

# Application Report



**Applicant Organization:** Understanding Needed Integration  
**Project Name:** Coaching to Empower Program (CTEP)  
**Application ID:** App-22-682  
**Funding Announcement:** FY 22-23 Service Access and Equity Grant  
**Awarded Amount:** \$225,000

**Project Summary:** U.N.I's Coaching to Empower education and training program will empower transitional aged underserved African American and Hispanic individuals with intellectual/developmental disabilities and their families using a person-centered approach to increase awareness and self-advocacy in efforts to build strong leaders and to boost utilization of services.

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**Section Name:** Applicant Eligibility

**Sub Section Name:** Applicant Information

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**1. Applicant Question:** Project Title

What is the Project Title?

**Applicant Response:**

Coaching to Empower Program (CTEP)

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**2. Applicant Question:** Awarded Amount

What is the total amount awarded for the project?

**Applicant Response:**

\$225,000

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**3. Applicant Question:** Organization Type

Choose the response that best describes your organization.

**Applicant Response:**

Community Based Organization, non-501(c)(3) EIN

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**4. Applicant Question:** Description of Organization/Group

Provide a brief description of the organization or group. Explain what experience your organization has managing a project similar to the proposal and state the outcomes of that project. You may upload your brochure or add a website link.

**Applicant Response:**

Understanding Needed Integration (U.N.I) LLC is a community-based organization established in 2020. U.N.I’s staff have over 20 years of experience working with African American and Hispanic individuals with intellectual and/or developmental disabilities and their families. U.N.I has experience using culturally responsive strategies and in providing linguistic and cultural relevant services to individuals with special needs and their families. U.N.I managed an outreach and support program for workforce development similar to CTEP’s proposed project. The project consisted of increasing awareness, increasing the number of individuals with special needs in the workforce and improving employable skills. This program had great outcomes. In 3 years, U.N.I’s participants went from 0 to over 40 individuals with special needs working in the community or at organizations

**Attachment:**

[UNI\\_TRIFOLD\\_BROHURE\\_V1.3.pdf](#) - PDF FILE

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**5. Applicant Question:** Applicant in Good Standing

Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? Please upload confirmation letter(s) or proof of good standing.

**Applicant Response:**

Yes

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**6. Applicant Question:** Subcontractors in Good Standing

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?

**Applicant Response:**

Not Applicable

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**Section Name:** Grant Reapplication Information

**Sub Section Name:** Grant Reapplications Only

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**1. Applicant Question:** Previous Award(s)

Did your organization receive DDS grant funding in fiscal year 2020-21 or 2021-22? If yes, go to question 2 to complete each column. If no, skip this category and go to category 3.

**Applicant Response:**

No

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**2. Applicant Question:** Previous Grant Award(s)

Since fiscal year 2020, complete a row for each DDS Service Access and Equity grant your organization was awarded funding.

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**Applicant Response:**


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**3. Applicant Question:** Previous Grant Outcomes

Provide a brief grant summary of your project outcomes for fiscal year 2020-21 and/or 2021-22.

**Applicant Response:**

Not Applicable

**Applicant Comment:**

Not Applicable

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**4. Applicant Question:** Project Transition

If awarded, how will your current project(s) transition into the 2022-23 proposed 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.

**Applicant Response:**

Not Applicable

**Applicant Comment:**

Not Applicable

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**Section Name:** General Application

**Sub Section Name:** Proposal Summary

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**1. Applicant Question:** Project Type

Choose the project type that best describes your activities from the list below:

**Applicant Response:**

Education and Training

**Applicant Comment:**

U.N.I.'s Coaching to Empower education and training program will empower transitional aged underserved African American and Hispanic individuals with intellectual/developmental disabilities and their families using a person-centered approach to increase awareness and self-advocacy in efforts to build strong leaders and to boost utilization of services.

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**2. Applicant Question:** Duration of project

Choose the duration of your project.

