

## Home and Community-Based Services (HCBS) Rules CONCEPT FORM

The Home and Community-Based Services (HCBS) rules ensure that people with disabilities have full access to, and enjoy the benefits of, community living through long-term services and supports in the most integrated settings of their choosing. In order to assist in determining eligibility for compliance funding, providers must complete this evaluation. Both "Yes" and "No" answers require an explanation. A "No" response *could* mean a service setting is out of compliance with the HCBS rules and is potentially eligible for funding to make necessary adjustments. Once this evaluation is completed, it should act as a guide for filling out the provider compliance funding concept, which is required for any provider to be eligible for compliance funding. **Completion of this evaluation is for the sole purpose of applying for compliance funding and does not take the place of future provider assessments that the Department may require to determine provider compliance with the HCBS settings rules. Only providers requesting compliance funding need to complete this evaluation.**

Federal Requirements #1-5 apply to providers of all services, including residential and non-residential settings. Federal Requirements #6-10 are additional requirements that apply only to provider-owned or controlled residential settings.

The column labeled "Guidance" contains a series of questions intended to help identify compliance or non-compliance with each requirement as it relates to the HCBS rules. While responses to these questions can help in the determination of whether or not a particular requirement is met, these responses may not be the sole factor in this determination.

More information on the HCBS rules and this form can be found at [www.dds.ca.gov/HCBS](http://www.dds.ca.gov/HCBS).

Questions may be directed to [HCBSregs@dds.ca.gov](mailto:HCBSregs@dds.ca.gov).

Date(s) of Evaluation: October 30, 2019	Completed by: Lorna Arceo Linda Whitford
Vendor Name, Address, Contact: Alternative Learning Center/Magnificent Adult Day Program, Inc. 2029/ 2031 West Compton Blvd., Compton, CA 90220 – Lorna Arceo, Linda Whitford	
Vendor Number: HX0289,HX0418, PX0839, PX0840	
Service Type and Code:510: Adult Development Center 055: Pre-Employment Training	

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<p><b><u>Federal Requirement #1:</u></b></p> <p><i>The setting is integrated in, and supports full access of individuals receiving Medicaid HCBS to the greater community, including opportunities to seek employment and work in competitive integrated settings, engage in community life, control personal resources, and receive services in the community, to the same degree of access as individuals not receiving Medicaid HCBS.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Do individuals receive services in the community based on their needs, preferences and abilities?</li> <li>• Does the individual participate in outings and activities in the community as part of his or her plan for services?</li> <li>• If an individual wants to seek paid employment, does the home staff refer the individual to the appropriate community agency/resource?</li> <li>• Do individuals have the option to control their personal resources, as appropriate?</li> </ul>
<p><b>Does the service and/or program meet this requirement?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please explain: Compliance with community integration is met because we now have Wheelchair Lyft vans to accommodate with community outings at least three times a week, but the staffing ratio can only support group activities not individualized preferences. Extra support is needed to enable individuals to be fully involved in and communicating their needs/preferences in a way that relates to their lives. Our workforce is trained to provide care and supervision and they do their best to meet individual needs within reasonable context but they need additional training to address and identify how to meet individual social and employment goals, needs and preferences in group community settings without compromising one person's need for the other. With adequate training and tools, availability of Employment Specialist we can deliver services that truly promotes person-centeredness, choice and control including competitive integrated employment.</p>	
<p><b><u>Federal Requirement #2:</u></b></p> <p><i>The setting is selected by the individual from among setting options, including non-disability-specific settings and an option for a private unit in a residential setting. The setting options are identified and documented in the person-centered service plan and are based on the individual's needs, preferences, and, for residential settings, resources available for room and board.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Does the provider have a current regional center Individual Program Plan (IPP) on file for all individuals?</li> <li>• Does each individuals' IPP document the different setting options that were considered prior to selecting this setting?</li> </ul>

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**Does the service and/or program meet this requirement?** ☐ Yes ☒ No

Please explain: The people we serve are referred by the Regional Center. Although we are provided with their IPP, the IPP does not document the settings options considered prior to selecting the setting. However, during assessment we do explain our services to the individuals and their families. Individuals lack the ability to choose to make a required informed decision. A person-centered thinking training will help to improve decision making ability of the individuals and also increase our staff's competence to clarify the guiding questions that will enhance selection of setting options for interested individuals. The staff will be able to adhere to the person centered service plan once they are trained on how the clients are assessed based on their individual choice.

