target Groups Served Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	Applicant Response Vietnamese	
Applicant Comment	While our project is designed to address unique barriers faced by the Vietnamese community, we will not turn anyone away regardless of age, race, ethnicity, language, or economic status.	
2. Number of Target Group Served	Applicant Response	
For each target group selected in previous question, list number served.	120 Vietnamese with IDD's and their family members will be served through this 12-month ETT project implementation.	
3. Languages	Applicant Response	
Select all Languages the project will serve. If you select "Other" please list all languages.	Vietnamese	
Applicant Comment		
4. Age Groups Served	Applicant Response	
Select all Age Groups the project will serve. If you select "Other" please list groups.	Three to Five , Three to 21 , 16 to 21 , 22 and older	
Applicant Comment		
Project Application		
Project Application		
1. Project Summary	Applicant Response	
Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served.	<p>To reduce Purchase of Service (POS) disparities, BPSOS-Center for Community Advancement (BPSOS-CCA) proposes to implement a new 12-month project, Education Training and Technology (ETT). This project has the goal to increase access to and utilization of POS for underserved Vietnamese with intellectual and developmental disabilities (IDDs) residing in Orange County -- they experience significant disparities in accessing appropriate services, which led to underutilization of authorized expenditures.</p> <p>The Vietnamese population has grown significantly during the last decade. It reached 1,873,707 nationwide in 2019, a 67% increase from 2000, (compared to U.S. average of 17% increase) and is one of the fastest growing minorities. California accounts for 36% (679,781) of the total Vietnamese population in the United States. Our service area, Orange County, is home to the largest number of Vietnamese compared to all counties in the United States, with 204,363 Vietnamese residents; 67% of them are foreign-born, and 52% are limited English proficient, according to American Community Survey (ACS) 2019. Despite the growing population size, the lack of community infrastructure and capacity have</p>	

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	<p>aggravated the health and social disparities faced by Vietnamese with intellectual and developmental disabilities (IDDs) as they experience multiple barriers to appropriate services. According to Regional Center of Orange County (RCOC) POS report for 2018-19, 23% of Vietnamese speakers received no services, compared to 20% English speakers.</p> <p>The project objectives aim to maximize self-sufficiency, build leadership capacity to increase representation and voice in the developmental services system, create collaborative opportunities for connection and learning, and encourage full participation in society. To this end, we will implement a multi-pronged approach to include the following measurable objectives:</p> <ul style="list-style-type: none"> • Objective 1: Increase the availability of resources by providing culturally and linguistically appropriate education and training through innovative technology systems for Vietnamese to gain access to information, make informed decisions, and self-advocate. • Objective 2: Increase opportunities for connection, learning, and support for Vietnamese individuals with developmental disabilities and their families to gain access to culturally and linguistically appropriate generic resources and regional center services so as to achieve an independent and productive life. • Objective 3: Increase awareness and knowledge about Lanterman Act and the available resources in the region for Vietnamese community members, using culturally and linguistically reliable educational communications. <p>As the result of the ETT project implementation, short-term impacts will include: (1) increased average annual POS authorizations (2) increased availability of culturally and linguistically reliable information about RC services and generic resources; (3) increased awareness of RC services; (4) increased supply of culturally and linguistically relevant providers for Vietnamese population; and (5) reduced barriers to RC services and POS utilization. Long-term impacts include increased equity in POS services for all and increased quality of life for individuals diagnosed with developmental disabilities.</p> <p>Project Design: Project activities builds on past DDS-approved activities to provide parent training education by implementing new technologies that include the use of an E-Learning platform and an innovative Community-Clinical Linkages (CCL) electronic referral system. These combined technologies will enable Vietnamese individuals diagnosed with intellectual and developmental disabilities (IDDs) and their families with increased opportunities in accessing culturally and linguistically appropriate information, connecting and learning between individuals, families, service providers, and regional centers; and ultimately gain access and utilizing POS services. The ETT incorporates a strength-based, person-centered approach throughout the service delivery process that begins with parent educational trainings, to screening, to initial intake and assessment, support with the development of an Individual Program Plan or an Individual Family Service Plan (IPP/IFSP), enrollment for generic resources, and access to RC services. Our approach aligns with the Lanterman Act, that all Californians have equitable access to appropriate information in a language they can understand, provision of services are centered on the individuals with IDD and their family members, and considers the needs and preferences of the individual and the family.</p>	

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	<p>This project incorporates three evidence-based models that are an integral part of the project: Peer Support Model, Clinical-Community Linkage, and Social Ecological Model (SEM). At the core of the program is the individual, surrounded by bands of influence and support systems representing the interpersonal, organizational, and community levels. To provide opportunities for parents to overcome obstacles in accessing appropriate services, and to equip parents with information about their rights and self-advocacy, we will develop culturally and linguistically appropriate advocacy trainings and parent education available on the E-learning platform. To increase access to services, the ETT leverages the evidence-informed model, Clinical-Community Linkage electronic referral system (e-referral) to support cross-referrals and seamlessly and immediately connect consumer to generic resources and social services. Through community connector and case management provided by BPSOS-CCA's bilingual staff, 120 individuals with IDD and their families will gain support to navigate and access available resources and RC services.</p> <p>Direct Project Impacts: As the result of the 12-month ETT implementation, 120 Vietnamese with IDD and their family members will have increased access to and utilization of POS services through the implementation of parent training education through the development of the E-learning and the E-referral system; they will experience reduced barriers to services through community connector services to navigate for appropriate resources, and increased opportunities to learn about their rights to speak up, learn to navigate the RC system, connect with service providers, and self-advocate. Some 20,000 Vietnamese will have increased awareness of RC services resulting from our outreach and education campaign that use culturally and linguistically appropriate information. In addition to benefits received by individuals with IDD and their family members, the ETT will also increase community capacity by expanding the community-based supply of culturally and linguistically appropriate services available.</p>	
<p>2. Organization Experience</p> <p>What experience does the organization/group have working with the target population?</p>	<p>Applicant Response</p> <p>Organizational experience: Locally incorporated in California, BPSOS-Community Center for Advancement (BPSOS-CCA) is a branch of the national organization, Boat People SOS (BPSOS), and shares a group exemption with BPSOS. BPSOS-CCA is approved as Local Education Agency (LEA) by the California Department of Education and is Board of Immigration Appeals (BIA)-accredited by the Department of Justice. In 2017, BPSOS-CCA became a vendor with Regional Center of Orange County (RCOC) to reduce barriers for Vietnamese individuals with developmental disabilities so as to increase access and utilization of POS. Our organization's mission is to <i>"empower, organize and equip Vietnamese refugees and immigrants in their pursuit of liberty and dignity."</i></p> <p>Reflecting our mission, our philosophy in service delivery is to ensure that individuals and families gradually increase their capacity to address their own needs. This is particularly important because most Vietnamese Americans had experienced traumas before their arrival in this country; such traumas often exacerbate</p>	

