Project Name: Self-Advocacy Strategies Focusing on Transition-Age Youth Video

Applicant Organization: UCP WORK, Inc.
Awarded Amount: $27,202
Funding Announcement Name: Promoting Service Access and Equity Grant

PROJECT SUMMARY

UCP WORK, Inc's Self-Advocacy Strategies Focusing on Transition-Age Youth Video ("the project") supports a target population of people with intellectual and developmental disabilities (IDD), ages 16 – 24, living in the Tri-Counties catchment area. The goal of the project is to give the underserved target population of transitioning youth access to self-advocacy strategies, the confidence to ask for the tools they need to be successful, how to talk about how they make their own choices, and ways to bridge the gap during the transition between youth and adult services. The project will give transitioning youth and their support systems, an opportunity to make informed choices, a greater understanding of regional centers, and a foundation to work from as they embark on adult services.

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Eligibility		
Applicant Information		
1. Project Title What is the Project Title?	**Applicant Response** Self-Advocacy Strategies Focusing on Transition-Age Youth - Video	
2. Awarded Amount	**Applicant Response** $27,202	1
3. Organization Type Please check the box that describes your organization	**Applicant Response** Community Based Organization (CBO), 501(c)(3)	
4. Description of Organization/Group 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.	**Applicant Response** UCP WORK, Inc. is a non-profit organization providing essential services to over 400 individuals with intellectual and developmental disabilities (IDD) throughout the Tri-Counties; Santa Maria (60% people served) and Santa Barbara / Goleta (40% people served). UCP WORK, Inc. strives to provide services that are person centered, that promote and support individuals with disabilities so they may live as independently as possible in the community of their choice. As stated in the agency's 2020-2022 Strategic Plan, UCP WORK, Inc. continues to embrace person-centered services in every aspect of our programs, which means keeping the people UCP WORK, Inc. serves and the people we employ, at the center of decision-making. It also emphasizes what is important to an individual, including their life goals, what services they find satisfying and customizing services to meet their personal preferences. Our staff embrace organizational values, and utilize skills and tools through extensive training, that can be used to better understand the people they serve and to discover what they find important and what they want out of life.	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	There are several programs that UCP WORK, Inc. has managed, that are similar to the proposal, for example: In the 2019-2020 calendar year, members of the Tri-Counties Regional Center (TCRC) Vendor Advisory Committee, UCP WORK, Inc., and other service providers, made up a regional HCBS Task Force. After reviewing a survey conducted by people and families served, this task force acknowledged a gap in getting HCBS information and Person-Centered resources to outlying service providers operating small businesses serving people with IDD. They concluded that there was a need to advocate and conduct outreach to providers in rural areas to educate about HCBS and Person-Centered practices. Out of this collaboration, a grant project, funded by a DDS grant , called the <u>Peer-Partners Project,</u> was established primarily as a peer support network with the purpose of empowering service providers and persons served with "peers" who have been trained in Person-Centered education, support, and consultation around the HCBS Final Rule. UCP WORK, Inc. was named as a partner organization with Tri-Counties Regional Center, to manage the grant project, hire a project coordinator, recruit mentors and ultimately see the project to fruition. The Peer Partner Project was able to reach providers from Simi Valley to Paso Robles, providing information on the HCBS final rule and person centered thinking training. UCP WORK, Inc's Applied Abilities day-programs in both Santa Barbara and Santa Maria conduct weekly <u>People-First Facilitated Advocacy Meetings</u> (currently facilitated remotely). The meetings are accessible for all individuals-served to voice their concerns about what might be happening in the public as it relates to their safety and rights as persons with disabilities. This may involve letter writing to local and state legislators, as well as, discussion of one's civic responsibilities. The other key objectives are to nurture natural supports, allowing for a safe space for participants to express ideas, vote on upcoming events, fundraise and address concerns. UCP WORK, Inc. also partners with TCRC on an <u>Annual Youth Transition Fair</u> to promote access to services for transitioning youth in the Tri-Counties catchment area. Due to COVID-19, the 2020 Youth Transition Fair will be held virtually and promoted through the network of service providers that participate in the event.	
5. Applicant in Good Standing	**Applicant Response**	
