

Home and Community-Based Services (HCBS) Rules DEPARTMENT FUNDING GUIDANCE

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 <https://www.dds.ca.gov/initiatives/cms-hcbs-regulations/>.

Questions may be directed to HCBSregs@dds.ca.gov.

Date(s) of Evaluation: 12/4/2020 and 1/25/2021	Completed by: Kimberly Mills, Peter Woodbine, Antoine Wilson
Vendor Name, Address, Contact: A Better Life Together, Inc. 8825 Aero Drive, suite 215, San Diego, Ca 92123	
Vendor Number: HQ0817	
Service Type and Code: 510	

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<p><u>Federal Requirement #1:</u> <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><u>Guidance:</u></p> <ul style="list-style-type: none"> • Do individuals receive services in the community based on their needs, preferences and abilities? • Does the individual participate in outings and activities in the community as part of his or her plan for services? • If an individual want to seek paid employment, does the home staff refer the individual to the appropriate community agency/resource? • Do individuals have the option to control their personal resources, as appropriate?
<p>Does the service and/or program meet this requirement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please explain: A Better Life Together, Inc.(ABLT) has strived to use a person centered approach when providing services to the people we serve. Having adopted an employment first philosophy that centered around preparing individuals served to have the ability to work in customized integrative employment, ABLT has developed person centered plans for all individuals served by the agency with a focus on their personal lives and vocational needs. Despite these efforts and the current pandemic that has affected our disability services system, challenges continue for the individuals served. The Covid-19 pandemic shed a light on the limited options for individuals with intellectual and developmental disabilities. The pandemic limited the outing individuals could participate in and prevented the individuals from accessing services in their communities. In addition to this, those individuals who live with their families were prevented from participating outside their home due to risk of exposure to the virus. Those traditional services that were provided in a 1:3 ratio in the community are now being provided in a 1:1 ratio either virtually or in person and for a shorter time period. As companies recover from the decreased revenue which resulted in massive layoffs and closures, our hope is individuals we serve will be allowed opportunities to work in competitive integrated setting and engage more in their communities in meaningful ways. With the options of providing traditional or alternative services in person or virtual, ABLT has been reassessing all individuals served and having discussions with our families to educate them about the Home and Community Based Services requirements and what it means for the individuals we support in other ways besides employment.</p>	
<p><u>Federal Requirement #2:</u> <i>The setting is selected by the individual from among setting options, including non-disability-specific</i></p>	<p><u>Guidance:</u></p> <ul style="list-style-type: none"> • Does the provider have a current regional center Individual Program Plan (IPP) on file for all individuals?

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<p><i>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>	<ul style="list-style-type: none"> • Does each individual's IPP document the different setting options that were considered prior to selecting this setting?
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Does the service and/or program meet this requirement? Yes No
 Please explain: Each individual served by ABLT has an Individual Program Plan and an Individual Service Plan that documents options for settings. ABLT continues to experience challenges in varying the settings individuals are exposed to that could lead to possible employment or volunteer opportunities that will allow them to develop employment skills. The challenges were exacerbated due to the Covid-19 pandemic in which many businesses shuttered and our state was under mandatory stay at home orders.

<p><u>Federal Requirement #3:</u> <i>Ensures an individual's rights of privacy, dignity and respect, and freedom from coercion and restraint.</i></p>	<p><u>Guidance:</u></p> <ul style="list-style-type: none"> • 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.)?
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Does the service and/or program meet this requirement? Yes No
 Please explain: ABLT adheres to all local, state and federal regulations as it relates to providing services to the people we serve. Our policies and procedures clearly and explicitly address the rights dignity, freedoms confidentiality and zero tolerance for coercion and restraint. The agency makes all efforts to communicate with individual's base on need and with methods of their preference.