**Applicant Response:**

12 months

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**3. Applicant Question:** Regional Centers

Choose the Regional Center(s) that your project will serve. Check all that apply. If you are proposing a statewide project, select the All Regional Centers/Statewide option.

**Applicant Response:**

- Harbor Regional Center
  - South Central Los Angeles Regional Center
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**4. Applicant Question:** Counties Served

List the county or counties your project proposes to serve. Check all that apply. If you are proposing a statewide project, the select All Counties / Statewide option.

**Applicant Response:**

- Los Angeles County
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**5. Applicant Question:** Community Based Organizations

Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.

**Applicant Response:**

Not Applicable

**Applicant Comment:**

Not Applicable

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**6. Applicant Question:** Multiple Organizations

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.

**Applicant Response:**

No

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**7. Applicant Question:** Strategies and Sustainability

How will your project continue its work after the grant funding has concluded?

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**Applicant Response:**

U.N.I’s Coaching to Empower Program will sustain from the client’s ability to utilize services and self-advocacy. CTEP’s sustainability will be measured and supported by quantitative and qualitative data that demonstrate program efficiencies and effectiveness; community advocacy; funding diversification and collaborative partnerships that can maximize resources. CTEP’s sustainability plan is a roadmap for achieving long-term goals and documents the strategies used to sustain the program after the grant cycle. In addition, support and training material created during the grant period will be shared with newly acquired clients after the grant period and their families to assist with connecting them to resources and supports.

**Sub Section Name:** Target Population

**1. Applicant Question:** Ethnicity Groups Served

Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" or "Other" use comment section to list specific groups.

**Applicant Response:**

- Hispanic
- African American

**2. Applicant Question:** Ethnicity Group(s), Language(s) and Number of Individuals Served

For each ethnicity group, provide the number of individuals your project intends to serve and the related language(s).

**Applicant Response:**

Ethnicity Group(s)	Individuals Served	Language(s)
Hispanic	50	Spanish
African American	25	English

**3. Applicant Question:** Age Group(s) Served

Select all Age Groups the project will serve.

**Applicant Response:**

- 16 to 21
- 22 and older

**Section Name:** Project Application

**Sub Section Name:** Project Application

**1. Applicant Question:** Project Summary and Organizational Experience

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. In your answer, include what experience your organization has working with the target population and how your organization will work with the local RC(s).

### **Applicant Response:**

Understanding Needed Integration's Coaching to Empower Program (CTEP) proposes to implement an innovative self-advocacy, education and training program targeting transitional aged youth and their families. This program will reduce POS disparities amongst African Americans and Hispanic individuals with IDD between the ages of 16-25 that have not utilized or underutilized available regional center services. CTEP will increase self-advocacy, build the capacity of clients and their families regarding services and assist them to utilize services that are available.

CTEP will incorporate a person-centered approach that incorporates the entire service delivery process by using culturally appropriate group and 1:1 coaching to eliminate barriers, increase trust factors, equip participants and their families with the tools to have their voices heard and improve client satisfaction with the regional center and community services. The targeted population from the South Central and Harbor Regional catchment areas will benefit from our services by improving self-advocacy and improving awareness.

CTEP will consist of seminars, workshops, provider fairs and a 4-step person-centered process. CTEP will host 4 transition and support seminars and workshops throughout the grant period. The seminars and workshops will consist of parent/consumer advocate guest speakers, regional center representation and CTEP staff that will embark upon a better understanding of regional centers, alternative services, the IPP process, independent facilitation, Title 17, resources, Medi-Cal, POS utilization, person-centered approaches and community leadership opportunities. CTEP will also host 2 fairs and invite service providers and community representatives. Interested participants will advance to the CTEP 4-step person-centered process which will include: 1. an initial intake, needs-based assessments and screenings in the participant's home language, 2. Identified personalized interventions 3. Consumer and parent/guardian education/trainings and 4. Evaluation, follow-up with added interventions if needed. Support interventions will include: individual 1:1 and/or group trainings/supports in English and Spanish, peer-to-peer support, leadership development, self-determination, technology trainings, community-based support, facility tours and family engagement services.