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	
6. Subcontractors in Good Standing	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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**	
(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**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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**	
(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	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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	
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.	Not Applicable	
24. Activities to Date	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
(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.	Not Applicable	
25. Project Impact & Outcome	**Applicant Response**	
(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.	Not Applicable	
26. Project Objectives	**Applicant Response**	
(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.	Not Applicable	
27. Project Transition	**Applicant Response**	
(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	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
General Application		
Proposal Summary		
1. Individuals Impacted	**Applicant Response**	
Enter the projected number of individuals impacted.	3330	
2. People Served	**Applicant Response**	
What is proposed number of people projected to be served?	3330	
3. Duration of project	**Applicant Response**	
What is the duration of the project? Enter Start & End Dates.	Start Date: 02/01/2021, End Date: 08/29/2021	
4. Duration of project (months)	**Applicant Response**	
What is the total duration of project in months?	7	
5. Regional Centers	**Applicant Response**	
List all Regional Centers in the project catchment areas.	Tri-Counties Regional Center	
6. Cities Served	**Applicant Response**	
List the city or cities your project proposes to serve.	Santa Barbara Goleta Santa Ynez Santa Maria Solvang Lompoc Guadalupe Orcutt Carpinteria	
7. Counties Served	**Applicant Response**	
List the county or counties your project proposes to serve.	Tri-Counties Santa Barbara 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.	NA	
9. Community Based Organizations	**Applicant Response**	
Will you be working with one or more Community Based Organization?	Yes	
10. Regional Center Data	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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.	Starting in February, 2021, UCP WORK, Inc. plans to meet with and collaborate with Tri-Counties Regional Center (TCRC) and its Transition Collaborative (SELPA, Santa Barbara Unified School District, other county school districts) to collect data and current self-advocacy and youth-aged transition resources to help formulate content for the project and to determine adequate dissemination of information to the TCRC catchment area. UCP WORK, Inc. plans to discuss the accuracy of video topics and to ensure we are meeting our project objectives, especially focused on and working closely with TCRC to disseminate a strategic outreach plan to the underserved target population. Additionally UCP WORK, Inc. did use TCRC's POS data report from FY 2018-19 found on their website to acquire the projected number of people impacted and served in the project's target population (3,330). We needed to utilize a linear formula because the POS data was not categorized in the youth transition-age (16-24) range, but in a much broader age range.	
11. First Project Type Selection	**Applicant Response**	
Select your first project type.	Community Connector (Example: Promotora or Navigator)	
12. Second Project Type Selection	**Applicant Response**	
Select your second project type (if applicable).	Family/consumer support services (coaching, enhanced CM)	
13. Third Project Type Selection	**Applicant Response**	
Select your third project type (if applicable).	Engagement and Outreach (community events, etc)	
14. Multiple Organizations	**Applicant Response**	
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.	Yes	1
15. Leverage & Strategies	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	UCP WORK, Inc. current plans for project sustainability is broken into three (3) Phases: 1. The first phase is the continuation of a purposeful outreach campaign, including: public relations, digital and print media, and newsletter/blog stories to bring awareness, increased service access, and to drive transition-age youth and family interest throughout the TCRC catchment area. 2. The second phase of the sustainability plan would be to provide substantial training for UCP WORK, Inc. direct support staff, so that they are continuously utilizing strategies taught in the video and working towards empowering individuals they serve to make personalized choices and self-determination goals. This can be maintained through our current Person-Centered Peer Project training guide. 3. The third phase of the sustainability plan is by analyzing post-event surveys and obtaining a clear understanding of any required updates or changes to the self-advocacy and transition-age youth video. It is critical that all video content and resources remain current and that changes are made based on participant's input.	