<p><u>Federal Requirement #4:</u></p>	<p><u>Guidance:</u></p>
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<p><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>	<ul style="list-style-type: none"> • Does the provider offer daily activities that are based on the individual's needs and preferences? • 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? • 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?
<p>Does the service and/or program meet this requirement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please explain: ABLT strives to provide person centered planning for individuals served, however, due to the 1:3 traditional ratio of day services, this is challenging. ABLT is pivoting to provide services in a creative way through traditional and alternative service delivery options due to the Covid-19 pandemic. Many individuals and families are concerned about going back into the community despite safety protocols that are in place such as wearing personal protective equipment, frequent handwashing, temperature checks and maintaining 6 feet between staff and individuals. In addition, many individuals lack computers or have limited experience operating a computer. For those who do, staff have experienced challenges in engaging individuals through video conferencing.</p>	
<p><u>Federal Requirement #5:</u> <i>Facilitates individual choice regarding services and supports, and who provides them.</i></p>	<p><u>Guidance:</u></p> <ul style="list-style-type: none"> • Does the provider support individuals in choosing which staff provide their care to the extent that alternative staff are available? • Do individuals have opportunities to modify their services and/or voice their concerns outside of the scheduled review of services?
<p>Does the service and/or program meet this requirement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please explain: ABLT makes available to all individuals and their families the agency's grievance policies upon placement. Individuals and families are met with regularly regarding their services and changes are made base on the individuals requested and staff availability. If a client or family member expresses concerns with a staff, ABLT administration will meet with all parties to discuss the concerns and all possible attempt is to mediate or change the staff. Every effort is made to ensure individuals served are matched with staff they choose.</p>	

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<p><u>Federal Requirement #6:</u> <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><u>Guidance:</u></p> <ul style="list-style-type: none"> • As applicable, does each individual have a lease, residency agreement, admission agreement, or other form of written residency agreement? • Are individuals informed about how to relocate and request new housing?
<p>Does the service and/or program meet this requirement? <input type="checkbox"/> Yes <input type="checkbox"/> No Please explain:</p>	
<p><u>Federal Requirement #7:</u> <i>Each individual has privacy in his/her sleeping or living unit: . Units have entrance doors lockable by the individual, with only appropriate staff having keys to doors as needed. . Individuals sharing units have a choice of roommates in that setting. . Individuals have the freedom to furnish and decorate their sleeping or living units within the lease or other agreement.</i></p>	<p><u>Guidance:</u></p> <ul style="list-style-type: none"> • Do individuals have a choice regarding roommates or private accommodations? • 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? • Do individuals have the ability to lock their bedroom doors when they choose?
<p>Does the service and/or program meet this requirement? <input type="checkbox"/> Yes <input type="checkbox"/> No Please explain:</p>	
<p><u>Federal Requirement #8:</u> <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><u>Guidance:</u></p> <ul style="list-style-type: none"> • Do individuals have access to food at any time? • Does the home allow individuals to set their own daily schedules?

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	<ul style="list-style-type: none"> Do individuals have full access to typical facilities in a home such as a kitchen, dining area, laundry, and comfortable seating in shared areas?
<p>Does the service and/or program meet this requirement? <input type="checkbox"/> Yes <input type="checkbox"/> No Please explain:</p>	
<p><u>Federal Requirement #9:</u> <i>Individuals are able to have visitors of their choosing at any time.</i></p>	<p><u>Guidance:</u></p> <ul style="list-style-type: none"> Are visitors welcome to visit the home at any time? 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?
<p>Does the service and/or program meet this requirement? <input type="checkbox"/> Yes <input type="checkbox"/> No Please explain:</p>	
<p><u>Federal Requirement #10:</u> <i>The setting is physically accessible to the individual.</i></p>	<p><u>Guidance:</u></p> <ul style="list-style-type: none"> Do individuals have the freedom to move about inside and outside the home or are they primarily restricted to one room or area? 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? Are appliances and furniture accessible to every individual?
<p>Does the service and/or program meet this requirement? <input type="checkbox"/> Yes <input type="checkbox"/> No Please explain:</p>	

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

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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 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 backup, 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.
- Using a form from previous years will negatively impact a concept score, so please ensure the current FY 20-21 form is 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 and opportunities.

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 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 a sustainable plan for person-centered planning/thinking and training regarding the HCBS rules.
- Enabled residents to age in place and exercise more choice and independence.

