

APPLICATION REPORT

Project Name: Promoting and Increasing Vietnamese Parents and Children with IDD to Access POS and Be Independent

Applicant Organization: Vietnamese Parents With Disabled Children Association (VPDCA)

Awarded Amount: \$200,000

Funding Announcement Name: Promoting Service Access and Equity Grant



PROJECT SUMMARY

This project will help parents and consumers increase knowledge and ability to integrate them into the community throughout the following activities:

1. Increasing parent education on emerging areas of interest and need VPDCA will organize and conduct at least one educational training per quarter to its members on the emerging areas of interest and need. The topics of the trainings will depend on the needs of its members in order to fulfill and satisfy the needs of VPDCA's members in a timing manner. One of the topics is to help parents and their children with IDD understand and navigate the Regional Centers' available services. The trainings can be performed through the physical location or virtual online such as Zoom, etc.
2. Increasing parents' mediation skills In order to increase the parents' mediation skills in negotiation and obtaining the best services for their children with IDD during the IPP annual meeting with Service Coordinator from Regional Center, VPDCA will conduct two IPP cohorts trainings per year for its members (total 4 cohorts for two years). Each IPP cohort training will include 4 training meetings and 3-5 parents who have children with IDD aged 16+ are invited to attend. During the trainings, the parents are able to learn the skills of thinking, planning, negotiating and communicating with Service Coordinators from Regional Centers before, during and after their child's annual IPP meeting in order to get the useful and best services for their child. At the end of the first two sessions of each cohort, participants will complete pre/post measures for IPP Coaching using surveys that can be evaluated for DDS reports.
3. Raising awareness of Aging Caregivers Transition Plan to VPDCA aging caregiver members This objective is focusing on the following:
 1. Increase the awareness of the parents' aging and their children with IDD
 2. Introduce the Aging Caregivers Transition Plan to VPDCA members who are 60+ years old and do not have any plan to care for their children when they are goneVPDCA will:
 1. Create/develop materials for Aging Caregivers Trainings
 2. Fran Goldfarb from USC UCEDD will train the Program Coordinator and staff of the Aging Caregivers Transition Planning about the Aging Caregivers trainings
 3. Conduct at least one general Aging Caregivers training per year
 4. Conduct one-on-one with parents who attended the general training sessionThe Program Coordinator and staff of the Aging Caregivers Transition Planning will learn knowledge from Fran and shadow Fran in the first year about the trainings. Then in the second year the Program Coordinator and the staff will practice and give the trainings to VPDCA's members while Fran is overseeing and supervising them and act as a consultant/advisor.
4. Increasing Consumers' Social and Communication Skills VPDCA considers the social and communication skills are very important for consumers to improve themselves. Therefore, VPDCA decides to promote them. In order to increase the consumers' social and communication skills, VPDCA will create some classes either online or physical location for the consumers to join and learn such as dance and art classes. VPDCA also bring consumers and their families out together through activities such as picnics, Vietnamese New Year party, Mid-Autumn Festival if allowing. VPDCA may partner with local Vietnamese Boy and Girl Scouts to carry out these events.