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.	Hispanic , African American , Native American , Pacific Islander (list) , Other (list)	
Applicant Comment	Other: Asian Pacific Islander: Hawaiian	

2. Number of Target Group Served	Applicant Response	
For each target group selected in previous question, list number served.	Based on TCRC POS report: Hispanic 47% African American <2% Other / Asian 5% Native American <1% Pacific Islander <1%	

3. Languages	Applicant Response	
Select all Languages the project will serve. If you select "Other" please list all languages.	Spanish , Tagalog	
Applicant Comment	English	

4. Age Groups Served	Applicant Response	
Select all Age Groups the project will serve. If you select "Other" please list groups.	22 and older , 16 to 21	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
Applicant Comment	There are two distinct groups within this age range: Students who will graduate with a diploma and those who will not. Each has its own unmet needs -- students who graduate K-12 with a diploma become ineligible for special education around age 18. This group may still require life-skills training, self-advocacy, planning/organization and health/safety skills in order to be successful in college, the workplace, and independent living. Students without receiving a diploma are still eligible for public educational services through age 22, at which point their eligibility for special education is terminated. It is intended that those additional four years are spent in a transition program wherein they learn life skills, independence, and receive job training/work experience so they are ready to move into the adult service delivery system.	

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.	UCP WORK, Inc's **Self-Advocacy Strategies Focusing on Transition-Age Youth Video** ("the project") supports a target population of people with intellectual and developmental disabilities (IDD), ages 16 – 24, categorized as "transition-age youth", living in the Tri-Counties catchment area. The goal of the project is to give the underserved target population access to self-advocacy training, the confidence to ask for the tools they need to be successful after high school, knowledge about their rights and responsibilities, how to talk about and make their own choices, and planning strategies for bridging the transition gap between youth and adult services. The video will provide transition-age youth with an opportunity to make informed choices and will give them a greater understanding of regional centers. The video will also give transitioning youth and their support systems, a foundation to work from as they embark on adult services. An outline of video topics are described below: 1. **Intro: What is self-advocacy and why is it important?** 2. **How to plan for life after high school / Transition planning.** Youth services will be ending and transitions to new living and work environments will develop. 3. **Planning who will support you in your journey to adult services.** Navigating community resources. Strategies on reaching out to others when you need help. Touring adult service programs. 4. **Knowing your rights and responsibilities, problem solving, listening and learning.** Setting and managing ISP goals so that you can understand and advocate for things that are of interest to you. Understanding conservatorships, power of attorney, or a special needs trust. Obtaining an ID card and voter registration. 5. **Public Educational Services explained** Planning for transition from school to work. Myths around employment for people with IDD. What safeguards are in place for workers with disabilities. 6. **Exploring options for competitive integrated employment.** What employment services are available. Learn about pre-employment training services, job coaching, and volunteer opportunities. Knowing your rights to earn a competitive wage. 7. **Accessibility Issues / Understanding the ADA.** Navigating access barriers while out in the community, while at work, and while at the doctor's office. Transportation planning. How to stay safe in the community.	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
	8. **Living well in the community of your choice.** Accessing Home and Community Based Services (HCBS). Overview of the "person-centered" approach. 9. **Toolkit on self-determination planning.** A quick guide to self-determination and setting goals. 10. **Closing / Summary of 8 Steps to Becoming a Stronger Self-Advocate.** In addition, the project will aim to increase representation and voice for people with IDD and create collaborative opportunities for connection and learning for self-advocates and families of diverse communities. The project will **promote service access for transition-age youth** with a focus on competitive integrated employment opportunities, including individualized and group supported employment opportunities, and creative vocational day-services that nurture individual skills and abilities. There will be a focus on pre-employment skills training, soft skills training and community integration, including both paid internships and volunteer opportunities. The project will also include 2-3 guest speakers from the local IDD community to relay their stories or relay testimonials via 10-30 second soundbites. The goal of this approach is to empower audience members by showing **real-life experiences** as it relates to self-advocacy, barriers to accessing local services discussed, and personal involvement in competitive integrated employment. In order to conduct a video that is accessible for people with differing levels of intellectual disabilities and language skills, the project will utilize a "TL;DR" approach of presenting key information in an abbreviated format with the use of text and graphics, and follow with a voice-over with more in-depth examples and complex situations discussed. This approach will provide audience members the opportunity to select for themselves what information is most useful, such that it can be meaningful and **accessible by a very diverse population.**	