[Click or tap here to enter text.](#)

### **Federal Requirement #3:**

*Ensures an individual's rights of privacy, dignity and respect, and freedom from coercion and restraint.*

### **Guidance:**

- Does the provider inform individuals, in a manner they can understand, of their rights to privacy, dignity, respect, and freedom from coercion and restraint?
- Does the provider communicate, both verbally and in writing, in a manner that ensures privacy and confidentiality?
- Do staff communicate with individuals based on their needs and preferences, including alternative methods of communication where needed (e.g., assistive technology, Braille, large font print, sign language, participants' language, etc.)?

**Does the service and/or program meet this requirement?** ☒ Yes ☐ No

Please explain: Our consumers are happy to attend the program because they are treated with respect and dignity by support staff. We use several channels of communication and devices such as You-tube, pictures, talking board to teach rights and other daily living skills curriculum. We have staff who speak English, Spanish and Philipino language (Tagalog) to meet the language needs of those we serve.

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<p><b><u>Federal Requirement #4:</u></b>  <i>Optimizes but does not regiment individual initiative, autonomy, and independence in making life choices, including, but not limited to, daily activities, physical environment, and with whom to interact.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Does the provider offer daily activities that are based on the individuals' needs and preferences?</li> <li>• Does the provider structure their support so that the individual is able to interact with individuals they choose to interact with, both at home and in community settings?</li> <li>• Does the provider structure their support so that the individual is able to participate in activities that interest them and correspond with their IPP goals?</li> </ul>
<p><b>Does the service and/or program meet this requirement?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please explain: Most IPP's mention individual's participating in socialization, employment and self-help skills which we offer in community settings based on what is available such as Paid Internships at body-shop, church, clothing outlet, movie theater, data entry position, etc. Our first step of transition will be to conduct a PC training for all staff, PC planning for all individuals, create a schedule of activities enabling individuals to choose based on interest, needs and preferences. This training will help us to teach and develop skill sets needed for successful inclusive life in the community driven by preferences, for both staff and individuals served..</p>	
<p><b><u>Federal Requirement #5:</u></b>  <i>Facilitates individual choice regarding services and supports, and who provides them.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Does the provider support individuals in choosing which staff provide their care to the extent that alternative staff are available?</li> <li>• Do individuals have opportunities to modify their services and/or voice their concerns outside of the scheduled review of services?</li> </ul>
<p><b>Does the service and/or program meet this requirement?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please explain: Granted some staff have appealing personality that cause more people to gravitate towards them. We are not able to meet this need, at best we can ensure that all staff receive Person-centered training which promotes best practice approach to support and subsequently, equips all staff to provide effective services that fosters the expression of preferences.</p>	

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Only providers of services in **provider-owned or controlled residential settings** need to complete the remainder of this evaluation. In **provider-owned or controlled residential settings**, in addition to the above requirements, the following requirements must also be met:

<p><b><u>Federal Requirement #6:</u></b></p> <p><i>The unit or dwelling is a specific physical place that can be owned, rented or occupied under a legally enforceable agreement by the individual receiving services, and the individual has, at a minimum, the same responsibilities and protections from eviction that tenants have under the landlord/tenant law of the State, county, city or other designated entity. For settings in which landlord/tenant laws do not apply, the State must ensure that a lease, residency agreement or other form of written agreement will be in place for each participant and that the document provides protections that address eviction processes and appeals comparable to those provided under the jurisdiction's landlord tenant law.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• As applicable, does each individual have a lease, residency agreement, admission agreement, or other form of written residency agreement?</li> <li>• Are individuals informed about how to relocate and request new housing?</li> </ul>
<p><b>Does the service and/or program meet this requirement?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please explain: N/A</p>	
<p><b><u>Federal Requirement #7:</u></b></p> <p><i>Each individual has privacy in his/her sleeping or living unit:</i></p> <p><i>Units have entrance doors lockable by the individual, with only appropriate staff having keys to doors as needed.</i></p> <p><i>Individuals sharing units have a choice of roommates in that setting.</i></p> <p><i>Individuals have the freedom to furnish and decorate their sleeping or living units within the lease or other agreement.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Do individuals have a choice regarding roommates or private accommodations?</li> <li>• Do individuals have the option of furnishing and decorating their sleeping or living units with their own personal items, in a manner that is based on their preferences?</li> <li>• Do individuals have the ability to lock their bedroom doors when they choose?</li> </ul>
<p><b>Does the service and/or program meet this requirement?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please explain: N/A</p>	