APPLICANT QUESTION	the consequences of disabilities APPLICANT RESPONSE	ATTACHMENTS
	<p>As part of our cultural proficiency, we understand the value that Vietnamese refugees and immigrants place on family and community. In their home country they could not count on the system of social services, which was practically non-existent. So, they are used to rely on family members and the communal system of support to cope with personal challenges and health care needs. Uprooted and transported to a new land, refugees and immigrants from Vietnam have not successfully reconstructed that communal system of support while many of their families have become dysfunctional due to their refugee experience, resettlement related traumas, and strains caused by adaptation to new life.</p> <p>Furthermore, through experience implementing similar programs including our Victims of Torture Assistance Program (VTAP) and our Survivors of Trauma Empowerment Program (STEP), we have found that a torture survivor's traumatization often deeply affects his/her entire family. This program will directly address unique barriers faced by Vietnamese consumers, including the limited supply of culturally and linguistically appropriate services, lack of English proficiency, unfamiliarity with institutionalized services, insufficient number of culturally and linguistically responsive service providers, and lack of health insurance and means-tested welfare services.</p> <p>Programmatic experience mitigating disparities: BPSOS-CCA has 20 years of track record providing direct services and has earned the trust of the local Vietnamese community, which enables us to efficiently address otherwise culturally stigmatizing issues such as disabilities, mental health, cervical and breast cancer, and domestic violence. Our solid organizational infrastructure allows us to serve approximately 2,000 Vietnamese residents of Orange County annually. Our array of direct services includes education and training, access to health care, economic development, social services outreach education, enrollment, and community outreach on important issues. Our organizational infrastructure a dedicated computer technology center equipped with printers and broadband capability, a network of over 40 community partners, and support from a national team of management professionals and issue experts. More importantly, our team of 13 bilingual and bicultural staff are trained to provide high-quality adult education to Vietnamese learners. As a local educational agency, our dedicated staff are equipped with resources from the California Adult Literacy Professional Development (CALPRO), and Outreach and Technical Assistance Network (OTAN) to immediately implement high-quality technology and distance learning.</p> <p>Since 2014, we have implemented several federal and state-funded grants and served approximately 6,000 Vietnamese families in Orange County and connected them to a host of social and other services available in the local region including but not limited to Food assistance (SNAP), TANF, WIC, CalFresh, CalWorks, cash assistance and 11 other programs. Through the course of program service deliveries, we found Vietnamese with IDD and family members experience multiple barriers including cultural and linguistic factors that</p>	

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	<p>multiple barriers including cultural and linguistic factors that prevented Vietnamese from utilizing POS. Since 2018, BPSOS-CCA has partnered with DDS to provide family support services (including screening and support in meeting Individual Program Plan/Individual Family Service Plan) to 585 Vietnamese community members and parent training to 74 parents and family members of Vietnamese with IDD.</p>	
<p>3. Underserved Target Populations</p>	<p>Applicant Response</p>	
<p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p>DDS and Regional Center consistently found that communities of color are less likely to receive Regional Center (RC) services, and they also receive lower than average (per capita) Purchase of Service (POS), compared to individuals who identify as White. Consistent with DDS and RC reports, the Vietnamese community in Orange County, despite its growing population size, lacks appropriate community infrastructure and capacity, which has aggravated the health and social disparities faced by Vietnamese with IDDs as they experience multiple barriers to appropriate services.</p> <p>According to U.S. Census data, the Vietnamese population has grown significantly during the last decade. It reached 1,873,707 in 2019, a 67% increase from 2000, (compared to U.S. average of 17% increase) and is one of the fastest growing minorities. California is home to 36% (679,781) of the entire Vietnamese population in the United States.</p> <p>Our service area, Orange County, is home to the largest number of Vietnamese compared to all counties in the United States, with 204,363 Vietnamese residents, of which 67% are foreign-born; 52% of them are limited English proficient according to American Community Survey (ACS) 2019. Consistent with the RCOC report, through the course of program implementation, we found multiple barriers including: limited supply of culturally and linguistically appropriate services, lack of English language proficiency, unfamiliarity with institutionalized services, insufficient number of culturally and linguistically responsive service providers, and distrust of governmental institution. These barriers prevented Vietnamese from accessing RC services and utilizing POS.</p> <p>According to the Regional Center of Orange County (RCOC) 2018-19 POS annual report, RCOC authorized 24,990 consumers, with Asians accounting for 16% (4,036). Within the subgroup of Asians, the Vietnamese population accounts for 29% (1,166) of all Asian consumers, and about 5% of the total consumers served by RCOC. On the other hand, 23% of Vietnamese speakers received no services as compared to 20% English speakers. Based on expenditures and utilization of services, RCOC reported Vietnamese population had fewer RCOC dollars spent on them: \$12,436 Vietnamese, compared to \$18,955 on the average and \$21,555 for White. Looking at trends from 2017-18 and 2018-19, RCOC dollars spent on Vietnamese decreased \$597 from 2017-18 to 2018—19, while RCOC dollars spent increased \$345 countywide. The annual RCOC POS report indicates the continued need for language assistance, information on RC services, and information on consumer's rights.</p>	
<p>4. Input from Community</p>	<p>Applicant Response</p>	
<p>How did your organization use input from the community and/or target</p>	<p>The development of ETT project design and activities are informed by several key findings. The process began with a high-level</p>	