U.N.I has extensive experience working with the transitional aged individuals with special needs population and have witnessed the difficulties that this population has experienced accessing needed services and supports. U.N.I's leadership team have a combined total of over 20 years working with this population. U.N.I's staff participated in trainings related to disability advocacy and are continuously working to eliminate barriers and connecting clients from low-income communities to services and resources in the community. U.N.I's self-determination program helped identify barriers and pinpoint needs to be addressed.

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### **2. Applicant Question:** Data and Community Input

Explain why you have selected your priority population(s) using RC POS data and other data as supporting evidence of the disparity or inequity. Include how your organization used input from the community, target population, and RC to design the proposal.

### **Applicant Response:**

Quantitative and qualitative data was used in the determination to propose to implement U.N.I's Coaching to Empower Program. CTEP identified key factors that transitional aged African American and Hispanic clients faced when accessing regional center services. Upon review of the POS data listed on SCLARC and HRC's website, it was found that there is no clear aggregation of POS data for transitioned aged African American or Hispanic individuals with IDD. POS data is presented for ages 0-2, 3-21 and 22-99. The Coaching to Empower Program data will assist SCLARC and HRC to gather service data for transitional aged African American and Hispanic individuals with IDD. This project will help dive deeper into the disparities among this population. According to the California Department of Education, transitional aged individuals with IDD is in need of education and training including resources to assist with transitioning from high school to adulthood. Regional center data shows that there is a decline in POS from ages 3-21 to 22-99 among Hispanic regional center clients. U.N.I's CTEP project design and activities were created with the input of transitional aged family members of individuals with special needs, staff members that support this population and members of the community. Barriers were identified, including lack of resources, language, lack of trust, being afraid, cultural, awareness and self-advocacy.

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### **3. Applicant Question:** Uniqueness

How is the proposed project unique from a currently funded grant (e.g., strategies, activities, and goals) in the proposed RC catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?

### **Applicant Response:**

Although, there are programs that provide education and training to individuals served by South Central and Harbor Regional Centers, there are distinct difference between the current programs offered and the proposed Coaching to Empower Program. CTEP was designed by a former high school special education coordinator with the input of parents/caregivers, family members and close family friends of individuals with special needs. CTEP specifically targets transitional aged African American and Hispanic individuals with intellectual/developmental disabilities and their families. CTEP was built upon data and the information collected surrounding service needs from current clients and their families. With the input of former school district special education staff, CTEP identified transitional needs and pertinent activities to assist our targeted population that were observed during the individualized education plan (IEP) process while the participants were in the educational setting.

CTEP's unique innovative project design also sets us apart from other education and training programs currently offered by targeting a specific population, offering trainings and supports in a 1:1 and/or group setting while using a person-centered approach in hopes of reducing POS disparities. The CTEP is also empowering participants and their families in regards to self-advocacy, building trust, increasing knowledge, increasing independence and improving leadership skills.

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### **4. Applicant Question:** Improve Equity and Service Access

How will your project measurably improve equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?

### **Applicant Response:**

The CTEP approach aims to ensuring that all clients receive equitable access to services in their home language and barriers are removed. CTEP is focusing on transitional aged African American and Hispanic individuals with IDD and their families. Studies show that the lack of resources, low knowledge base, being afraid and not being equipped with the correct tools are contributing factors to inequitable services after high school. According to studies conducted by CDE and data used from the Office of Disability Employment Policy (ODEP), resources are needed to improve access and eliminate barriers for individuals with special needs transitioning from high school to adulthood. CTEP will use CDE's identified resources along with other measures to help improve compliance with laws, eliminate POS disparities, improve equality and access and improve post-high school outcomes.

CTEP will ensure that clients and their families are equipped with tools to have their voices heard and are aware of identified resources, know their rights by hosting seminars and workshops in the client's community, having translation services, providing services in a safe trusting environment, hosting fairs that focus on eliminating inequities and improving access. Barriers will be removed by using a person-centered approach during the 4-step CTEP process. CTEP's clients and their families will learn to advocate effectively in the educational setting and other systems after high school.

