

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: January 2021	Completed by: COO, Virtual Education Coordinator, Grant Writer
Vendor Name, Address, Contact: Able ARTS Work (formerly known as Arts & Services for Disabled, Inc.) Main Office: 3626 East PCH, Long Beach, CA 90804, Contact - Honor Dunn, COO (310) 709-5801 Two programs: Encouraging Personal Independence (EPI) and The Cultural Education Center for the Arts (CECA) Contact - Helen Dolas, Founder and CEO (562) 716-6300	
Vendor Number: EPI - #PW7464, AND CECA - #PW7463.	
Service Type and Code: Community Integration, Code 055	

**Home and Community-Based Services (HCBS) Rules
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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.

Guidance:

- 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 wants 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?

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

Please explain:

The goal is to support clients in their personal interests, passion and skills and overcoming barriers to share these interests, passion and skills through community integration and employment. We are requesting funding to support our **Learn for Life Teaching Mentorship Program**(employment training) which would match mentors with students who are interested in teaching through our inclusive virtual learning site. This program leverages the skills, objectives and goals that clients are addressing within their day to day creative arts classes and promotes clients as instructor, teachers, mentors and leaders.

Our Learn for Life site is an online learning portal (learning management site) that offers inclusive live courses and prerecorded classes that are open to individuals of all ages and all abilities who are interested in the arts, it is a true celebration of everyone's personal mark and contribution. The site is a perfect tool for clients to have access to the greater community and to earn income through teaching.

We are not in compliance with Federal Requirement #1 as our clients have limited person-centered employment opportunities. We do have the staff and program set up to fully support application of clients' learned skills and shape individual employment preferences and integrate these priorities into clients' IPP. To be in compliance we will need to hire mentors who will be match with clients as they navigate through the teaching program as well as Teaching Aides who will support clients as they are applying their employment skills through teaching. With funding, we will hire and train a Virtual Education Coordinator, who will oversee the mentors and teaching aides as they participate in the NAESP's National Mentor Training and Certification Program. This program assists in developing the Learn for Life teaching training program to prioritize Mentoring, Building Culture, Empowering People, and Optimizing Systems for greater client success.

Federal Requirement #2:

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.

Guidance:

- Does the provider have a current regional center Individual Program Plan (IPP) on file for all individuals?
- 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: Every client at Able ARTS Work has an IPP, however, these IPPs consider goals and objective that address and assist in community integration but not specifically employment. To be in full compliance, we would like to hire a Employment Coordinator to provide employment planning session with clients and their families, so that IPPs have a thorough employment portion and continue to be person-centered (when applicable).

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: Able ARTS Work ensures an individual's right to privacy, dignity and respect and freedom from coercion and restraint. While our staff strives to communicate with each client as they prefer, a majority of our clients have limited to no verbal skill presenting a lack of compliance in ensuring clients are driving their choices and preferences. By hiring an Augmentative Communication Specialist to identify preferred communication skills and methods, and then train and support staff in adapting communication for each client, we will have the capacity to drive and empower clients' future process in making person-centered decisions and choices in every aspect of their day particularly employment and community integration.

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<p><u>Federal Requirement #4:</u> <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><u>Guidance:</u></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 checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please explain: Able ARTS Work provides day-to-day creative arts base services that are driven by clients' interests, goals and objectives. However, we are not fully able to ensure individual needs, choices and preferences are being recognized as identified due to communication barriers (as stated in Federal Requirement #3). By hiring an Augmentative Communication Specialist and prioritizing communication methods and communication support, we can then provide person-centered services to all clients. Therefore, clients will have greater independence and increased empowerment to make life choices.</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please explain: Currently, the programs at Able ARTS Work facilitates choice for services and support, however because of possible client communication barriers some self advocacy might not be explored or possibly overlooked. Through the employment of an Augmentative Communication Specialist and an Employment Coordinator, the organization will be more thorough in evaluating services based on clients' concerns and desires. As a result, services and service providers can be adjusted more uniquely for each student.</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: This Federal Requirement is not applicable to Able ARTS Work.</p>	
<p><u>Federal Requirement #7:</u> <i>Each individual has privacy in his/her sleeping or living unit:</i></p> <ol style="list-style-type: none"> 1. <i>Units have entrance doors lockable by the individual, with only appropriate staff having keys to doors as needed.</i> 2. <i>Individuals sharing units have a choice of roommates in that setting.</i> 3. <i>Individuals have the freedom to furnish and decorate their sleeping or living units within the lease or other agreement.</i> 	<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: This Federal Requirement is not applicable to Able ARTS Work.</p>	

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<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? • 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: This Federal Requirement is not applicable to Able ARTS Work.</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: This Federal Requirement is not applicable to Able ARTS Work.</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: This Federal Requirement is not applicable to Able ARTS Work.</p>	

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CONTACT INFORMATION

Contact Name: Honor Dunn, COO

Contact Phone Number: 310-709-5801

Email Address: hdunn@ableartswork.org

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.