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<p>What methods did your organization use to allow the community to advise you in designing the project? Were there any changes to your project design as a result of community input?</p>	<p>by several key findings. The process began with a high-level analysis of POS data in the Orange County region to identify significant needs in the community. Those findings were checked against current information provided by RCOC and project progress. Each month, BPSOS-CCA communicates with RCOC, local authorized vendors and stakeholders to discuss project progress, arising issues, challenges, and assets in the local community. In addition, at the monthly meeting, information about consumer, family and stakeholder concerns are exchanged on a regular basis to address emerging issues.</p> <p>Additional data sets including Pre/Post Survey assessments from project participants are collected, analyzed and results are used to understand consumers' experiences, which is assessed on an ongoing basis. BPSOS-CCA uses these data sources to assist the development of project activities which focus on addressing inequities and barriers for consumers to gain access to appropriate services. For example, from 2018 to the present, BPSOS-CCA used the DDS approved pre- and post-surveys which included validated instruments from the Rand 36-Item Health Survey (SF-36) to measure physical functioning, bodily pain, role limitations due to physical health problems, role limitations due to personal or emotional problems, emotional well-being, social functioning, energy/fatigue, and general health perception. Alarming, of the 72 project participants that completed the Pre/Post assessment, half (50%) reported limitations in physical functioning, social functioning, and fatigue. The majority of individuals with IDD and their family members reported they did not know about RC services, expressed that they didn't know how to navigate for services, and did not know how to use funding for services approved by RC. All participants relied 100% on community-based intermediaries like BPSOS-CCA to gain access to appropriate services.</p> <p>In addition, the project design also incorporated several community surveys including Vietnamese community health needs' assessments for 3,878 Vietnamese residing in Orange County since 2014, and the Adult Learners' Survey (ALS). Results from the ALS revealed the need for opportunities to increase consumers and their family members' ability to communicate with others using technology, which also supports their learning process. For example, the ALS revealed the vast majority, 94% of learners attending BPSOS-CCA, have a mobile device. Nearly half (48%) learners use internet at work, and 45% indicated using their devices to obtain information and to learn outside of classroom. While the majority, 64%, use their devices to connect to social media and 61% for entertainment, only 48% use their devices to access email. Leveraging technology, through this ETT project, we will prepare IDD and their family members to thrive in the evolving technological society and help them develop strategies to set personal learning goals and achieve them.</p> <p>Data from the community confirmed that Vietnamese relied on trusted community-based organizations as the bridging cultural and linguistic mediation between the Vietnamese population and the health and social service system. This ETT project design ensures services provide the greatest support in assisting individuals with</p>	

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	<p>IDDs consumers and family members. In addition, we will work with appropriate state and county agencies to give full consideration about quality, structure of service delivery, and access to services for underserved Vietnamese populations. BPSOS-CCA has partnered with the Regional Center of Orange County, California Mental Health Services Oversight Accountability Commission (MHSOAC), the Orange County Healthy Improvement Partnership (OCHIP), and 40 local partners. Partners regularly communicate via meetings and email exchanges to share information, plan community actions, and coordinate activities.</p> <p>Continuous quality improvement: To ensure timely achievement and quality of outcomes, we employed the Continuous Quality Improvement (CQI) model encompassing the following steps: Data, Evaluation & Assessment, and Improvement. Via the Pre/Post validated survey, we will use the National Core Indicators (NCI) to measure program performance, the change in quality of life, and the increase in knowledge and understanding of services available through the RC system as the result of the intervention. Data collected has informed this project design, incorporating the process for us to review, evaluate, analyze, and share the results regarding the outcomes of the project.</p>	
<p>5. Improve Access</p>	<p>Applicant Response</p>	
<p>How will your project improve equity, access and reduce barriers to services for individuals with intellectual and developmental disabilities and their families and is sustainable?</p>	<p>This Education Training and Technology (ETT) project aims to increase equity in access to services by directly addressing unique barriers faced by hard-to-reach Vietnamese consumers, including limited supply of culturally and linguistically appropriate services. Through the ETT project, we will build innovative technology solutions to provide parent educational trainings and community connector services to address disparities among Vietnamese with IDD caused by insufficient supply of culturally and linguistically appropriate service options and providers; cultural barriers and discomfort challenging authority figures preventing some families from requesting needed services and exercising their rights; mistrust of public systems; unfamiliarity with institutionalized services, and lack of English language proficiency, which prevented Vietnamese with IDD from accessing and utilizing POS. Among the barriers identified, perhaps the most aggravating issue that prevented the utilization of POS is the lack of understanding of RC services, how to use approved funding for services, and limited understanding of their rights and how to self-advocate. Building on established capacities, the ETT aims to integrate services to reduce the gap in the process of care often experienced by patients who need more than one type of services.</p> <p>The COVID-19 global pandemic further reveals significant disparities for the underserved, limited English population, including access to information and support in navigating critical services and RC system. Health conditions of the priority population is another factor – individuals with IDD and their family members: many of them have limitations in physical functioning along with underlying health issues. By November 16, 2020, California’s confirmed COVID-19 cases surpassed over 1 million. Our service region, Orange County, is also one of the hardest hit regions. Because of conflicting advisories between the White House, the CDC, and changes in California state guidance due to</p>	