5. Increasing Parents' Knowledge of the Self-Determination Program Since the Self-Determination will be rolled out in June 2021, there is a need among VPDCA's members to try to understand the process and how to utilize it with best results. As a result, VPDCA will focus and partner with Disability Rights California (DRC) and Scarlett Von Thenen, a Self-Determination consultant from Orange County State Council of Developmental Disability (OC SCDD) on this topic. Scarlett will help VPDCA develop a step-by-step Self-Determination module/guideline for VPDCA's members use and navigate the Self-Determination process as a reference. VPDCA also conducts a serial of Self-Determination trainings with the help form DRC and Scarlett to help its members to understand and how to use and navigate it. In addition, VPDCA will research and create a list of

service vendors, providers and related agencies for members to utilize. Scarlett will train VPDCA leaders and staff more deeper about the Self-Determination so that VPDCA can become a Navigator and Independent Facilitator for Self-Determination so that VPDCA can help its members. 6. Translation needed materials and documents from English to Vietnamese VPDCA will select and translate some needed materials and documents that have not translated from English to Vietnamese language for members' reference. After being translated, these materials and documents are reviewed and approved by a translation committee before they can be distributed to members and others. Most of the English materials and documents that are translated by other agencies, VPDCA will contact them to get a copy of them and share them to members through mails, email, personal delivery and VPDCA's website. These translated materials and documents will help VPDCA members who do not speak and read English well will improve the individual ability to navigate the system effectively. 7. Train parents to use technology for their child's virtual learning sessions VPDCA will teach parents how to use today technology in order to assist their children in learning for their daily school sessions, their therapy sessions for improving their behaviors and cognizance and their daily life. In order to achieve this, VPDCA will do the following: 1. VPDCA will create many documents and/or short videos how-to and step-by-step to show the parents and consumers to use the technology such as: a. How to use the cell phone, Ipad and computer b. How to sign up, install and use the following applications: i. Zoom, Google Meet applications for their children's virtual classes ii. Social media sites such as Facebook, Link-in, etc. iii. Email account from Gmail or Yahoo mail c. How to use applications to be independent life such as i. Uber and Lift for their transportation ii. Pronunciation, reading and speaking software for helping and improving their communication iii. Calendar and reminder apps for their daily activities iv. Paint software, animation software, etc. for improving their learning skills d. How to use and navigate the web browser for searching information 2. VPDCA will research and learn some apps or software that are helpful and good for parents and their children with VDD and then recommends and teaches them to the families. 3. VPDCA will perform live trainings some of the above apps and tools to parents and consumers using Zoom sessions.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title	Applicant Response	
What is the Project Title?	Promoting and Increasing Vietnamese Parents and Children with VDD to Access POS and Be Independent	
2. Awarded Amount	Applicant Response	
	\$200,000	
3. Organization Type	Applicant Response	
Please check the box that describes your organization	Community Based Organization (CBO), 501(c)(3)	3
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 application is being submitted by the Vietnamese Parents of Disabled Children Association (VPDCA), 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 215 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.</p> <p>VPDCA was a Community Partner with the USC UCEDD in a 2-year (2017 – 2019) DDS Disparities Grant entitled Building the Capacity of the Vietnamese Community to Access and Utilize Regional Center Services. The VPDCA in partnership with USC ECEDD, staff of SCDD Orange County, staff of Orange County RC have conducted IPP coaching sessions, training/workshops on various topics for VN (Vietnamese) parents and families in the 2017- 2019 DDS awarded grant.</p> <p>VPDCA is currently a Community Partner with the subcontractor USC UCEDD in a 1-year (2019 – 2020) DDS Disparities Grant entitled Expanding the Capacity of Vietnamese Parents to Shape DD Services to Promote their Children's Maximal Independence, Productivity, and Integration into Community Life. The VPDCA in partnership with USC ECEDD, staff of SCDD Orange County, staff of Disability Rights California (DRC) have conducted IPP coaching sessions, training/workshops on various topics for VN (Vietnamese) parents and families in the 2019- 2020 DDS awarded grant.</p>	
<p>5. Applicant in Good Standing</p>	<p>Applicant Response</p>	
<p>Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?</p>	<p>Yes</p>	<p>3</p>
<p>6. Subcontractors in Good Standing</p>	<p>Applicant Response</p>	
<p>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?</p>	<p>Yes</p>	
<p>Grant Reapplication Information</p>		
<p>Grant Reapplications Only</p>		
<p>1. Grant Number</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) What is the Grant Number of previously awarded project? If not applicable select Not Applicable.	19-C16	
2. Project Title	Applicant Response	
(Reapplications Only) What is the Project Title of previously awarded project? If not applicable select Not Applicable.	Expanding the Capacity of Vietnamese Parents to Shape DD Services to Promote their Children's Maxima	
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.	Start Date: 05/31/2020, End Date: 05/30/2021	
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.	12	
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	
(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	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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.	\$170,627.00	
15. 2019/2020 Expenses	Applicant Response	
(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.	\$170,627.00	
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.	\$0.00	
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.	\$170,627.00	
18. Initial Proposed Number of People Served	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(Reapplications Only) Include the initial number of people projected to be served. If not applicable select Not Applicable.	150	
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.	Due to COVID-19 pandemic, VPDCA has delayed starting the project until June 1, 2020 and we are still figured out to recruit more parents to start using Zoom online. As a result, we just served around 40 people and we try to meet the projected impact number.	