More information on the HCBS rules and this form can be found at <https://www.dds.ca.gov/initiatives/cms-hcbs-regulations/>.

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Vendor name	Able ARTS Work (formerly known as Arts & Services for Disabled, Inc.) two programs : Encouraging Personal Independence (EPI) and The Cultural Education Center for the Arts (CECA).
Vendor number(s)	EPI - #PW7464, and CECA - # PW7463.
Primary regional center	Westside Regional Center
Service type(s)	Community Training Integration
Service code(s)	55
Number of consumers typically and currently served	30 (50% non ambulatory) at each of the two centers
Typical and current staff-to-consumer ratio	Enhanced ration, 2::5

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.

Clients are able to take three classes a day. (We are currently providing virtual services that mimic the structure of in-person services.) Restroom breaks, lunch and hydration breaks are offered in-between classes. There are three to four classes happening at one time so that clients have options on which classes they are taking. The class is chosen by the client from a list of classes shown to them at the beginning of the 6-month semester. During classes, clients are provided training in the arts (music, art, creative writing, dance, etc.) and are frequently assisted in making artistic choices to complete their project. Clients also have the option to participate in creative arts therapies (including not limited to 1:1 sessions). Client input is taken for program planning, course selection, and outing activities/community integration. However, input for clients with communicative disorders (50% of our clientele) is limited and could be more person-centered (barriers to compliance discussed in Fed. Req. #4 and #5). Our goal to prioritize employment opportunities will be greater supported through the Learn for Life Teaching Mentorship Program, and the hiring of an Augmentative Communication Specialist, and Employment Coordinator, but at this time is supported through the sale of clients work in our in person gallery and gift shop at the PCH and 2nd shopping district in Long Beach.

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.

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Able ARTS Work's funding request includes the following concepts:

- Provide a training for the Virtual Learning Coordinator through the National Mentor Training and Certification Program so teaching training program can prioritize Mentoring, Building Culture, Empowering People, & Optimizing Systems.
- Hire an Employment Coordinator to work within the program to reinforce goals and objectives that address employment and community integration.
- Hire mentors for the AAW Learn for Life Teaching Mentorship Program to help clients take their passion, interests, and skills and go through the proper steps and training so that they can offer classes and courses through our inclusive online Learn for Life learning site. This is a six month training program that clients would graduate from. They then will be eligible to be hired to teach and earn money by providing classes through our inclusive learning site that is geared towards the greater community.
- After clients graduate out of the teaching program, they can be part of the hiring process to pick their teacher's aide, who will be online to help them when they are teaching their classes. This aide will help reinforce skills clients have learned in their teaching mentorship program.
- Hire an Augmentative Communication Specialist who can help drive person-centered employment opportunities and IPPs for those who have limited or no verbal language skills. This employee will work in partnership with the Employment Coordinator and the program staff in order to define preferred communications methods and establish alternative employment opportunities.

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__ x 2__ x 3__ x 4__ x 5__ x 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.

The employment-focused concept addresses barriers to compliance in **Federal Requirements #1, #2, #3 #4, & #5**. We do not have the means to offer a thorough person-centered approach to clients' employment options and community integration similar to those afforded to the general arts community due to barriers including: lack of specialized staff that can focus specifically on employment and barriers in client's communication. Our concept plan addresses these disparities and provides sustainable, viable, empowering and income driven solutions to compliance with **Federal Requirements #1, #2, #3 #4, & #5**

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.

The goal is to support clients in overcoming barriers to employment and community integration related person centered interests, as appropriate. (All strategies are linked to non-compliance issues addressed in the Concept Form.)
Compliance by March 2023 will require:

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Federal Requirement #1:

- Hire Learn for Life Teaching Mentorship Program mentor(s) to work directly with client(s), so client(s) can teach passion and interest driven classes to the greater community through AAW's inclusive virtual learning site.
- Hire Teaching Aide(s) to assist clients while they are teaching on AAW's inclusive virtual learning site.
- Provide training to the Virtual Education Coordinator to ensure staff over sight prioritizes: Mentoring, Building Culture, Empowering People, and Optimizing Systems for greater client success.
- Purchase additional technology to ensure client success in online teaching.