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Vendor name	A Better Life Together, Inc.
Vendor number(s)	HQ0817
Primary regional center	San Diego Regional Center
Service type(s)	Community Based Day Program
Service code(s)	510
Number of consumers typically and currently served	20
Typical and current staff-to-consumer ratio	1:3, however due to the pandemic, the ratio is 1:1 either in person or virtual for limited hours

1. Please provide a brief description of the service/setting. Include what a typical day consists of during regular program as well as how services are currently being provided. This response must include the baseline/current levels for any aspects of the program for which the concept proposes funding.

A Better Life Together (ABLT) has a community-based day program with a ratio of 1 staff to 3 clients. Clients are grouped based on geographical location rather than interest or ability due to the fact that staff must drive to pick them up in the morning and driving long distances to pick up and drop off participants with similar interests who may be in different locations would be cost and time prohibitive. In addition, efforts are made to keep clients in their own neighborhoods so they can access their local communities. Each client has different needs and desires, but staff must make compromises on activities based on a consensus within the group. In addition, most clients have very limited funds due to being unemployed, living in group homes, or limited family support. This causes staff to have to choose from mostly free activities, which become repetitive.

Clients participate in activities during the day and have Individual Service Plan (ISP) goals written specific to their needs and desires, but in a 1:3 ratio program it is difficult to find opportunities to work on goals each day as situations may not arise during which a goal can be worked on. While it is expected that staff working with their group create opportunities to work on the goals of each client, some staff need development to create opportunities to work on goals. This is especially difficult in situations when a group participant has extreme behaviors that affect the other group members.

A client in a 1:3 program has limited ability to find truly meaningful work during program hours because all program participant skills, interests and behavioral needs make it difficult to work in a group at the same location. While our groups do volunteer activities they focus on basic job skills. We have also provided support outside program hours from our Director of Employment, but we face barriers with group homes such as individuals not having Identification, poor hygiene and dental health and from parents who are not supportive of employment for their adult son or daughter.

Staff in our program allow participants to choose how they will spend the limited amount of money they have with guidance and reminders about appropriate spending habits. Clients in our day program live in various settings; group homes, at home with parents and in their own homes with Supported Living Services. Those in group homes and those living at home with parents face challenges in terms of making their own choices with their money. Family members usually manage money for participants and only give what is needed for lunch. Clients living in group homes often only receive \$130 per month and this money is strictly controlled by group homes.

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Due to the Covid-19 pandemic, services has pivoted in many ways. Some individuals receive in person services with 1 staff in the community for a few days a week. Other individuals receive remote support using a video conferencing service. Staff are practicing Covid-19 safety practices and teach the individuals they support about those practices. None of the previous volunteer sites are open which prohibits individuals to develop skills that could lead to employment. Parents are concerned about allowing their adult children to go into the community. A lot of potential employers have laid off many of their employees and are not in the position to hire and are not interested in volunteers due to safety protocols for the pandemic. This has left individuals with limited opportunities to go into the community to seek employment.

Project Narrative Description: While filling out this section, reflect on how services are typically provided and how that might have changed in the past year. Think about what has been learned in the past year and how that might shape services going forward. Funding awarded through this concept can span the course of up to two years which would allow time to shape services to be more person-centered and align with the HCBS federal requirements.

2. Please provide a brief summary narrative of the concept for which you are requesting funding, including justification for the funding.

With continued funding, ABLT proposed to expand the duties of our current director of employment services and community engagement and community and family liaison positions to focus on training family members and other stakeholders regarding the Home and Community Based Settings final rule requirements. Staff will continue to conduct discovery and provide person centered planning to individuals served and focus on educating and informing family members and other community stakeholders to create more opportunities for individuals to be members of their own communities in meaningful ways. ABLT will develop a parent support group, conduct monthly webinars on a variety of topics, and invite other providers to participate. Topics include but are not limited to advocacy, building community networks, self-determination, and informed decision making. Staff will conduct the webinars on Zoom to ensure safety for all attendees. If requested, small group trainings will be conducted in person if space permitting for those families who do not have access to the internet. Translation services will be utilized for all training in the main threshold languages. Additionally, ABLT will partner with the parenting groups that currently provide training and supports. Our collaboration is intended to reduce duplications as it relates to targeted ethnic sub set and or groups. This collaboration will ensure recommended practices in cultural, equity, diversity and inclusion.