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.	Regional Center of Orange County (RCOC)	
21. Cities Served	Applicant Response	
(Reapplications Only) List the cities your project has served. If not applicable select Not Applicable.	Garden Grove, Long Beach, Huntington Beach, Anaheim, El Monte, Westminster, Palmdale, Santa Ana, Fountain Valley, Yorba Linda, West Covina, Norwalk, La Puente, Mission Viejo, Midway City, Brea, Lakewood, Rowland Heights, Los Angeles, Tustin, Irvine, Stanton	
22. Counties Served	Applicant Response	
(Reapplications Only) List the counties your project has served. If not applicable select Not Applicable.	Primarily served Orange County but sometimes served Los Angeles County	
23. City of Los Angeles	Applicant Response	
(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.	93550, 91748, 90710	
24. Activities to Date	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<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>Due to COVID-19, VPDCA started the project late until June 1, 2020. We are slow at the beginning since we are still figuring out how to handle and achieve the activities as proposed in the awarded grant. However, we are getting on track and plan to finish all the proposed activities. Here are activities we have done so far as of today:</p> <ol style="list-style-type: none"> 1. IPP coaching with mediation module developed and two trainings on how to use this module for VPDCA staff and few dedicated volunteer parents 2. Delivered 4 educational trainings (each 2 hours) to parents on emerging areas and topics 3. Two times distributed PPE (masks and hand sanitizers) to parents in July and September 2020 4. Two IPP coaching staff has been identified and trained 5. Parents have been recruited for the first cohort for IPP Coaching with mediation. First IPP session is scheduled for 12/5/2020 and the second session is scheduled for 12/12/2020. 6. Gather information about Best Buddies and Circle of Friends programs is in progress and will be finished by the end of this month. 7. Create Paid Internship Model is in progress 8. One educational training staff is identified and trained 9. Recruit speakers for educational trainings has been done for the last 4 educational trainings and will be continued to the end of the project 10. Surveys for the educational trainings have been administered for the 4 educational trainings and data is being analyzed <p>We will finish all the activities and achieve the goals and measures by the end of the project by May 31, 2020.</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>Due to COVID-19 and late start project, so far we have served about 40 parents. VPDCA just completed 4 educational trainings but data is still being analyzed. We do not have much detailed information to provide here. However, preliminary analysis and throughout verbal communication with parents have indicated that parents are very happy that VPDCA has taught them how to use Zoom and virtual online tools so that they can have access to classes for their children with VDD. In addition, they are also happy to learn some emerging areas of interest and need such as Self-Determination, IHSS, SSI, ILS and SLS, etc. and they express that they would like to learn more deeply into some of those topics.</p>	
<p>26. Project Objectives</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>(Reapplications Only) What are the projects objectives in addressing disparities and what remains to be addressed/completed? Explain why these objectives have not been completed during the current grant period. Provide a brief description of the key lessons learned from your current project, if any. What were some of the challenges that prevented your project from meeting your objectives/measures? What are some strategies your organization plans to implement to address challenges, if any? If not applicable select Not Applicable.</p>	<p>The objective of the project is to Maximize the potential of Vietnamese consumers to achieve independence, productivity, and integration into their communities through activities centered on the following: increasing parents' mediation skills, increasing consumers' social and communication skills, increasing consumer employment prospects through relationship-building with local, Vietnamese-run businesses, and increasing parent education on emerging areas of interest and need.</p> <p>We are getting back on track to complete the activities in the next six months by the end of the project.</p> <p>Most of our activities are planned to be physical meetings face to face or in person. When the COVID-19 pandemic occurred, we were stuck and did not know what to do for the first few months. That is why we started our project on June 1, 2020 instead of March 1, 2020. However, we figured out that we will go online using virtual meetings through Zoom and we are able to conduct at least 4 educational trainings to parents on the emerging areas of interest and need topics such as Self-Determination, ILS and SLS, SSI, IHSS.</p>	