Federal Requirement #2:

- Hire a Learn for Life Teaching Mentorship Program mentor(s) to work directly with client(s) so IPP's can accurately reflect and prioritize person-centered employment.

Federal Requirement #3:

- Hire an Augmentative Communication Specialist to identify preferred communication skills and methods. Train support staff to adapt communication in order to better support clients' self-advocacy and rights. This will be a train-the-trainer program to ensure sustainability and no incurred costs beyond the funding period.

Federal Requirement #4

- Hire an Augmentative Communication Specialist to identify preferred communication skills and methods. Train support staff to adapt communication in order to better support clients' life-choices. This will be a train-the-trainer program to ensure sustainability and no incurred costs beyond the funding period.

Federal Requirement #5 - All bullet points from #1-4.

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

Proposed outcomes and objectives:

#1 - Increase Employment

- Add person-centered employment plans to all client's IPP.
- Graduation from Learn for Life Teaching Mentorship Program with clients being rolled into Learn for Life live virtual teaching schedule.
www.ableartslearnforlife.org
- Clients earning competitive teaching pay for their skills, time and effort.
- Identify person-centered employment opportunities for individuals who are not interested in selling artwork through onsite gallery or being part of teaching mentorship program.

#2 - Increase Community Integration

- Clients will have increase access to the greater community by teaching on Learn for Life learning site.
- By addressing communication barriers, through the hire of an Augmentative Communication Specialist, the organization can better facilitate clients' life and community-based choices and preferences.

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#3 - Address Communication Barriers

- By addressing communication barriers, through the hiring of an Augmentative Communication Specialist the company can better facilitate clients' life and community-based choices and preferences.
- By addressing communication barriers, through the hire of an Augmentative Comm. Specialist, the clients' self-advocation & preference will be known.

Achieving and Tracking

- IPPs will be a viable tool to track employment goals, plans and achievement.
- Employment goals and achievements will be part of the clients' daily documentation through TheraNest, our online documentation platform.
- Graduation and the clients' unique teaching offerings will be documented overseen by the Virtual Education Coordinator.
- Communication assessments will be done and filed through TheraNest, our online documentation platform.
- Clients' employment and communication items will be discussed and addressed during weekly staff meetings.
- Interviews with individuals in the Learn for Life Teaching Mentorship Program will take place to improve participation experience.
- Monthly progress reports will be generated by the Virtual Education Coordinator regarding outcomes of the Learn for Life Teaching Mentorship Program.

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.

Able ARTS Work developed this concept in response to clients reporting a desire for more employment opportunities and more opportunities for engagement with the greater community. Clients are very motivated to share their interests and passion as well as be in a leadership role. By creating a formal employment program, clients get to fulfill their desire to connect, lead and earn an income. Further development of the concept in the area of communication was based on client feedback as well as the issues staff struggled with to get feedback from all clients. The focus of the plan was to meet and sustain compliance.

8. Please describe how the concept you propose will enable you to provide more person-centered services to your clients.

By addressing the communication barriers and creating an employment program, the Learn for Life Teaching Mentorship Program, **ALL** clients at Able ARTS Work's will be supported to express their preferences and fulfill their choices, and thorough action plans will be put in place to support person-centered employment opportunities and community integration.

9. Please address your plan for maintaining the benefits, value, and success of your project at the conclusion of 2020-21 HCBS Funding.

Staff & participants' monthly Teaching Mentorship meetings will discuss successes and struggles. Meetings notes will be accessible on the Learn for Life website. The Augmentative Comm. Specialists' monthly meetings will review strategies & train the trainers to monitor tasks and mitigate communication barriers in order to facilitate client choice, preference, rights and dignity.

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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.

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](#).

Estimated Budget and hire/purchase dates. per program x 2:

- Teaching Coach/Mentor for Learn for Life teaching program: \$40,000 per program per year (\$40,000 x 2=**\$80,000**)
- Employment Coordinator: \$40,000 per program per year (\$40,000 x 2=**\$80,000**)
- P/T Augmentative Communication Specialist: \$20,000 per program per year (\$20,000 x 2=**\$40,000**)
- P/T Teacher Aide: \$20,000 per program per year (\$20,000 x 2=**\$40,000**)
- National Mentor Training and Certification Program for Virtual Learning Coordinator: **\$1699**
- Technology /Equipment: \$7,500 per program (\$7,500 x 2=**\$15,000**)
- Admin. Cost: \$18,000 per program (\$18,000 x 2=**\$36,000**)

Total for two Programs: \$292,699

Hiring completion for Compliance by March 2021

Program compliance by March 2023

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.