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.

1 2 3 4 5 6 7 8 9 10

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.

Findings indicate that barriers to employment for persons with developmental disabilities are multi-factorial, and policy solutions to address these barriers require stakeholder engagement and collaboration from multiple sectors (Akram Khayatzadeh-Mahani, Krystle Wittevrongel, David B. Nicholas & Jennifer D. Zwicker, 2020). Khayatzadeh-Mahani et al (2020) suggested that barriers specific to persons with developmental disabilities have been reported as both individual and external challenges.

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Individual barriers include relationship and social skills difficulties; impairments in verbal and nonverbal communication and difficulty with changes in routine.

The most common external (or environmental) barriers include employer characteristics (e.g., type of business, size, location) and employment setting policies and practices employers' attitudes and misconceptions; work setting; perceived costs of accommodation low family expectations and stigma.

ABLT's proposal will help address these barriers by educating families about the benefits employment and address fears and concerns. The proposal will also educate prospective employers about the benefits they will gain for hiring individuals with intellectual and developmental disabilities and address the increase costs concerns and other accommodation questions that arise.

ABLT day program staff will continue to teach social skills and relationship development skills and collaborate with businesses in the community that will allow individuals served to have the opportunity to practice those skills at volunteer locations. By using technology, ABLT will create virtual classes that focus on these skills.

In addition to the barriers mentioned above, ABLT has identified a few other barriers. These include:

Technology: Many of the individuals served have limited access to computers and lack experience using them. Staff have struggled to engage individuals in meaningful ways and ABLT is working on using games and other tools to engage individuals more. Staff is also working on getting donations of computer equipment and internet access to ensure individuals have access.

Community partners: ABLT's community inclusion specialist has been able to engage with community partners, the pandemic has impacted those relationships. Most potential employers experienced layoff and loss of revenue. Due to the multiple stay at home orders, they were not an option for volunteer opportunities. Staff continue to conduct discovery and are exploring other employment options such as online employment opportunities and are looking for community partner whose primary work in online.

Access to services: Parents has reported frustration with the response and lack thereof in accessing needed services. This has led to some people not pursuing what is their right to services. The pandemic has highlighted those disparities and by meeting with parents and family members regularly, those areas of unmet needs can be addressed and parents will get tools they need to advocate more effectively.

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 by March 2023.

ABLT's concept will allow our agency to provide ongoing training in person centered practices that will develop the skills of our staff who support our clients in the pursuit of their dreams. The concept will also allow us to collaborate with families and community members to educate them about HCBS regulations and mitigate their fears surrounding the changes. The concept will allow ABLT to collaborate with other agencies to provide ongoing training and support to ensure they are in compliance with the HCBS regulations. The concept will allow the true concept of choice for the clients we support by developing more resources and experiences for them to choose from. By continuing to develop and engage in our community partnerships that will lead to employment, our clients will be allowed to experience a variety of jobs, which will allow them to have a variety of employment experience so, they can discover what job and or career they want to pursue.