27. Project Transition	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>(Reapplications Only) If awarded, how will your current project transition into the 2020/21 proposed project? How does your proposed project complement your current project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change. If not applicable, select Not Applicable.</p>	<p>If awarded, some activities from the current project will be carried to the new project. These activities are:</p> <ol style="list-style-type: none"> 1. IPP coaching with mediation trainings: This activity is definitely needed since we can be able to do two cohorts per year and each cohort has 4 sessions and each section is around 2 hours. For each cohort, we can only train around 3-5 parents. 2. Aging caregivers transition planning: this activity is definitely needed for our members since there are around 100 parents who are 60+ years old. They need a transition planning for their children with I/DD 3. General educational training: This activity is needed in order our members to keep up with the new or changes information 4. Parent support group which helps parents learn and share more information among them that can help release some of their struggles and stresses and get better services for the consumers <p>With the new grant proposal, we have added the following:</p> <ol style="list-style-type: none"> 1. Expand the serving area to including both Orange county and Los Angeles county 2. Expand the Regional Center catchment area to Regional Center of Orange County (RCOC), San Gabriel/Pomona Regional Center (SGPRC), Eastern Los Angeles Regional Center (ELARC) and Harbor Regional Center (HarborRC) 3. Promote art and dance classes and other social events and activities such as picnics, camping, Mid-Autumn Festival, Vietnamese New Year, etc. to help the consumers increase their confident, social and communication skills and ability to make friends and socialization 4. Teach parents and consumers how to use technology to access to the internet and apps for their daily activities which can help reducing stress and still keep knowledge up-to-date during the COVID-19 pandemic 5. Translate needed documents/materials from English to Vietnamese which helps parents who do not speak or speak limited English to understand and get more information they need for themselves and their children with I/DD 6. Educate parents about the Self-Determination program so that they can understand well about the program and make the correct and best choices of services for their children with I/DD. 	

General Application

Proposal Summary

1. Individuals Impacted	Applicant Response	
Enter the projected number of individuals impacted.	160	
2. People Served	Applicant Response	
What is proposed number of people projected to be served?	160	
3. Duration of project	Applicant Response	
What is the duration of the project? Enter Start & End Dates.	Start Date: 05/31/2021, End Date: 05/30/2023	
4. Duration of project (months)	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
What is the total duration of project in months?	24	
5. Regional Centers	Applicant Response	
List all Regional Centers in the project catchment areas.	Regional Center of Orange Count (RCOC) Eastern Los Angeles Regional Center (ELARC) Harbor Regional Center (HARBORRC) San Gabriel/Pomona Regional Center (SGPRC)	
6. Cities Served	Applicant Response	
List the city or cities your project proposes to serve.	Garden Grove, Huntington Beach, Anaheim, Westminster, Santa Ana, Fountain Valley, Yorba Linda, Mission Viejo, Midway City, Brea, Tustin, Irvine, Stanton, Orange, Long Beach, Torrance, Harbor, Signal Hill, Artesia, Norwalk, Downey, Bellflower, Cerritos, Lakewood, Carson, El Monte, West Covina, Covina, Pomona, Alhambra, Whittier, La Puente, Rowland Heights, Buena Park, Palmdale, Los Angeles	
7. Counties Served	Applicant Response	
List the county or counties your project proposes to serve.	Orange County and Los Angeles 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.	93550, 91748, 90710	
9. Community Based Organizations	Applicant Response	
Will you be working with one or more Community Based Organization?	Yes	
10. Regional Center Data	Applicant Response	
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.	No. VPDCA will not use the regional center data for our project.	
