

Home and Community-Based Services (HCBS) Rules CONCEPT PROPOSAL

Enclosure C

Existing regional center vendors may receive funding to make changes to service settings and/or programs to help them come into compliance with the HCBS rules. To be considered for funding, vendors must complete and submit this form and the Provider Compliance Evaluation form by October 1, 2016, to the regional center with which it has primary vendorization.

This form may not exceed three pages and must be kept in Arial 12-point font. The narrative should link to the federal requirement that is not being met. The Provider Compliance Evaluation should guide the narrative. The results of the Evaluation should be clearly laid out in the narrative. Additionally, the narrative should describe how the funding would achieve compliance. Concept proposals should be developed with a person-centered approach, with proposed changes/activities focused on the needs and preferences of those who receive services. The estimated budget and timeline need not be detailed at this point but must include all major costs and benchmarks.

More information on the HCBS rules and this form can be found at:

<http://www.dds.ca.gov/HCBS/>

Vendor and vendor number	WISE Cypress HM1096
Primary regional center	Regional Center Orange County
Service type and code	Adult Developmental Center 510
Number of consumers currently serving	24
Barriers to compliance with the HCBS rules and/or project implementation	<p>Students in the WISE (Work, Independence, Self-Advocacy, Education) Program on the Cypress College campus who use wheelchairs, do not have full access to the greater community to engage in community life. This is due to the restrictions of the bus routes around our campus, and the fact that we do not have a wheelchair accessible van available to us on the Cypress College campus. Students go on a field trip once per week to reinforce lessons learned in the classroom, and to participate in age appropriate activities such as museums, going out to eat, volunteering, shopping, library, and other educational activities. This is a very important part of our program. Students have volunteer jobs in the community, currently at the Cypress Senior Center and the Orange County Food Bank, where they practice the job skills learned in our classroom. Students learn to interact appropriately with other workers, employers, and the public, while performing real job duties. They learn to focus on tasks, finish each task from beginning to end, to take pride in their work, and clean up after themselves. Communication on the job is a very important aspect of the skills they learn. Students practice planning tasks, asking for help, and independently finding new tasks to do if their job duties are completed early.</p>

	<p>Students also practice leisure skills in the community. For instance; bowling once per month. Students learn to use the computers to set and score their own games. They practice good social skills by following bowling etiquette, i.e. waiting until the bowler in the adjoining lane rolls before taking their own turn. If a ball gets stuck in a lane, students must seek out a bowling alley attendant and practice self-advocacy by asking for help. Students learn to be independent by ordering their own lunches from the menus at lunch time, counting out their own money to pay for food, and saving receipts for the book keeping at home. All of our field trips include practicing social skills in the community, making purchases, pedestrian safety skills, handling money safely, and always self-advocacy and communication. Our students are exposed to helpful community resources such as police, libraries, fires stations, recreation departments, job fairs, gyms, parks, museums, farmer's markets, and historical sites, among many others. They learn how to access these services and activities and what to use them for. Mobility training is an integral part of our program. WISE students learn to read a bus schedule and plan routes for their field trips. They learn how to pay their fare, how to get discount bus cards, and practice bus safety skills. They look for landmarks that tell them when to pull the cord for a stop. These are all wonderful ways to help our students integrate in to our surrounding community, and learn to access the services that the community provides. WISE students and staff generally use public transportation to access these activities. There are three bus routes that have stops within walking distance of our classroom, Routes 42, 21, and 25. Routes 42 and 21 stop at our college, and Route 25 is 1.5 miles away. We can occasionally use Route 25 if we have students who can walk that far. The OCTA routes near Cypress College have been severely cut in the last few years. Many places that we were able to access for field trips in the past are no longer available to us due to limited bus routes, which means that accessing meaningful field trips grows more difficult each year. For instance, in 2009, weekday, mid-day bus service on Route 21 was severely reduced to running only once per hour. Because most riders use the bus to get to work and back, mid-day service is always the first thing to be eliminated. Unfortunately mid-day service is exactly when our class uses the bus. This particular reduction cut out ALL our usual field trips that we rode Route 21 for. We simply could no longer get to our destinations and back in time for the end of class time, using bus Route 21. In 2013 OCTA again slashed routes severely, 150,000 hours of annual service, focusing again on weekend and mid-day routes. This cut 8% of the county's bus routes, which in turn reduced the frequency of buses on Route 25 during the week to only once every 45 minutes to an hour, which makes it impossible for us to go anywhere and get</p>
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	<p>back to school in time for the end of class. That cut left our class with only Route 42 to ride for all of our field trips. Route 42 has also been diminished over the years and does not run as often as it used to. We still use this bus route frequently, but some of our usual field trips cannot be reached in time using this route, and have had to be cut from our schedule. One way that we compensate for our lack of bus routes is to borrow the use of Cypress College vans. Their generosity has enabled us to travel further afield and access meaningful and educational field trips all over the county. However Cypress College does not have a wheelchair accessible van, so we scramble to include our students who use wheelchairs into our van field trips. One solution we have tried is using OCTA ACCESS for our students who use wheelchairs, but this service has proved to be unreliable due to their policy of having an hour window of time for pick up and drop off. This also creates an unfair “separate but equal” solution for our students using wheelchairs, in that they must ride separately from the rest of the students, thus missing out on conversation, education, and comradery in the vans on the way to and from field trips. They may also arrive late and miss portions of the field trip that other students have access to. Using OCTA ACCESS carries the risk of students not returning from field trips on time and/or being stranded in the community. Another solution we have tried is to have parents and caretakers provide transportation to important field trips for their students who use wheelchairs. This does not promote the independence that we desire for the students in question.</p>
Narrative/description of the project. Identify which HCBS federal requirements are currently out of compliance; include justification for funding request	<p>The difficulties that the WISE Program has in keeping our students integrated into the community could be solved by the purchase of a wheelchair accessible minivan, dedicated to the students in the WISE Program. (Please see attachment) A 2016 Dodge Caravan SXT can hold 6 students, 2 of whom could be using wheelchairs. This would be a perfect transportation method for our class to use to better access and fully integrate into the community and into community life. The van could be housed securely on our campus, along with the Cypress College vans, behind the Maintenance and Operations building.</p>
Estimated budget; identify all major costs and benchmarks—attachments are acceptable	<p>(Please see attachment) Vehicle \$49,380.00 Customer Options \$340.00, Delivery \$945.00, Sales tax \$2191.00, Registraion tax \$278.00, Total \$53,134.00</p>
Requested funding for 2016-17	<p>\$53,134.00</p>
Estimated timeline for the project	<p>We can order the van as soon as we receive funding. It should only take a month or two to get the van delivered.</p>