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6. What are the proposed outcomes and objectives of the concept, and what are the methods of achieving and tracking them?
<p>1. Upon signing of this new HCBS contract, ABLT will research curriculum and speakers on topics for the webinars.</p> <p>2. Within the three months of the contract, ABLT will host webinars on topics related to HCBS for families and community stakeholders.</p> <p>3. Within the first 3 months of the new contract, ABLT will schedule monthly support groups for families that will allow families to learn from each other and share their concerns regarding HCBS rules.</p> <p>4. ABLT will continue to train staff on PCT and ACRE trainings for continuity. Measures: training logs</p> <p>5. The HCBS Specialist will continue to update database and meet with families who are concerned about the changes. This measure is ongoing and will be measured by progress and sign in sheets for trainings with families.</p> <p>7. ABLT will reach out to other providers and community stakeholders to participate in webinars. Methods for tracking include progress notes and training attendance sheets.</p>
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.
<p>ABLT day program staff and our Employment Director regularly meet with clients and staff and occasionally families to discuss our concepts and overall program effectiveness. The Employment Director has met with families of a few of our clients who needed training and support to understand the changes and to mitigate their fears about pursuing employment. ABLT held family and client zoom meetings to discuss program concerns and safety related to the pandemic and how to safely provide services.</p>
8. Please describe how the concept you propose will enable you to provide more person-centered services to your clients.
<p>Our concept will allow us to provide more person centered services by providing staff with the tools to always consider the individualized needs and preferences. of the clients we support. We will also be able to train our community partners who may not be aware of their skills and are reluctant to employ our clients. Our concept will also allow us to address the concerns families have regarding employment.</p>
9. Please address your plan for maintaining the benefits, value, and success of your project at the conclusion of 2020-21 HCBS Funding.
<p>As part of ABLT's core believe in the right to meaningful employment this will become part of our core practice and we will continue to seek funding and form partnerships locally, state wide and nationally to sustain this program.</p>
<p>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.</p> <p>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). This information can be found at this link.</p>

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<p>The major costs for this project are the staff. 2 computers will be purchased for staff and Zoom fees are included. Some other costs include mileage and food if meetings can be held in person safely.</p>	
<p>11. Please address sustainability of funding sources for all programs or concepts requiring any funding past the timeframe of the requested funding, especially those that involve staff or other long-term costs. Please mark "not applicable" if costs will all be incurred during the program timeframe; up to two years.</p>	
<p>ABL T is in the process of looking into providing services through the Department of Rehabilitation for supported employment services. We are also planning on charging fees for ongoing training for agencies in our community. ABL T will seek other grants for our training and employment services.</p>	
<p>12. Have you or the organization you work with been a past recipient of DDS funding? If yes, what fiscal year(s)?</p>	<p>HCBS Funding ___ No ___x___ Yes. If Yes, FY(s) _18-20,19-21_____</p> <p>Disparity Funding ___ No ___x___ Yes. If Yes, FY(s) _19-20, 20-21_____</p> <p>CPP Funding ___x___ No ___ Yes. If Yes, FY(s) _____</p> <p>CRDP Funding ___x___ No ___ Yes. If Yes, FY(s) _____</p> <p>If yes to any question be sure to answer questions 13 and 14.</p>
<p>For providers who have received prior HCBS, Disparity, CPP or CRDP Funding from DDS</p>	
<p>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.</p>	
<p>HCBS 1</p> <p>The premise of the first grant was to help move A Better Life Together (ABL T) by starting with an education process of Person-Centered Thinking (PCT). ABL T has 3 members of our team in the final stages of becoming certified PCT trainers through a master trainer from the learning community for person centered practices. To date 93% of our entire staff from tailored day, adult community day, independent living and supported living have completed the 2-day person centered thinking training. We have begun populating a database with over 57 employers we have met and identified with their contact information, their primary line of business, potential positions that may be available and if they are favorable towards the potential employment of people with disabilities. We have developed a program called the vocational opportunity program (VOP) and have created a custom brochure that can quickly spell out to potential employer partners. Information such as the available opportunities and benefits of the program which includes the paid internship program (PIP) through the San Diego regional center is included. We have met with 71% of the individuals we support in 1 staff to 1 client initial discovery meetings to access their desired level for competitive employment. Outside of the grant ABL T sent 2 managers to the Liberty Plan Training in order to have multiple training tool resources to access to build a future custom best practice process for our agency. It is our hopes to share the skills gained to help other agencies throughout San Diego county and abroad to become HCBS compliant.</p>	

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HCBS 2

Furthering the process with HCBS 1, ABLT hired a community inclusion specialist (CIS). We sent 3 individuals to receive certification in ACRE 5 day in person competitive employment training. We have started the development of a robust community resource database that will continue to grow in conjunction with the needs that arise out of the meetings with individuals and getting an understanding of their actual needs to work toward competitive employment. We continue to engage as many individuals as possible into more detailed segments of discovering their desire, assessment and development of skills through volunteering and the Paid Internship Program (PIP). We will be continuing the discovery process with all interested individuals in all services. ABLT will also continue to focus on a database of community partnerships and resources that could serve as a resource for others.