11. First Project Type Selection	Applicant Response	
Select your first project type.	Family/consumer support services (coaching, enhanced CM)	
12. Second Project Type Selection	Applicant Response	
Select your second project type (if applicable).	Parent Education (online or in person trainings, etc)	
13. Third Project Type Selection	Applicant Response	
Select your third project type (if applicable).	Engagement and Outreach (community events, etc)	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<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>Yes</p>	<p>2</p>
<p>15. Leverage & Strategies</p> <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>Applicant Response</p> <p>The organization will leverage and build upon:</p> <p>1) Collaboration with State Council on Developmental Disabilities (SCDD), Disability Rights California (DRC), USC University Center of Excellence in Developmental Disabilities (UCEDD), Regional Center of Orange County (RCOC), San Gabriel/Pomona Regional Center (SGPRC), Harbor Regional Center (HarborRC), and Eastern Los Angeles Regional Center (ELARC) to provide training workshops on relevant topics that can benefit the individuals with DD and their families. VPDCA will support parents in developing and providing lists of actionable steps and timelines at the end of each training workshop that they can continue to reference. VPDCA organizes follow ups with parents and supported agencies to assure that parents can continue to get support for the agencies and their questions can be answered.</p> <p>2) Strategies for sustaining IPP coaching, Aging caregivers and development of Transition plans, Self-Determination and Independent Facilitator (IF), technology, and increase the individuals with IDD independence, productivity and integration into the community include:</p> <p>a. Building and training a core team of 2-4 parents in each area (IPP coaching, Aging Caregivers, Training/Workshop, Self-Determination and IF, technology, employment options) who can continue to support Vietnamese parents/families after the completion of the project.</p> <p>b. Organizing VPDCA parents into different special topics support groups and meetings so that experienced Vietnamese parents can share their positive experience in IPP meetings; their experience in developing a Transition Plan for aging children; their success stories in applying and using the Self-Determination programs</p> <p>c. Promoting arts and dance classes and other social activities and event such as picnics, camping, Mid-Autumn Festival, Vietnamese New Year party, etc. among VPDCA consumers and their families, with a focus on building community gatherings around children's performances to increase children's self confidence and continue to raise the parents' expectation of their children's capabilities.</p> <p>d. Seeking out and involving Vietnamese Boy and Girl scout groups and other groups to support the VPDCA children in volunteering their time in promoting social skills, communication, and meaningful friendships.</p> <p>e. Seeking out and involving local Vietnamese community business leaders to support VPDCA donations and/or giving VPDCA individuals with IDD the opportunities to do volunteer work and/or perform paid internships at their local business</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Target Population		
1. Target Groups Served	Applicant Response	
Select all groups the project will serve. If you select "Pacific Islander" or "Other" use comment section to list all groups.	Vietnamese	
Applicant Comment	VPDCA will focus in helping Vietnamese parents located in Orange county and Los Angeles county	
2. Number of Target Group Served		
2. Number of Target Group Served	Applicant Response	
For each target group selected in previous question, list number served.	VPDCA has total around 215 Vietnamese members	
3. Languages		
3. Languages	Applicant Response	
Select all Languages the project will serve. If you select "Other" please list all languages.	Vietnamese	
Applicant Comment	VPDCA leaders and staff can speak both English and Vietnamese.	