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	<p>the widespread impacts of COVID-19, many Vietnamese with IDD and their families rely on BPSOS-CCA for linguistically reliable information, coordination of services, translation, and assistance to help navigate the RC system. The implementation of the ETT project activities is therefore necessary to meet the needs of the largest concentration of Vietnamese population, in Orange County. Aside from BPSOS-CCA, there are few providers in the Orange County region that offer comprehensive support services for Vietnamese with IDD. The ETT is unique in that we assist consumers with screening/intake, link individuals with IDD and their family to access to culturally and linguistically relevant information and services and utilize POS. Since 2018 when BPSOS-CCA became a vendorized partner with RCOC, we have quickly become the choice service provider by community members and RCOC to serve the Vietnamese community.</p> <p>In support of DDS's Promoting Service Access and Equity Grant program, this ETT project will mitigate the disparities in utilization of services among Vietnamese with IDD and their families in Orange County through the implementation of: (1) Technology information and parent education training, (2) Community Connector, and (3) Outreach and education. As a direct result, this 12-month project will increase the availability of culturally and linguistically appropriate services and information for limited English proficient and hard-to-reach Vietnamese with IDD and their families.</p> <p>Building on existing capacities, through the ETT project, BPSOS-CCA will implement technology solutions to deliver culturally and linguistically appropriate educational trainings online through our dedicated e-learning platform https://bpsos-english.tovuti.io/. This e-learning platform is a secured, cloud-based system that was recently developed to comply with CA's social distancing guidelines, protect public health, and reduce barriers including transportation and juggling priorities as consumers can access training information conveniently anywhere, anytime, 24/7. Taking into consideration of the unique needs faced by Vietnamese population (i.e. limited English proficiency, lack computer skills, etc.) we will develop step-by-step video instructions, and our bilingual staff will be available to provide technical support for consumers to access the e-learning platform. For consumers and family members who do not have a computer or broadband services at their residence, they may also call ahead and schedule to come into our office to access our dedicated technology center, provided social distancing guideline is lifted.</p> <p>In addition to training information using the e-learning platform, we will also leverage the use of the evidence-informed Clinical-Community Linkage electronic referral system (e-referral), established with funding support from CDC in 2014-2018, to connect consumers to generic resources and natural support services such as Medi-Cal, CalFresh, and community health and legal services provided by local agencies. The web-based multi-user electronic referral system connects patients to appropriate chronic disease management and prevention services by rapidly facilitating bi-directional referral between primary care providers (PCP) and nonprofit organizations. The e-referral system was</p>	

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	<p>(RC) and nonprofit organizations. The e-referral system was created to improve work between the PEP setting and the non-profit setting, support chronic disease management in a coordinated manner, enhance communication between providers, and track service delivery data in real time. The tracking mechanism installed in the e-referral system will enable us to measure actual use of health services. From 2014-2018, through the use of the e-referral system 3,878 people gained access to 5,053 services. The e-referral system demonstrated effectiveness in improving access to and utilization of health and social services, especially for underserved, limited English proficient Vietnamese. As the result, BPSOS was selected to contribute the model of this e-referral system to the Success Story Library of CDC. The existing e-referral system will be expanded to connect consumers to generic and support services.</p>	
<p>6. Support RC's Recommendations</p>	<p>Applicant Response</p>	
<p>How does this project support the RC recommendations and plan to promote equity and reduce disparities in their catchment area? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations that serve individuals with intellectual and developmental disabilities and their families?</p>	<p>The ETT's proposed activities align with DDS and the Regional Center's guiding principles, including but not limited to:</p> <ul style="list-style-type: none"> • Persons served and their families have knowledge of, access to, and opportunity for participation in any community activities and resources of their choosing. • Services and supports for families recognize, facilitate, and build on family strengths, natural supports, and existing community resources. • Families are informed advocates for their loved ones with developmental disabilities. <p>Since 2017, we have collaborated with the RCOC located at 1525 N Tustin Ave, Santa Ana, CA 92705 to reduce POS disparities for the Vietnamese community by serving as the family support service center and providing parent education and training. BPSOS-CCA is a vendor providing language support to RCOC and the consumers served. Our bilingual case manager and translator will continue providing language support to RCOC with client screening, initial intake, and supporting RCOC's consumers with information and advice about the nature and availability of services by the RC and other agencies in the community. We incorporate a strength-based, family-centered approach throughout the process from the initial intake to assessment, and assist consumers with the development of an Individualized Program Plan or an Individualized Family Service Plan (IPP/IFSP), assist with enrollment for generic services, translation of documents, and gain access to direct in-house services. Consumers accessing ETT services will also gain access to our in-house services which include English as Second Language (ESL), civics education, occupational training, and workforce development. The values of services are based on the recognition that each person is the agent of his or her own recovery, and all services can be organized to support recovery. The project not only provides accessible parent education trainings and technology information, but services will also help consumers with issues such as guardianship, conservatorship, housing, and services that may be useful to persons with developmental disabilities and their families, as needed. BPSOS-CCA will support individuals with IDD in meeting the goals in the IPP/IFSP, and provide case management</p>	