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### **5. Applicant Question:** Support of RC Plan

Does the project support the RC plan to promote equity and reduce disparities in their catchment? 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 to promote community inclusion?

### **Applicant Response:**

The Coaching to Empower Program was designed around the 2022 proposed service contract disparity measures identified by South Central Los Angeles Regional Center and Harbor Regional Center's performance plan. CTEP will help the South Los Angeles and Harbor Regional Center meet their goals of increasing the percentage of total annual purchase of service expenditures for transitioned aged individuals and will use the identified activities regional center will employ to achieve outcomes to help promote equality and reduce barriers. CTEP will promote advocacy by facilitating trainings that will improve the number of transitional aged African American and Hispanic individuals participating in regional center programs. CTEP's proposed seminars and workshops will be offered in collaboration with regional center staff and community organizations that provide services to intellectually/developmentally disabled individuals. CTEP will collaborate with school districts by equipping clients and their families with the tools needed to advocate for themselves during the Transitional Individualized Education Process (TIEP) process. Staff from school districts, transitional centers, vocational programs and community-based organizations that provide services to individuals with special needs will be invited to participate in our seminars, workshops and fairs.

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### **6. Applicant Question:** Project Activities and Measures

**Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.**

The schedule of activities clearly and specifically demonstrates the steps that the project will take to achieve its stated objective and measures. Do the proposed measures appropriately track the project objective and activities, provide insight into the effectiveness of project, and demonstrate impact on the target population?

## Applicant Response:

CTEP's program targets transitional aged African American and Hispanic individuals with IDD and their families. Identified activities will empower clients and their families to become leaders and improve self-advocacy. CTEP's activities will also assist to achieve our objective of empowering transitional aged African American and Hispanic individuals with IDD and their families surrounding awareness and self-advocacy in efforts to build strong leaders and to increase utilization of services.

The schedule of activities identified to achieve our stated objective and measures include:

1. Recruiting/hiring 1 full-time Case Manager who will be responsible for coaching clients by providing 1:1 support, pre/post surveys and collect data while implementing the 4-step CTEP process, 1 full-time Program Outreach Coordinator who will support with outreach campaigns, recruiting participants to host workshops and coordinating events and 1 part-time Program Specialist. Staff will be fully hired and trained in the first month of the grant cycle and scheduled to start providing services beginning March 1, 2023.
2. Scheduling individual and group meetings with stakeholders including community organizations, local business, secondary/post-secondary institutions, career and technical education centers and regional centers. Meetings will begin at the start of the grant cycle and continue through the end of the grant cycle.
3. Securing locations for the 4 seminars and workshops in locations that are easily accessible to individuals that are clients or will be clients of SCLARC or HRC. The events will be calendared during the first quarter of the grant.
4. Developing culturally and linguistically appropriate material and curriculum. Material and curriculum will be translated in Spanish and created using understandable terminology at the start of the grant period and continue throughout the grant period.
5. Preparing and evaluating pre/post surveys and questionnaires that will be used to structure client services
6. Securing technology that will be used during the 4-Step process will begin at the start of the grant cycle.
7. Outreach, training and support sessions targeting transitional aged African American and Hispanic individuals with IDD and their families beginning at the start of the grant cycle.
8. Developing a shared calendar with dates and times of support meetings with the 4-step CTEP clients
9. Conducting follow-up telephone calls and emails regarding use of services, support, trainings and workshops

The proposed performance measures are clear, concise and appropriate to track CTEP's objective and activities. The quantifying data will help to identify the number of individuals served and the qualitative data will help identify the effectiveness or ineffectiveness of the program and the ways the communities were impacted by the services CTEP provided. The proposed performance measures will also help determine if the targeted population's barriers are removed and improved client satisfaction.

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## 7. Applicant Question: Budget Template and Narrative

**Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.**

The project budget is consistent with the stated project objective and activities, and clearly and concisely explains how the proposed expenditures support the overall project design and outcomes. The project budget costs are clearly associated with the activities and does not include non-allowable costs or costs funded by other sources.