Not Applicable - We designed the program to be a train-the-trainer model. Therefore, all costs will be incurred during the program timeframe.

12. Have you or the organization you work with been a past recipient of DDS funding? If yes, what fiscal year(s)?

HCBS Funding ___ No ___x_ Yes.
If Yes, FY(s) FY 16/17 and FY 17/18
Disparity Funding ___ No ___ Yes.
If Yes, FY(s) _____
CPP Funding ___ No ___ Yes.
If Yes, FY(s) _____
CRDP Funding ___ No ___ Yes.
If Yes, FY(s) _____

If yes to any question be sure to answer questions 13 and 14.

For providers who have received prior HCBS, Disparity, CPP or CRDP Funding from DDS

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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.

Our organization has one program in Long Beach under Harbor Regional and two programs - one in Hawthorne and one in Gardena - through Westside Regional. Our Harbor Regional program received funding five years ago and successfully enhanced their transportation department and integration of Adults into the community. Prior to COVID, AAW clients were averaging 36 community outings per month due in large part to the capacity building funds from HCBS. We have never received funds for our Westside Regional programs.

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.

See answer to #13. We are not duplicating funding as our Westside Regional programs have not been funded.

HCBS CONCEPT BUDGET	292,699
Vendor Name	Able ARTS Work (legal name Arts & Services for Disabled, Inc.)
Vendor Number(s)	EPI - #PW7464, and CECA - #PW7463.

two programs: Encouraging Personal Independence (EPI) and The Cultural Education Center for the Arts (CECA).

	Year 1 Budget			Year 2 Budget		Total
	Wage and Benefits	FTE	Annual Cost	FTE	Annual Cost	Cost
Personnel (wage + benefits)						
CECA Learn for Life Mentor (30 hours/week)	\$20/hr+\$8,800/yr in benefits	0.75	\$ 40,000	0.75	\$ 40,000	\$ 80,000
EPI Learn for Life Mentor (30 hours/week)	\$20/hr+\$8,800/yr in benefits	0.75	\$ 40,000	0.75	\$ 40,000	\$ 80,000
CECA Employment Coordinator (30 hours/week)	\$20/hr+\$8,800/yr in benefits	0.75	\$ 40,000	0.75	\$ 40,000	\$ 80,000
EPI Employment Coordinator (30 hours/week)	\$20/hr+\$8,800/yr in benefits	0.75	\$ 40,000	0.75	\$ 40,000	\$ 80,000
CECA Augmentative Communication Specialist (20 hours/week)	\$19.23/hour & no benefits	0.50	\$ 20,000	0.50	\$ 20,000	\$ 40,000
EPI Augmentative Communication Specialist (20 hours/week)	\$19.23/hour & no benefits	0.50	\$ 20,000	0.50	\$ 20,000	\$ 40,000
CECA Teacher Aide (20 hours/week)	\$19.23/hour & no benefits	0.50	\$ 20,000	0.50	\$ 20,000	\$ 40,000
EPI Teacher Aide (20 hours/week)	\$19.23/hour & no benefits	0.50	\$ 20,000	0.50	\$ 20,000	\$ 40,000
National Mentor Training & Certification Coordinator			\$ 1,699		\$ -	\$ 1,699
Personnel Subtotal			\$ 241,699		\$ 240,000	\$ 481,699
Operating expenses						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Operating Subtotal			\$ -		\$ -	\$ -
Administrative Expenses						
CECA Administrative Overhead			\$ 18,000		\$ 18,000	\$ 36,000
EPI Administrative Overhead			\$ 18,000		\$ 18,000	\$ 36,000
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Administrative Subtotal			\$ 36,000		\$ 36,000	\$ 72,000
Capital expenses for two Programs						
Computers - 4 Mac Book Pros @\$1,800 each			\$ 7,200			\$ 7,200
Large Diaphragm Condenser Microphone 4@\$700 each			\$ 2,800			\$ 2,800
Video Cameras 4 @ \$1,000 each			\$ 4,000			\$ 4,000
Lighting			\$ 1,000			\$ 1,000
						\$ -
						\$ -
						\$ -
						\$ -
Capital Subtotal			\$ 15,000		\$ -	\$ 15,000
Total Concept Cost			\$ 292,699		\$ 276,000	\$ 568,699

See Attachment F for budget details and restrictions