4. Age Groups Served		
4. Age Groups Served	Applicant Response	
Select all Age Groups the project will serve. If you select "Other" please list groups.	Three to 21 , 16 to 21 , 22 and older , Other (list)	
Applicant Comment	Parents with 60+ years old	
Project Application		
Project Application		
1. Project Summary	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>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>	<p>Vietnamese Parents with Disabled Children Association (VPDCA) founded in 1986, is a non-profit 501(c)(3) organization. It has around 215 members throughout the Los Angeles and Orange County. This project is focusing to target the underserved Vietnamese parents and families who have children with IDD in Orange County and Los Angeles. The Regional Centers in the project catchment areas are Regional Centers of Orange County (RCOC), San Gabriel/Pomona Regional Centers (SGPRC), Eastern Los Angeles Regional Center (ELARC) and Harbor Regional Center (HarborRC). This project is designed to help Vietnamese parents and their children with IDD to overcome the stress during the COVID-19 pandemic, to gain more knowledge and have access to best services for consumers and to give the consumers to be more independent, productive, and be able to integrate themselves into their communities through many activities centered on the following: increasing parents and consumers' skills on how to use the technology, increasing parents' knowledge and ability to choose the best services for consumers through Self-Determination process, Aging caregivers transition planning, parents support groups and other activities, increasing parents' mediation skills through the IPP trainings and increasing parent education on emerging areas of interest and need, and increasing consumers' social and communication skills and self-confidence through dance and art classes and other social events and activities.</p>	
<p>2. Organization Experience</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>What experience does the organization/group have working with the target population?</p>	<p>This application is being submitted by the Vietnamese Parents of Disabled Children Association (VPDCA), a non-profit 501(c)(3) organization established in 1988 whose mission is to equip Vietnamese caregivers of children with disabilities with information on resources and supports, assist families to access high quality disability services and social supports, and provide a forum for sustaining their cultural roots and assuring the transmission of the Vietnamese culture to their children. Its active membership includes 215 parents (1/3 of whom are over 60 years of age) and located throughout the Orange county and Los Angeles county. 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.</p> <p>VPDCA was a Community Partner with the USC UCEDD in a 2-year (2017 – 2019) DDS Disparities Grant entitled Building the Capacity of the Vietnamese Community to Access and Utilize Regional Center Services. The VPDCA in partnership with USC ECEDD, staff of SCDD Orange County, staff of Orange County RC has conducted IPP coaching sessions, training/workshops on various topics for VN (Vietnamese) parents and families in the 2017- 2019 DDS awarded grant.</p> <p>VPDCA is currently working with subcontractor USC UCEDD in a 1-year (2019-2020) DDS Disparities Grant entitled Expanding the Capacity of Vietnamese Parents to Shape DD Services to Promote their Children's Maximal Independence, Productivity, and Integration into Community Life. The VPDCA in partnership with USC ECEDD, staff of SCDD Orange County, and Disability Rights California (DRC) has conducted IPP coaching with mediation sessions, Aging Caregivers transition planning, training/workshops on various topics for VN (Vietnamese) parents and families in the 2019- 2020 DDS awarded grant.</p>	
<p>3. Underserved Target Populations</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.</p>	<p>The most recent purchase of service data (2017-2018) point to significant disparities in purchase of services between Asian and white consumers. At Regional Center of Orange County (RCOC), the amount spent per capita for white consumers (\$23,736) was more than twice the amount for Asian consumers (\$11,844). Disparities were much greater among adults. RCOC spent an average of \$3,000 more per capita on white than Asian youth (ages 3-21), but an average of \$11,793 more on white than Asian adults (ages 22 and older). Gaps in service utilization rates in 2017-2018 also point to significant inequities. At RCOC, utilization of services by Asian-identifying consumers (all ages) was lower than the average utilization rate across ethnic/racial groups and lower than white consumers by nearly 7 percentage points.</p> <p>These data reflect that Asian consumers are already underserved compared to white consumers, but among Asian groups, Vietnamese consumers appear to be among the most underserved. At RCOC, Vietnamese-speaking consumers outnumber Mandarin-, Cantonese-, Japanese-, and Korean- speaking consumers 4 to 1. However, they received the least amount of funds authorized and spent per capita compared to the other groups in 2017-2018. The percentage of Vietnamese-speaking consumers with no purchase of services was much higher at 24.8% than Mandarin-speaking (15.2%), Japanese-speaking (14.3%), and Korean-speaking (10.8%) consumers.</p>	