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<p><b><u>Federal Requirement #8:</u></b>  <i>Individuals have the freedom and support to control their own schedules and activities, and have access to food at any time.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Do individuals have access to food at any time?</li> <li>• Does the home allow individuals to set their own daily schedules?</li> <li>• Do individuals have full access to typical facilities in a home such as a kitchen, dining area, laundry, and comfortable seating in shared areas?</li> </ul>
<p><b>Does the service and/or program meet this requirement?</b> <input type="checkbox"/>Yes <input type="checkbox"/>No  Please explain: N/A</p>	
<p><b><u>Federal Requirement #9:</u></b>  <i>Individuals are able to have visitors of their choosing at any time.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Are visitors welcome to visit the home at any time?</li> <li>• Can individuals go with visitors outside the home; such as for a meal or shopping, or for a longer visit outside the home, such as for holidays or weekends?</li> </ul>
<p><b>Does the service and/or program meet this requirement?</b> <input type="checkbox"/>Yes <input type="checkbox"/>No  Please explain: N/A</p>	
<p><b><u>Federal Requirement #10:</u></b>  <i>The setting is physically accessible to the individual.</i></p>	<p><b><u>Guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Do individuals have the freedom to move about inside and outside the home or are they primarily restricted to one room or area?</li> <li>• Are grab bars, seats in bathrooms, ramps for wheelchairs, etc., available so that individuals who need those supports can move about the setting as they choose?</li> <li>• Are appliances and furniture accessible to every individual?</li> </ul>
<p><b>Does the service and/or program meet this requirement?</b> <input type="checkbox"/>Yes <input type="checkbox"/>No  Please explain: N/A</p>	

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**CONTACT INFORMATION**

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**ACKNOWLEDGEMENT**

By checking the box below, I acknowledge that completion of this evaluation is for the sole purpose of applying for compliance funding and does not take the place of future provider assessments that the Department may require to determine provider compliance with the HCBS settings rules.

☒ I AGREE

## Home and Community-Based Services (HCBS) Rules CONCEPT FORM

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

Vendor name	Alternative Learning Center/Magnificent Adult Day Program
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compliance evaluation form as one packet to the regional center with which it has primary vendorization.

### Instructions:

- The concept form on the next page must be used, may not exceed four pages plus the budget worksheet and any cost back up, and must be kept in Arial 12-point font. Submit the form in Microsoft Word or PDF format. An extra half page is permitted to answer questions about prior funding, but the rest of the concept must be within the standard page requirements.
- There has been a significant change in the form and process compared to prior years. **In order to receive funding, this 2019-20 form must be used.**
- For providers that operate programs with several vendor numbers involved in one concept, one evaluation and concept form should be submitted and should list all vendor numbers for related/included programs. If multiple programs owned by the same parent company have different compliance evaluations or concepts, additional applications can be submitted but should be attached in the same document as the other owned programs so they can be reviewed together.
- The results of the evaluation should be clearly laid out in the section referring to identification of federal requirements that are currently out of compliance, which the concept will address.
- The concept form includes detailed information that describes the funding requests and supports how the requests will assist the provider to come into compliance.
- There should be a clear link between what is being requested and the federal requirement currently out of compliance.
- Concepts should demonstrate how the requested change in service delivery will impact individuals in offering more choices or opportunities in the community.

### Strengths of previously funded concepts:

- Identified the need as well as proposed a plan to provide outreach and information regarding the HCBS rules to individuals served and members of their support teams.
- Discussed the need for additional funds in order to effectively support individuals served on a more individualized basis in overcoming barriers to community integration and employment, as appropriate.
- Prioritized the preferences of individuals served and utilized their feedback in the development of the concept.
- Implemented train-the-trainer certification for person-centered planning/thinking and training regarding the HCBS rules.
- Enabled residents to age in place and exercise more choice and independence.

More information on the HCBS rules and this form can be found at [www.dds.ca.gov/HCBS](http://www.dds.ca.gov/HCBS).