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	<p>meeting the goals in the IFFR, and provide case management services to the individual. The responses that reflect the preferences and choices of the consumer and the cost-effective use of public resources.</p> <p>BPSOS-CCA is one of the few culturally and linguistically parent training education program services provided to Vietnamese with IDD in this region, and we are making a significant impact. Since 2018, we formally entered into partnership with DDS to assist RCOC and support Vietnamese with IDD and their families to gain access to and utilize appropriate services. Our project services, in coordination with regional and statewide efforts, have contributed to the increased of POS utilization for Vietnamese population. According to Regional Center of Orange County (RCOC) POS report for 2017-2019 – the same timeframe that BPSOS-CCA partnered with RCOC and DDS, there was a 2% gain in the number of Vietnamese speakers who accessed and utilized POS from RCOC, from 75% in FY 2017-2018 to 77% in FY2018-2019.</p> <p>In addition to directly supporting clients in accessing RC services, BPSOS-CCA also collaborates with over 40 nonprofits, local, state, and federal agencies through interagency coordination. The integration of local providers will ensure the pool of resources available to maximize opportunities for individuals with disabilities and their families obtain appropriate services and support needed to live, work, and recreate in the community. For example, the partnership with Community Health Initiative of Orange County (CHIOC) enabled our Navigators to enroll eligible families with health insurance (Medi-Cal) or Marketplace health plans along with a host of social services including SNAP, EITC, TANF, WIC, CalKids, and Kaiser Permanente Child Health Plan and Bridge Program. We collaborate with partners such as Viet-CARE and Vietnamese American Mental Health Association and Services (VAMHAS) to help consumers and their families cope with mental and behavioral health challenges. These organizations also provide monthly support groups for family caregivers throughout Orange County. For Residential Support Services such as assisting clients and their families in maintaining residential settings, we collaborate with NuCare to train Caregivers with hands-on skills of caregiving and parent support. Other partners including OC Links are leveraged to provide informational and referral phone and online chat service to help navigate for Behavioral Health Services (BHS) system within the Orange County Health Care Agency (OCHCA). We partner with the Mental Health Services Oversight and Accountability Commission (MHSOAC) to transform mental health systems so as to improve access to culturally competent care. The majority of the above partners have formalized partnership with BPSOS-CCA through our many ongoing programs, including our Health Awareness and Promotion Program (HAPP).</p> <p>Our network of established partners ensures effective and efficient use of public resources and consistent practices to maximize the use of federal funds and alleviate the costs for RCOC while ensuring individuals with developmental disabilities and their families are provided effective services and supports to achieve</p>	

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<p>7. Project different or unique</p> <p>How is the proposed project unique or different from a currently funded grant (e.g., strategies, activities, and goals) in the proposed regional center catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?</p>	<p>their individualized program planning objectives.</p> <p>Applicant Response</p> <p>This ETT project is designed with the philosophy that families knowing their rights first and foremost is the first step to ensure they gain access to services they need; this is achieved through education and support. Consumers and their families can then focus on making informed decisions that is right for them and their unique situation. Project staff will assist and support consumers in accessing the RC system, especially those who are limited in English proficiency and unfamiliar with the service providers system. From experience, consumers who learn about their rights and the Lanterman Act will know how to self-advocate, make informed decisions, and speak up for themselves and their loved ones. This project enables BPSOS-CCA to serve as a bridge to connect hard-to-reach consumers with the RC system and social services and resources available in the community</p> <p>Our proposed project expansion is unique in the respect that it builds upon an evidence-based model, the Social Ecological Model (SEM), a multi-level approach to social human services. At the core of the model is the individual, surrounded by bands of influence representing the interpersonal, organizational, community, and policy levels. The Parent education and training technology information focuses on supporting individuals with IDD and family members to understand their rights, how to navigate for services, identify and access local resources, and gain access to and utilize POS and appropriate services. Individuals with IDD and their parents will also gain opportunities to connect and increase interpersonal communications with their peers, learn to overcome individual-level barriers in accessing appropriate services, learn about their rights to make informed decisions, and self-advocate. At the community level, we conduct culturally and linguistically appropriate outreach and education through mass media, events, and educational workshops to educate community members. At the systems level, we collaborate with the RCs and the network of service providers with improved coordination of services by influencing organizational systems and policies. At the policy level, we work with appropriate state and county agencies to improve quality of service, structure of service delivery, and support stakeholder advocacy efforts. In addition, through evaluation efforts, interpretation and publication of collected data can also help identify needs for health policies and legislation, help to allocate resources based on unmet needs, guide the development of strategic plans and monitor the effectiveness of broad community interventions.</p> <p>Due to the global pandemic caused by COVID-19 and to reduce the spread of COVID-19, many currently project activities that require in-person or group events were postponed or cancelled. To address social distancing restriction and to slow the spread of COVID-19, the ETT project builds on the capacities developed from our past activities, to implement innovative technology solutions to include the secure, cloud-based Clinical-Community Linkage e-referral system to connect consumers to generic resources available in the community and the e-learning platform for parent education training. The e-referral system has</p>	