<p>4. Input from Community</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>How did your organization use input from the community and/or target population to design the project? What methods did your organization use to allow the community to advise you in designing the project? Were there any changes to your project design as a result of community input?</p>	<p>In the current grant (19-C16) VPDCA has been collected the input feedback from parents through the educational training sessions. However, the data is still being analyzed and evaluated. Based on the preliminary feedback data analysis and through the verbal feedback from the parents, the parents are very happy and understand more on the information they have learned and received through the training sessions. They want more trainings to focus more details and deeper information on the certain topics, especially the emerging areas of interest and need such as Self-Determination.</p> <p>Throughout the course of the grant (C17-9), VPDCA has been collecting qualitative data at each training and IPP coaching session to ask parents what could be improved about the project and what they still need help with. Parents responses have suggested that the information that they are learning is useful, but that they are not confident in being able to apply it. This concern has been validated by our program coordinators, who are also parents of children with disabilities, in our team meetings. VPDCA recently held a meeting with our active membership to gather input about how we could address this concern if we were funded again. Our community reported that they especially needed help with practicing how to advocate for their families' needs when disagreements arise with their service coordinators. Members reported that prior disagreements had centered around issues such as access to or quality of ABA services, respite care, and day programs. When we asked for more context about why families were uncomfortable speaking up about disagreements, they reported that their service coordinators seemed unexperienced, busy, and not in coordination, or alignment, with their needs. One parent responded, "The RC treats us not as a unique individual but like one size fit all." This feedback was used to inform new project activities around mediation and scenario-based learning.</p> <p>Qualitative data collected over the course of the project have also suggested that parents are concerned about their children's ability to benefit from services promoting employment community integration because they need more social skills and communication training. 30 parents were surveyed to ask about their children's relationships and friendships. Only 17% (5/30) said that their children had meaningful social relationships. Examples of parents' concerns were highlighted by comments such as "My son...does not know how to express himself when he needs something" and "He had online friends and it became really bad it brought him to depression." This feedback was used to inform the development of activities in the proposed project centered around expanding consumers' social networks through a program modeled on "Best Buddies" and "Circle of Friends." Local vendor My Day Counts will also be helping us approach Vietnamese-run businesses in our community to discuss how our children could engage in paid internships that help them learn social skills and job readiness skills in a natural environment.</p>	
5. Improve Access	Applicant Response	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<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>	<ul style="list-style-type: none"> • Through the training and tutorials for technology, parents and consumers are able to use computers, phones and other internet access devices, apps, and other tools such as Zoom for their daily learning activities and communicate with others such as service vendors and providers, family and friends which can help them reduce the stress during the COVID-19 pandemic. • As the Self-Determination program is being rolled out next year in June 2021, through the trainings, VPDCA can help parents understand deeper and clearer of this program and the benefits of it so that the parents can make the right decisions and choices for the consumers to have the best and needed services at their references. • Through the translation service which translates needed English documents/materials to Vietnamese language so that the parents who do not or limited speak English can understand well the information in those documents. • Through the art and dance classes and other social events such as picnics, camping, Mid-Autumn Festival, Vietnamese New Year, etc. can increased the consumers happiness, social and communication skills which can improve their health and life. • Through IPP coaching and practicing mock up IPP scenarios and training by a consultant in negotiation & conflict resolution, parents and families of the individuals who have developmental disabilities will build skills in speaking up, in doing negotiation with RC and in advocating for services and supports for their children's needs. • With training and actively participating IPP coaching sessions, a team of 3 parent volunteers can support IPP coaching to other parents in the long term and provide its sustainability. • Through training and shared experience from other parents, parents and families learn to establish and maintain a circle of support for their children beyond their immediate and extended family by including professional supported people, friends in their local churches, Vietnamese (VN) communities, non profit organizations for their support in their children's IPP, and employment options. • Individuals who have developmental disabilities can form and maintain friendship when they spend more time in their local VN communities and/or local non profit organizations (e.g. Special Olympics, Best Buddies). • Approximately 100 VPDCA members (parents) in Orange County are 60 and older. With workshops, observations of services in the Community (e.g. Community Care Facility Level 2) and assistance with filling out an Individualized Transition Plan, VN Aging Caregivers will proactively put into place a transition plan for their aging children with a development disability. 	