2. Organization Experience	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
What experience does the organization/group have working with the target population?	UCP WORK, Inc., has been a service provider in the Tri-Counties for 53 years and is dedicated to supporting people with IDD in achieving more productive and independent lives by offering a variety of innovative programs that maximize employability and independence for the most under-employed sector of our community. We have dedicated ourselves to supporting independence and inclusion, and to further the quality of life for 400+ people with disabilities. Each of our programs is custom designed to meet the needs of the individual, such as: Supported and Independent Living, residential homes for people who need a higher level of service, two adult day programs that focus on community access, transportation services, individual and group supported employment, community integrated arts classes, internship programs, power wheelchair soccer, youth services and children's adaptive arts and community integration programs. In 2021, it is expected that 18,000 kids with disabilities will enter the California Service System and they will be seeking new and innovative programs that will give them a springboard towards independence. By age 16, a young person's Individualized Education Program (IEP) should begin to address vocational and independent living skills needed for transition to adult living, as well as appropriate educational goals. UCP WORK, Inc. is at the forefront in developing new programs every year, and we expect our service footprint to grow significantly to meet the increasing need for outside the box programs, including **transition services**, that will enhance employability and community access for all persons served. UCP WORK, Inc. currently serves an underserved population of people with IDD in the following age range: Young Adults (19-22) 4% Adults (23+) 94% Seniors (65+) 2%	
3. Underserved Target Populations	**Applicant Response**	
Explain how the target population(s) are underserved using RC POS data or other data as supporting evidence of the disparity.	The TCRC Purchase of Service data (FY 2019-19) categorizes underserved populations by age, ethnicity, language, diagnosis, and type of residence. What was evident to us after careful review of the POS data, is that the target population for the project needs to focus on strategic outreach efforts to transition-age youth (16-24) that are living with a parent or guardianship in their home (82%), versus 9% in ILS, or 5% or lower in other residence. The project's outreach must also include the primary languages of persons served, which include English speakers at 77%, Spanish speakers at 22%, and Other/Multicultural (Tagalog) at 8%.	
4. Input from Community	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	Annually, UCP WORK, Inc. conducts satisfaction surveys with families and individuals served to evaluate their feedback regarding quality of service delivery, overall agency and staff communications, ease or challenge of accessing services, and to ensure that we are providing information in a culturally sensitive way. The agency also conducts annual Stakeholder (employees, persons served, and community partner) surveys to collect input on the agency's strengths and areas in which we need to improve. The stakeholder surveys are carefully compiled and assessed to support the agency in developing our annual Strategic Plan, as well as in supporting the design and objective of the project. Additionally, UCP WORK, Inc. conducted research on social trends amongst the target population of ages 16-24 and found that this group has a preference for strong engagement with video content. 32% watch online video for over an hour a day, 30% for two hours a day, and 21% watch over three hours per day. 80% use YouTube as a core video platform and 79% use Facebook. This data supports our project objective in producing a video for promoting service access and training purposes.	
5. Improve Access	**Applicant Response**	
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?	UCP WORK, Inc's Self-Advocacy Strategies & Transition-Age Youth Video ("the project") will help to improve equity, access and reduce barriers to people with IDD, specifically for the target population of ages 16-24, and their support systems, by improving access to collaborations, learning, training and resources for self-advocacy, youth transition services, and adult-service supports for educational and integrative employment opportunities. According to the U.S. Bureau of Labor Statistics, in July 2020, 46.7 percent of young people (ages 16-24) were employed, down from 56.2 percent in July 2019. Additionally, the labor force participation rate fell for all race and ethnicity groups over the year. We understand that this decline is mostly due to COVID-19 or other barriers. Additionally, UCP WORK, Inc. maintains a comprehensive accessibility plan that is reviewed on an annual basis. The plan identifies and addresses all barriers to full community access and relies on an annual ADA survey that focuses on the following areas: Transportation, technology, architectural, financial and attitudinal barriers. UCP WORK, Inc. is also active members of a HCBS Advisory Committee and "Peer Partner Project" task force which was established primarily as a peer support network to empower direct support staff and persons served with trainings in Person-Centered education and HCBS mandated requirements.	