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Vendor number(s)	HX0289, HX0418, PX0839, PX0840
Primary regional center	South Central Regional Center
Service type(s)	Adult Day Program
Service code(s)	510, 055
Number of consumers currently served:	35
Current staff to consumer ratio	510: 1:3 055: 1:1
<p><b>1. Please provide a brief description of the service/setting that includes what a typical day consists of and how services are currently provided. This response must include the baseline/current levels for any aspects of the program for which the concept proposes funding.</b></p> <p>As soon as the individuals arrive at the Organization, they are organized for a one hour group session which includes teaching on Rights, Abuse, Emergency Preparedness, social skills, dance, Advocacy etc. They are transported to various social activities and scheduled work assignments to continue skill training. This schedule changes every month based on different topics chosen by staff.</p> <p><b>Project Narrative Description:</b> For better personal outcomes and meeting individual desires for employment driven by choice and preferences additional training is required for both staff and individuals receiving services.</p>	
<p><b>2. Please provide a brief summary narrative of the concept for which you are requesting funding, including justification for the funding.</b></p> <p>Compliance with community integration is met because we now have Wheelchair Lyft vans to accommodate with community outings, but the staffing ratio can only support group activities not individualized preferences. Extra support is needed to enable individuals to be fully involved in and communicating their needs/preferences in a way that relates to their lives. Our workforce is trained to provide care and supervision and they do their best to meet individual needs within reasonable context but they need additional training to address and identify how to meet individual social and employment goals, needs and preferences in group community settings without compromising one person's need for the other. With adequate training and tools, availability of Employment Specialist we can deliver services that truly promotes person-centeredness, choice and control including competitive integrated employment.</p>	
<p><b>3. Identify which HCBS federal requirements this concept addresses that are currently out of compliance. Could be all or a subset of those identified as out of compliance on the evaluation.</b></p> <p>1X 2X_ 3___ 4X___ 5X___ 6___ 7___ 8___ 9___ 10___</p>	

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**4. For each HCBS out-of-compliance federal requirement that is being addressed by this concept, describe the barriers to compliance and why this concept is necessary. If this information is in the evaluation section, please copy it here.**

**Q1:**We do offer daily activities chosen by staff not necessarily individual's needs and preferences due to lack of know how. Compliance with this rule is not linear, there are several methods, tools and strategies needed to get there. Person-centered thinking training, we believe is our first transition strategy. Current staffing and reimbursement rate make it challenging for us to take on a high budget item without assistance, particularly those needing integrated employment support (lots of door-2-door efforts to find customized opportunities). **Q2:**The people we serve are referred by the Regional Center. However, during assessment we do explain our services to the individuals and their families. Individuals lack the guidance to make a required informed decision. A person-centered thinking training will help to improve decision making ability of the individuals and also increase our staff's competence to clarify the guiding questions that will enhance selection of setting options for interested individuals. **Q4:**Most IPP's mention individual's participating in socialization and self-help skills which we offer in community settings but not necessarily based on preferences. Our first step of transition will be to conduct a PC training for all staff, PC planning for all individuals, create a schedule of activities based on interest, needs and preferences. This training will help us to teach and develop skill sets needed for successful inclusive life in the community driven by preferences.

**5. For each out-of-compliance federal requirement that is addressed in this concept, please explain how the concept will bring the vendor into compliance.**

**Q1, Q2 and Q4:**

**CHOICE:** Adequate staff training will create opportunity to support individuals with effective guidance to make informed decisions. Service will be less generic and more person-centered, choice and control will be more evident in service provided. This will diminish the barrier to choice and control.

**EMPLOYMENT:** Competitive employment training and placement will be offered and supported for those who chose this option. This will reduce percentage of adults with DD denied employment opportunity.

**Q5:** Another barrier is workforce shortage due to lack of competitive wage. Providing alternative staff will be possible when we receive daily rate increase.

**6. What are the proposed outcomes and objectives of the concept, and what are the methods of achieving and tracking them?**

- More individuals will participate in choice making about activities they like in the community. They will also have a voice to refuse what they don't want.
- Service competency of staff will increase which will improve the creativity to provide better option to individuals.
- Seeking competitive employment opportunities should improve/increase
- Satisfaction of services will increase due to creativity of ideas/options
- Their tracking will be based upon their person-centered plan expectations and timeline built based on their needs based outcome expectation