<p>6. Support RC's Recommendations</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<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>Local regional centers have identified a need to focus on Vietnamese (VN) aging caregivers for the transition plan and to promote equity in services for VN families of individuals with IDD.</p> <ul style="list-style-type: none"> • For IPP coaching and Mediation addressing authority, VPDCA in partnership with staff of SCDD Orange County, USC UEDD will provide IPP coaching sessions for parents /families whose children ages are 16 and above. Based on feed-backs, lessons learned from the 2017-2019 grant, a training workshop for parents with IPP scenario based learning module (developed and provided by a consultant – Marc Purchin) will help parents to speak up to RC authority, to build up skills in negotiations and mediation in IPP meetings to come to a satisfactory results. • Based on what we learned from Aging Caregiver baseline data collected in the 2017-2019 DDS grant, VPDCA in partnership with SCDD Orange County and OCRC will integrate those into the 2019 -2021 DDS grant which includes site visits to the CCF level 2 and hands on training workshops of Transition plan for aging care givers and completion of the Transition Plans. • Training plan for parents/families is planned for sessions which will include Self Determination series, Circle of Friends, IPP coaching and Mediation/Addressing Authority, Level 2 CCF; Transition plan, technology, parent support group sharing information, and more. 	
<p>7. Project different or unique</p>	<p>Applicant Response</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>This project is specifically focusing on one ethnic group: Vietnamese parents of children with IDD. 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 organization. Most of those parents have limited English speaking capabilities.</p> <p>At this time, the only other project in the proposed catchment area that is focused on linking Vietnamese families to regional center services is the grant titled "Parent education and Training Program" at BPSOS Center for Community Advancement. This project funds to outreach and screening events and provide individualized services to families in the Vietnamese community. Our two projects work synergistically to increase the Vietnamese community's access to services and inspire trust in the system. Since Vietnamese families live throughout the Orange County and other counties and they just feel comfortable to work with people they know, our two projects will serve more Vietnamese families than only one project. This will help how our children can better access and benefit from services that have the potential to increase their independence, productivity, and integration into the community.</p>	
<p>8. Activities & Measures to Achieve Goal</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<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>Some of the activities occur sequential and being spread throughout the length of the project. The activities are scheduled with decent amount of time so they can be completed easily. Some of the activities occur parallel and at the same time. We have capacity and staff to handle different activities at the same time. As a result, these activities and measures can be completed on time with reasonable time.</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>Yes, our proposed measures are appropriate to track project goals and activities. For each activity, we have at least one measure corresponding to that activity to verify the activity is done. The measure is either a quantitative such as number of and/or percentage or a qualitative as narrative. Some of the measures are collected through the surveys and some through sign-in sheets or attendance.</p>	
<p>10. Budget Narrative</p> <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>	<p>Applicant Response</p>	<div style="border: 1px solid gray; background-color: #e0e0e0; padding: 2px 10px; display: inline-block;">3</div>
Proposal Certification		
Certification		
<p>1. Applicant & Regional Center Discussion</p>	<p>Applicant Response</p>	
<p>If you are a CBO, have you discussed your proposal with the RC(s)?</p>	<p>Yes</p>	
<p>2. Applicant Certification</p>	<p>Applicant Response</p>	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
<p>By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget. (Select Yes or No and enter you name in the comment box.)</p>	<p>Yes</p>	
<p>Applicant Comment</p>	<p>Tien Nguyen</p>	