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	<p>demonstrated effectiveness for vulnerable Vietnamese population to increase access to and utilization of services. In addition, parent education training materials and curriculum will be accessible through our e-learning platform https://bpsos-english.tovuti.io/. The online e-learning platform allows increase access to training information by being flexible, self-paced, and available 24/7. Furthermore, the implementation of these technologies will support consumers and their family members to develop the digital competencies needed in today's world. These technology platforms and trainings will guide project participants to leverage technology to set personal goals and achieve them. Through this ITT project, participants will understand the use of technology to learn how to navigate for resources and access services and communicate with others to support their Individual Program Plan / Individual Family Service Plan (IPP/IFSP). In addition to these technology solutions, live webinars will be held regularly to promote open dialogues, as well as scheduled one-on-one meetings to assist consumers and their families with unique needs.</p> <p>The implementation of the ETT project activities is therefore necessary to meet the needs of the largest concentration of Vietnamese population, in Orange County. Aside from BPSOS-CCA, there are few providers in the Orange County region that offer comprehensive support services for Vietnamese with IDD's.</p> <p>As a result of this unique project design, at least 120 newly enrolled, de-duplicated, hard-to-reach Vietnamese with IDD's and family members residing in Orange County, CA will gain access to appropriate training information to self-advocate and make informed decisions, and access generic and RC services. We are positioned to immediately implement project activities with our team of 13 bilingual and bicultural staff, our technology service center equipped with broadband and 12 computers, resources from the California Adult Literacy Professional Development (CALPRO), and Outreach and Technical Assistance Network (OTAN) to immediately implement high-quality technology and distance learning.</p>	
<p>8. Activities & Measures to Achieve Goal</p> <p>Clearly and specifically state how the schedule of activities and measures demonstrate the operational details and steps that the project will take to achieve its stated goals, activities, and measures. Note: Before answering this question, applicant may want to complete the Activities Template located in the tab directly above.</p>	<p>Applicant Response</p> <p>This 12-month Education Training and Technology (ETT), spanning from April 1, 2021 to March 30, 2022, will contribute to the goal of increasing equitable access to and utilization of services for individuals diagnosed with intellectual and developmental disabilities by providing culturally and linguistically training and responsive support services for the diverse population of California.</p> <p>Expanding on established capacities, by the end of March 2022, the ETT will have achieved the following objectives:</p> <ul style="list-style-type: none"> • Objective 1: Increase the availability of resources by providing culturally and linguistically appropriate education and training using innovative technology solutions for Vietnamese to gain access to information, connect to service providers, make informed decisions, and self-advocate. <p>Objective 2: Increase opportunities for connection, learning</p>	

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	<ul style="list-style-type: none"> Objective 2: Increase opportunities for connection, learning, and support for Vietnamese individuals with developmental disabilities and their families to gain access to culturally and linguistically appropriate support services and generic services so as to achieve an independent and productive life. Objective 3: Increase awareness and knowledge about the Lanterman Act and available resources in the region for Vietnamese community members, using culturally and linguistically reliable educational communications. <p>Project intervention includes: (1) Online parent education training using innovative technology solutions, (2) Community Connector, (3) Outreach and engagement activities using culturally and linguistically appropriate information.</p> <p>1. <u>Technology information and training resources:</u> In response to COVID-19 and social distancing guidelines mandated by California’s health department, we will expand the availability of accessible, linguistically reliable information and community resources. Culturally and linguistically reliable information is essential for underserved, limited English proficient and linguistically isolated Vietnamese with IDD’s and their families to understand the RC system, their rights, and what services and support are available. Reliable information is crucially urgent, especially in times of a health pandemic, given changes in public advisories, state restrictions, and service interruption in both public and private businesses. In this project year, BPSOS-CCA will implement online culturally and linguistically appropriate parent training education using technology E-learning platform to educate Vietnamese on ways individuals with IDD’s and their family member to self-advocate and make the system work better for them, access local resources and services available to support them, and learn how the regional centers can help. For this activity will we implement two technology solutions: the E-learning platform, https://bpsos-english.tovuti.io/ and the Clinical-Community Linkage electronic referral system.</p> <p>The e-learning platform is a secure, cloud-based system that is accessible to project participants any time, thus reducing barriers to transportation and schedule conflicts while complying with CA’s social distancing guidelines. In this model, project participants will gain a deeper understanding of client disability rights, the type of services they are entitled to, and how to apply, navigate, appeal, and advocate for supplemental disability services.</p> <p>Leveraging established technologies and developed curriculums from past approved DDS grants, our project team can immediately launch the e-learning platform, and update training curriculums for online access. Participants can access training information through self-paced training modules and live webinars. Each training curriculum will consist of relevant information, video contents, practices and exercises, and pre/post survey assessment. We have developed both Parent Education Training curriculum and Peer Companion training curriculums to enable project participants to conveniently access the self-paced trainings.</p> <p>Parent Education and Training Modules. Consumers will learn about generic and RC services to meet the individualized needs of their child with developmental disabilities. Training curriculums will be made available online for Vietnamese parents seeking to</p>	