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<p><b>7. Please describe how and/or what was done to include input from the individuals served in developing this concept? Discuss not only the development of the concept, but also what steps were taken to identify the interests and desires of the individuals and who was involved in that process.</b></p>
<p>We conducted verbal interviews with the individuals and some parents (some of them needed the assistance of their staff who know more about them and their likes). This information was documented. Q&amp;A sessions with the participants were held in person and suggestions were taken at that time. In some instances, parents provided input by return phone call conversation.</p>
<p><b>8. Please describe how the concept you propose will enable you to provide more person-centered services to your clients.</b></p>
<p>Employment Specialist will create more access to employment opportunities in the community, train job coaches to support with employment skills to transition the sixteen people in PIP to CIE. Person-centered thinking training will build or increase choice making capacity including employment.</p>
<p><b>9. Please address your plan for maintaining the benefits, value, and success of your project at the conclusion of 2019-20 HCBS Funding.</b></p>
<p>Hiring an Employment Specialist and PC training are interdependent goals that will assist us to establish a sustainable structure, policy and procedures to follow and to stay compliant, provide services that improves lives, and staff competencies. These results will form the baseline for future services and supports based on what we learned or what needs to be modified.</p>
<p><b>10. Write a brief narrative below explaining each major cost category and timeline. Complete the budget template at the end of the concept sheet. An excel version with formulas is available. When applicable, budgets should include personnel/benefits, operating costs such as consultants or training, administrative expenses/indirect costs, and capital costs (assets lasting more than 2 years). If project spans 2 years or occurs in phases, budget should be separated by phase/year.</b>  <b>Administrative costs, if any, must comply with DDS' vendor requirements, including a cap of 15% of the sum of personnel/benefits, consulting, and operating costs (must exclude capital costs).</b>  <a href="http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=4629.7&amp;lawCode=WIC">http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=4629.7&amp;lawCode=WIC</a></p>
<p>Employment Specialist (to be hired) will create employment opportunities for individuals based on strengths and preferences, train job coaches and track progress.- Annual Salary \$50,000.  Two staff identified to obtain ACRE training with Griffin Hammis, will support efforts of the Employment Specialist - \$1200  Person Centered thinking training (hire Consultant) train staff, customize tools for individuals, monitor and track progress – (at least 4 meetings a year) - \$15,000</p>

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<b>11. Please address sustainability of funding sources for all programs or concepts requiring any funding past the time frame of the requested grant, especially those that involve staff or other long-term costs. Please mark "not applicable" if costs will all be incurred during the program time frame.</b>	
Consultant and management will implement all training instructions and continue to follow through with monitoring and documents. We will use online resources to reinforce lessons learned.	
<b>12. Have you or the organization you work with been a past recipient of DDS funding? If yes, what fiscal year(s)?</b>	HCBS Funding    ___ No <u>  X  </u> Yes. If Yes, <u>2017</u> Disparity Funding    ___ No ___ Yes. If Yes, FY(s) _____ CPP Funding    ___ No ___ Yes. If Yes FY(s) _____  If yes to any question be sure to answer questions 13 and 14.
<b>For providers who have received prior HCBS, Disparity or CPP Funding from DDS</b>	
<b>13. If your organization has received prior funding from any of the above sources, please provide an update on the prior funding project. You may copy and paste from progress update(s) previously provided to regional centers or DDS.</b>	
We purchased two wheelchair vans to assist with accessibility in the community. This helped to meet community integration requirement.	
<b>14. If your organization received prior funding, please explain how the current funding request is not redundant with any prior funding received and/or builds on the prior funding but was not part of the original funding.</b>	
Prior funding was for Wheelchair Vans. This proposal is to continue our compliance efforts by training staff in person-centered principles to assist individual with decision making and to increase employment opportunities for those who desire it.	

HCBS CONCEPT BUDGET		2019-2020					
Vendor Name		Alternative Learning Center/Magnificent Adult Day Program					
Vendor Number(s)							
		Salary and Benefits	Year 1 Budget		Year 2 Budget		Total
			FTE	Annual Cost	FTE	Annual Cost	Cost
Personnel (salary + benefits)							
EMPLOYMENT SPECIALIST		32	2,040.00	\$ 64,260		\$ -	\$ 64,260
CONSULTANT - PERSON CENTERED TRAINING		100	150.00	\$ 15,000		\$ -	\$ 15,000
ACRE TRAINING		600	2.00	\$ 1,200		\$ -	\$ 1,200
Position Description				\$ -		\$ -	\$ -
Position Description				\$ -		\$ -	\$ -
Position Description				\$ -		\$ -	\$ -
Position Description				\$ -		\$ -	\$ -
Position Description				\$ -		\$ -	\$ -
Position Description				\$ -		\$ -	\$ -
Personnel Subtotal				\$ 80,460		\$ -	\$ 80,460
Operating expenses							
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
Operating Subtotal				\$ -		\$ -	\$ -
Administrative Expenses							
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
Administrative Subtotal				\$ -		\$ -	\$ -
Capital expenses							
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
Capital Subtotal				\$ -		\$ -	\$ -
Total Concept Cost				\$ 80,460		\$ -	\$ 80,460

See Attachment F for budget details and restrictions