6. Support RC's Recommendations	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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?	UCP WORK, Inc. relies on its vendor partnership with TCRC in providing case management and referrals for services. In February 2021, UCP WORK, Inc. plans to meet with and discuss the project with TCRC, collect data for dissemination of information, collect self-advocacy and transition resources, and discuss any project recommendations TCRC may provide. In partnership with EPIC Advocacy & Consulting of Santa Barbara, UCP WORK, Inc. will collaborate on the development of the project script. Founder of EPIC, Sandy Dixon Shove, is on the Executive Boards of the Autism Society of Santa Barbara and Autism Society of California, chaired the Treatment Subcommittee of the Tri-Counties Interagency Autism Task Force, is a founding member of the Women's Organization for Special Education Professionals (WOSEP), member of the Council of Parent Attorneys and Advocates (COPAA), founding member of the Alliance of California Autism Organizations (ACAO), and a former site representative for the Santa Barbara Unified School District's Special Education Parent Advisory Committee. She presents at regional and national conferences and offers local trainings for parents, professionals, graduate students, and community members on the IEP process, systemic advocacy, and parent-professional partnership. UCP WORK, Inc. will also collaborate to obtain relevant resources from other community partners, such as, the Independent Living Resource Center (ILRC) of the Tri-Counties, Department of Rehabilitation, SELPA and other county school districts.	
7. Project different or unique	**Applicant Response**	
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?	What's unique or different, when compared to a currently funded grant listed on the DDS website, is that the project will increase representation of the transition-age youth population, by promoting service access and strategies focused on competitive integrated employment. We believe there is an unmet need for this target audience and it is our goal to help build a foundation for transitioning youth and their support systems, to make informed choices as they embark on adult services. The project will be unique by focusing on individual and group supported employment services, as well as, creative vocational day services that nurture individual skills and abilities. Video topics will focus on pre-employment skills training, soft skills training and community integration, including paid internships and volunteer opportunities.	
8. Activities & Measures to Achieve Goal	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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.**	There are several scheduled operational milestones to complete to achieve UCP WORK, Inc's project objective, which include: 1. Recruit/hire self-advocacy consultant for resources and script development; 2. Secure a project timeline, design story board, and complete script; 3. Recruit/hire staff for video voice-over; 4. Secure Spanish translator and ASL; and lastly, 5. Secure a video production company and conduct final filming and post-editing. Additionally, UCP WORK, Inc. plans to develop a strategic project outreach plan, utilizing the following marketing efforts: Press release, email, digital newsletter, blog posts, social media, and possibly print media (mailers). The target catchment area will be the Tri-Counties; North and South County of Santa Barbara, including Carpinteria, Santa Barbara, Goleta, Santa Ynez, Lompoc, Santa Maria, and Orcutt. The marketing goals will be measured by summarizing email open rates and social media analytics.	
9. Measures	**Applicant Response**	
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?	One of UCP WORK, Inc's project activities and goals is to initially conduct two workshops for individuals with IDD and families to watch the self-advocacy video by June of 2021; One workshop in Santa Barbara and the other in Santa Maria, held in our Applied Abilities program space. Due to COVID-19, these may be scheduled as virtual events. To measure the number of attendees and audience demographic, we plan to include a short digital pre-event survey when people register for the event. Questions would be; 1. What is your age, race (optional), how did you hear about this event, what questions do you have/what do you hope to learn from this training? Additionally, UCP WORK, Inc. plans to email/mail a post-event consumer and family survey to analyze and report on the impact of knowledge and sense of efficacy of the training for the purpose of collecting qualitative data. Upon review of all qualitative data from consumer surveys, we plan to summarize the survey information to measure increased referrals to TCRC and referrals to UCP WORK, Inc., with "access to services" being the indicator. This will support the collection and finalization of quantitative data.	
10. Budget Narrative	**Applicant Response**	

APPLICANT QUESTION	APPLICANT RESPONSE	ATTACHMENTS
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. 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.		1
Proposal Certification		
Certification		
1. Applicant & Regional Center Discussion	**Applicant Response**	
If you are a CBO, have you discussed your proposal with the RC(s)?	No	
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	Rae van Seenus	