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	<p>advance learning about RC services, to nurture social skills among children, and to navigate the system of service agencies for appropriate services. The training covers identifying RC resources, understanding POS guidelines, referral to available services, their rights, and support for individuals with IDD's and his/her family members. Training workshops are focused on providing educational services and maximizing opportunities for the consumer to increase control over his or her life, acquire increasingly positive roles in community life, and develop competencies to help accomplish these goals. Parent training curriculum will include the following modules: Introduction to Disability Entities: Department of Developmental Disabilities, RCOC, State Council on Developmental Disability, Disability Rights of CA, Regional Center Services, Regional Center Eligibility, Understanding Lanterman Act and Disability Rights Advocacy, Client Intake Process, In-bound/Out-bound Referral process, Supplemental Disability Services (What is it, How to apply, Navigating, Appealing/Advocating), SSI, IHSS, ABA, Day Programs, IEP, Medi-Cal, CalFresh, SNAP, EDD, Conservatorship</p> <p>Peer Companion Training: In this training, parents are recruited from the pool of project participants to be Parent Mentors. In 2005-2008, BPSOS teamed up with George Mason University Center for the Advancement of Public Health to develop the evidence-based Peer Companion training, modeled after the Community Health Worker approach, is uniquely designed to be culturally and linguistically appropriate for underserved Vietnamese – especially individuals who are linguistically isolated individuals who struggle with mental illness, depression, and difficulty with social assimilation. Vietnamese parents will be recruited from the pool of project participants to train as parent mentors and to support their peers. The Peer Companion training curriculum is divided into 3 Phases, with 9 modules. Phase I of the curriculum is designed to provide future parent mentors with a framework within which they can build their awareness about ways to serve. Phase II emphasizes individual-based skills including active listening, problem-solving, managing stressful situations, and providing safety. Phase III focusses on peer group and peer-to-peer facilitation skills. During this training, parent mentors will learn how to refer clients to available services and resources, provide navigation and address challenging situations.</p> <p>In addition to self-paced trainings, we will invite subject matter experts to present at bi-monthly live training workshops. In this approach, participants can log online to learn relevant topics such as conservatorship, RC services, etc., and be engaged directly with project staff and local providers. Project staff will monitor, and track trainees learning progress and will conduct follow-ups by phone and by emails to provide additional support, as needed. Recognizing the importance having opportunities for connection and learning between individuals, families, service providers, and regional centers, project participants can also access the E-learning community site to get answers, connect with project staff, experts, and share lessons learned. Support groups will be available for participants for peer-to-peer support group.</p>	

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	<p>Besides the e-learning platform, we will also enhance our dedicated website to include user interaction functions such as chat and link to Zoom, and develop training tutorials (in English/Vietnamese) to demonstrate and guide consumers to use computer technology to access meetings and search for services. Consumers can also schedule appointments with project staff through our online website, www.bpsoscca.org.</p> <p>To improve access to services through cross-referrals, we will leverage the use of the evidence-informed Clinical-Community Linkage electronic referral system (e-referral), established with funding support from CDC in 2014-2018, to connect consumers to generic and social services in the community. This is a web-based multi-user electronic referral system to connect patients to appropriate chronic disease management and prevention services by rapidly facilitating bi-directional referrals between primary care providers (PCP) and nonprofit organizations. The e-referral system was created to improve work-flow between the PCP setting and the non-profit setting, support chronic disease management in a coordinated manner, enhance communication between settings, and track service delivery data in real time. The tracking mechanism installed in the e-referral system will enable us to measure actual use of health services. The e-referral system demonstrated effectiveness in improving access to and utilization of health and social services, especially for underserved, limited English proficient Vietnamese. Its effectiveness is featured in the Success Story Library of CDC. We will enhance the e-referral system, secure partners to participate in providing cross-referral services using the e-referral system so as to enable consumers to gain access to generic and support services.</p> <p>This ITT project will create the following impact by the end of the project year:</p> <ul style="list-style-type: none"> • 120 newly enrolled individuals with IDD's and/or family members will gain access to E-learning system; 50% will complete Parent Training curriculum • Of the number people served, 40 will receive generic services • Of the number of people served, 30 will be referred to RC services • 75% of project participants who completed Parent Education training will report increased self-efficacy to navigate through services and advocate for their family member with IDD's independently. <p>Milestones for Education and Technology activity include:</p> <ul style="list-style-type: none"> • Updated Parent Education and Training curriculum in English and Vietnamese and publish online. • Update Peer Companion Training curriculum in English and Vietnamese and publish online. • 12 training videos (Vietnamese and English), available on-demand, to cover RC system, parenting workshops, eligibility criteria for POS, use of mobile phone device and computer to access and search for services). • 1 website enhancement to include user interactions • All training materials will be made available on-demand through the e-learning platform. • Implementation of the E-Learning platform 	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<ul style="list-style-type: none"> • Implementation of the Community Clinical Linkages e-referral system. <p><u>2.) Community Connector:</u> 120 newly enrolled individuals with IDD and/or family members will gain access to family support services, which include screening and assessment for RC services. Project staff will enroll consumers for in-house services, connect them to generic and available services, and assist them with translation, case management, and navigation of the RC system. We incorporate a strength-based, family-centered approach throughout the process from the initial intake to assessment, assist consumers in the development of an Individualized Program Plan or an Individualized Family Service Plan (IPP/IFSP), enroll them in generic resources, assist them with the translation of documents, and access direct in-house services. The IPP/IFSP development will follow a team-based approach to ensure that the individual program plan and provision of services are centered on the individual and the family of the individual with developmental disabilities and consider the needs and preferences of the individual and the family. BPSOS-CCA's bilingual case manager will provide information and advice about the type and availability of services provided by the RC, and connect consumers to appropriate agencies including: guardianship, conservatorship, mental health, housing, vocational training, medical, and other services or programs that may be useful to individuals with IDD or their families. The Project Coordinator will gather information and together with the person with disabilities, and/or parents, will determine the life goals, capabilities and strengths, preferences, barriers, and concerns or problems of the person with disabilities.</p> <p>Building on existing capacities and established relationships with RC systems and local partners, we can immediately implement the project activities.</p> <p>We anticipate deliverables for this activity to include:</p> <ul style="list-style-type: none"> • 120 individuals with IDD and family members will gain access to one-on-one support services. • 120 individuals with IDD and families will be screened for RC services; of the number of people screened, at least 40 will access generic services, and 30 will be referred to RC system. <p>All project staff are bilingual and bicultural, and the majority are certified Navigators to assist limited English proficiency clients to connect to generic services including but not limited to Food assistance (SNAP), TANF, WIC, health insurance, etc. All consumers accessing services through this project will complete pre/post surveys, which will be submitted to DDS prior to administration.</p> <p><u>3.) Outreach and education:</u> Taking into account the COVID-19 pandemic and the unique barriers faced by the Vietnamese community, we will conduct outreach and education campaign to inform the community of RC services and resources available and the rights of individuals with IDD to make choices based on their preferences or, where appropriate, their parents, legal guardian or conservator. In unique circumstances, such as changes in health advisories, which consequently affect RC intake processes. We will also keep community members informed of new developments throughout the year. For this project, we will develop and</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	<p>disseminate at least 12 messages (in English and Vietnamese). Outreach activities will reach at least 20,000 Vietnamese community members through the mass media (including our Vietnamese-language online media, radio PSAs and talk shows, and advertisements placed on local newspapers), email marketing, and the social media.</p> <p>The ETT's short-term impacts will include: (1) increased average annual POS authorizations; (2) increased availability of culturally and linguistically appropriate information about RC services; (3) increased awareness of RC services; (4) increased supply of culturally and linguistically relevant providers for Vietnamese population; and (5) reduced barriers to RC services and POS utilization. Long-term impacts will include increased equity in POS services for all, and increased quality of life for individuals diagnosed with developmental disabilities.</p>	
<p>9. Measures</p> <p>Are your proposed measures appropriate to track project goals and activities, provide insight into the effectiveness of the overall design of the project and demonstrate how the impact on the community will be evaluated?</p>	<p>Applicant Response</p> <p>The primary objective of the ETT is to increase the availability of resources by providing culturally and linguistically appropriate education and training using innovative technology solutions for Vietnamese to gain access to information, connect to service providers, make informed decisions, and self-advocate. To evaluate the effectiveness of project activities and the impact resulting from the implementation of the project, evaluation will include both summative and formative assessment. Guiding questions for the evaluation include:</p> <ol style="list-style-type: none"> 1. To what extent does project services enable consumers to have access to appropriate services? 2. To what extent do project services improve the well-being of consumers? <p>We will employ a Continuous Quality Improvement (CQI) model to assess timely achievement and quality of outcomes. The CQI encompasses the following steps: Data, Evaluation & Assessment, and Improvement. Using Pre/Post survey, we will incorporate DDS's standard set of impact measures which include but not limited to the following:</p> <ul style="list-style-type: none"> • Information about project activities (i.e., training activities for parents, support groups, translation, development of culturally and linguistically appropriate materials, coordination of services, etc.) • Information about project participants (i.e., ethnicity, count of participants) • Project impact on participants (i.e., count of participants accessed generic and RC services) • Impact on participants knowledge and sense of efficacy • Type of barriers in accessing RC system <p>In addition, we will also include questions from the validated National Core Indicators (NCI) survey assessment to measure consumers' outcomes. The NCI uses a standardized set of consumer and family/guardian pre/post Adult and Child Family Survey. The NCI is valid and reliable, developed more than 100 standard performance measures that states use to assess the outcomes of services for individuals and families, including outcomes in the areas of service planning, community inclusion, choice, health, and safety.</p>	