- Budget Template example is located at [Attachment C](#).
- Budget Details and Restrictions are available [here](#).

**Applicant Response:**

All proposed budget items are directly tied to the grant. CTEP is requesting \$229,947.47 to help meet our objective of empowering transitional aged underserved African American and Hispanic individuals with intellectual/developmental disabilities and their families using a person-centered approach to increase awareness and self-advocacy in efforts to build strong leaders and to boost utilization of service. For personnel services we are requesting \$178,172.47 to pay for new employees and \$51,775.00 for operating expenses to address all identified activities and to meet identified performance measures. The requested funds will not be used for non-allowable cost or expenses that are funded by other sources.

The Program Outreach Coordinator is a new position and will be responsible for organizing all events to promote the project, conducting monthly outreach campaigns, meeting with stakeholders, attending outreach events, building community partnerships, linking clients and their families to regional centers and community resources and signing clients and their families up for CTEP's 4-Step Person-Centered process.

The Program Director will be responsible for recruiting, hiring and training staff to work on the project. The Program Director will also be responsible for overseeing the grant, grant compliance and meeting the identified objective and performance measures.

The Case Manager is a new position and will be responsible for overseeing CTEP's 4-Step Person-Centered process, client management, screening clients, self advocacy trainings, leading workshops, linking clients to services, providing interventions and building the capacity of our clients and their families.

The Program Specialist is a new position and will be responsible for working with the Case Manager and Program Outreach Coordinator to implement identified activities. This position will also be responsible for developing culturally relevant material, curriculum development, assuring that all literature is translated, providing knowledge, understanding, assistance, and advocacy for clients and their families conducting surveys, performing follow-up activities.

For operating expenses, we are requesting \$51,775.00 to support activities 1-16. expenses include facility rentals to host seminars, workshops and fairs, instructional material, office supplies, transportation for our clients and their families to attend events and provide services, trainings, subcontractor cost to pay for translation, audits and workshop host, advertisements, and outreach.

All identified budget items are needed to support the overall project design and outcomes. Requested budget items are necessary to implement identified activities and resulting in positive outcomes.

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**Section Name:** Proposal Certification

**Sub Section Name:** Certification

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**1. Applicant Question:** Confirm Proposal Discussion with RC(s)

CBOs are required to discuss their proposal with each RC(s) the CBO is intending to serve. If you are a CBO, have you discussed your proposal with each RC you are intending to serve?

**Applicant Response:**

Yes

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**2. Applicant Question:** RC Contact

CBOs are required to submit their application concurrently to the Department and to each RC(s) catchment the CBO is intending to serve. If you are a CBO, state the name(s) of the contact person(s) at each RC you have emailed your proposal application. The RC contact list is available here at [Attachment F](#).

**Applicant Response:**

SCLARC: Dexter Henderson, Kiara Lopez

HRC: Patrick Ruppe, Antoinette Perez, Thao Mailloux, Erika Segovia

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**3. Applicant Question:** Code of Conduct

**Grantee Code of Conduct**

The Department is committed to supporting services and programs with integrity that foster collaboration and professionalism. Grantees are expected to conduct project activities in a professional and respectful manner that include:

- **Valuing Diversity and Inclusion.** Grantees should embrace diversity that includes but is not limited to: ability, race, language, national origin, citizenship, age, gender identity or expression, sexual orientation, and religion.
- **Conducting Activities with Personal and Professional Integrity.** All activities with individuals, families, community organizations, regional centers, and state, local and federal agencies should be conducted with professionalism, dignity, respect, and fairness. Grantees should be open to listening to different points of view and fostering productive communication.
- **Providing a Positive Work Environment:** All projects should foster a positive and respectful work environment with their colleagues and other grantees.

**Applicant Response:**

- I acknowledge that I have reviewed the Code of Conduct.
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**4. Applicant Question:** Applicant Certification

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.

**Applicant Response:**

Yes

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