HCBS 3

ABLT was awarded funding to continue the staff who were currently working on this project. Due to staff turnover, the positions were assigned to existing staff who oversee the day programs. Both staff have been providing training to direct support professionals regarding discovery and person centered thinking training. With the challenges of Covid-19 and being forced to change how service is provided, this has given our agency the opportunity to get to know the people we serve better and discover other talents they have.

DISPARITY

For 2 years, ABLT has provided education and outreach to community of color regarding services that the San Diego Regional Center offers. Over 11,000 pieces of information has been given out, several webinars have been conducted, over 80,000 PPE's have been given out to community partners. Over 3,000 calls have been made to individuals and their families who have qualified for services through SDRC but have not used them. Through the calls, staff have been able to provide other resources to families and helped them advocate for their needs.

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.

HCBS-New Proposal:

The new proposal builds on ABLT's prior projects. Staff were able to receive training in Person Centered Thinking and ACRE training and have been providing discovery to all individuals served. This has created opportunities to get to know individuals served better. The pandemic and changes staff had to adopt to ensure safety, fostered increased awareness of other skills and interests our individuals had. For example, one individual taught himself how to cook at his group home and now wants to pursue a career in cooking. This client could not attend any day services for months and with the help of his group home provider, he discovered he loved cooking. By establishing relationships with family members and other stakeholders like residential providers, more opportunities for discovery can occur for the individuals served. By focusing on all aspects of HCBS in training for families and other stakeholders, the barriers to employment will be reduced which will open the door for more chances of the obtainment of customized integrative employment and for individuals to be engaged in their local communities.

HCBS CONCEPT BUDGET						
Vendor Name		A BetteR Life Together				
Vendor Number(s)		HQ0817				
	Wage and Benefits	Year 1 Budget		Year 2 Budget		Total
		FTE	Annual Cost	FTE	Annual Cost	Cost
Personnel (wage + benefits)						
Sr. Director of Programs	90000	0.25	\$ 22,500	0.25	\$ 22,500	\$ 45,000
HCBS manager/employment specialist	60000	1.00	\$ 60,000	1.00	\$ 60,000	\$ 120,000
HCBS training coordinator	45000	1.00	\$ 45,000	1.00	\$ 45,000	\$ 90,000
			\$ -		\$ -	\$ -
			\$ -		\$ -	\$ -
			\$ -		\$ -	\$ -
			\$ -		\$ -	\$ -
			\$ -		\$ -	\$ -
			\$ -		\$ -	\$ -
Personnel Subtotal			\$ 127,500		\$ 127,500	\$ 255,000
Operating expenses						
Mileage			\$ 2,000		\$ 2,000	\$ 4,000
Telephone			\$ 2,500		\$ 2,500	\$ 5,000
Advertising and Outreach			\$ 2,500		\$ 2,500	\$ 5,000
Food and Beverages at Workshops			\$ 1,000		\$ 1,000	\$ 2,000
Instructional Items/Office Supplies			\$ 3,000		\$ 3,000	\$ 6,000
Parenting group engagement consultant			\$ 5,000		\$ 5,000	\$ 10,000
Zoom software and license			\$ 1,500		\$ 1,500	\$ 3,000
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
Operating Subtotal			\$ 17,500		\$ 17,500	\$ 35,000
Administrative Expenses						
15% Admin			\$ 21,675		\$ 21,675	\$ 43,350
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
Administrative Subtotal			\$ 21,675		\$ 21,675	\$ 43,350
Capital expenses						
computers			\$ 1,000			\$ 1,000
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
Capital Subtotal			\$ 1,000		\$ -	\$ 1,000
Total Concept Cost			\$ 167,675		\$ 166,675	\$ 334,350

See Attachment F for budget details and restrictions