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	<p>choice, health, and safety.</p> <p>The pre-survey will be administered to 120 participants accessing parent educational training and community connector services prior to interventions. This data will be used as baseline to compare against the post survey. A 6-month post-survey will be administered to participants after service intervention. Pre/post surveys will measure actual use, outcome impact, and a change in quality of life.</p> <p>To measure project activities, each month, the Project Coordinator(s) will report the number of activities conducted, such as the number of educational workshops, parent support groups, family support services, culturally and linguistically appropriate materials developed, and the number of persons served for each activity conducted.</p> <p>We maintain a log of all project participants accessing the ETT services and track the services that are provided for each family. Each family also has an individual status update document file where we track all interactions encountered with the family. We measure our objectives by the number of families are served within that quarter, the number of families start the process of applying for a service, and the number of families acquire the service. In addition, we will also report barriers experienced by individuals with IDD and family members in accessing appropriate services, the number of persons engaged with regional centers and the type of services, both generic services and RC services, and POS authorized. Participants that received generic services using the e-referral system will also be tracked in real time. The tracking mechanism installed in the e-referral system will enable us to measure actual use of services. We also measure the amount of completed families by the number of families have obtained all necessary services and no longer need our assistance. A quarterly report will be submitted to DDS each quarter. Since 2018, we partnered with DDS and our project staff are being trained in using the DDS GrantVantage reporting system.</p> <p>Data collected will enable us to review, evaluate, analyze, and share the results regarding project performance and the outcomes of the project. BPSOS-CCA also uses these data sources to design project activities which focus on addressing inequities and barriers for consumers to gain access to appropriate services. Interpretation and publication of these data can also help identify needs for health policies and legislation, help to allocate resources based on unmet needs, guide the development of strategic plans and monitor the effectiveness of broad community interventions. All assessment tools will be submitted to DDS for review and approval prior to administration.</p>	
10. Budget Narrative	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Note: Before uploading your Budget Narrative, applicants should complete the Budget Template located in the tab directly above. After you complete the Budget Template, please return to this question to upload your Budget Narrative.</p> <p>The project budget is consistent with stated projected goals and activities, and clearly and concisely explains how the proposed expenditures support the overall project design. The project budget costs are clearly associated with the project activities and goals. The project budget does not include non-allowable costs. The overall project budget is appropriate to the outcomes proposed. Please attach your Budget Narrative document. An example of a Budget Narrative can be found in Attachment C.</p>		2
Proposal Certification		
Certification		
1. Applicant & Regional Center Discussion	Applicant Response	
If you are a CBO, have you discussed your proposal with the RC(s)?	Yes	
2. Applicant Certification	Applicant Response	
By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget. (Select Yes or No and enter you name in the comment box.)	Yes	
Applicant Comment		