

## Home and Community-Based Services (HCBS) Rules Reference Information

Vendor name	Howard Prep
Vendor number(s)	HV0203HV0205, HV0206
Contact Name	Leonard O. Hansen, Ph.D.
Contact Email Address	<a href="mailto:Lohansen2@gmail.com">Lohansen2@gmail.com</a>
Primary regional center	Valley Mountain Regional Center
Service type(s)	WAP, Supported Employment,
Service code(s)	954 950
Number of consumers typically and currently served	WAP 1 (Food Services) 27 WAP 2 (Production Unlimited) 31 SE (Community Employment) 35
Typical and current staff-to-consumer ratio	WAP 1:10, SE 1:4
<p>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. If you have previously identified your program as compliant with the HCBS Final Rule through the Self-Assessment, what changes have occurred that has changed your level of compliance?</p>	
<p><b>Current Services:</b> There are 3 programs that currently work at job sites that pay sub-minimum wage. (A) WAP 1, Culinary Services, is a traditional sheltered workshop located at the 1424 Stonum Campus in Modesto, using a 4400 sq.ft. commercial kitchen there to produce finished meals and deliver them under contract services to the SRC in Modesto, the PHF in Modesto, the PHF in Stockton, and the Recovery House in Stockton. Additionally, the program markets catering services and typically gains contracts with the Stanislaus County School District, other non-profit agencies, and with private business catering opportunities. 27 consumers work from 8:30 to 3:30 Monday through Friday within the kitchen on campus preparing meals. (B) WAP 2, Production Unlimited, is a traditional sheltered workshop, paying on a piece-work basis, located in the same building as the Food Services WAP, using a converted auditorium to provide re-packaging work to 3 wineries (Gallo, Cribari, and Bronco), packaging services to Sierra Highway Company, and to small companies who approach PU for packaging services. The workday is 8:30AM to 3:30PM and is held completely within the auditorium area and storage areas outside the building. (C) SE (Community Employment) is a sub-minimum wage supported-work program that operates a landscaping and groundskeeping operation under State contract with Cal Trans for 4 Cal Trans Rest Areas (2 in Turlock on HWY 99, 2 in Westley on Interstate 5). It, also, operates a landscaping and groundskeeping service under City of Ceres contract for major thoroughfares, overpasses, and parks within the City. The hours are 6:30AM to 2:30PM, M-F. Consumers in the Cal Trans site program are transported by Howard Prep buses to the Cal Trans sites but work in a public setting at the Rest Stop. The Consumers in the Ceres portion of CE work in 4 large pickup trucks with trailers that drive from Howard Prep to the work sites throughout the City. When working on the streets, and parks, the consumers here are working in contact with the general public.</p> <p>Consumers in the WAP and CE Programs have chosen to participate in these Programs according to their preferences and goals. Our two WAP Programs have barriers of wages paid, conducting business on campus in congregate sites outside of public interaction beyond assisting in deliveries or a catering event. The CE Program offers more public interaction given the work</p>	

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sites are public places but still pays sub-minimum wage. We, also, have barriers in educating consumers, parents, and guardians on how to enter Competitive Integrated Employment, how to balance wages, benefits, and risks within CIE, and how to train for job search, job trial, and job success.

**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.

The goal of the concept requested are to (1) convert the existing WAP and CE programs to sustainable, competitively integrated employment programs paying no less than the minimum wage. Also, (2) allowing for job development, discovery, traditional job placement, customized employment, and training for all consumers and their support persons in navigating the challenge of blending integrated employment, government funding, and more independent living, all using Person-Centered-Planning and offering Choice. Additionally, (3) the concept would offer education and training to parents, guardians, and support persons for the consumers in CIE, in understanding and mitigating risks that come with CIE positions, with re-training opportunities, and with offering Choice to the consumers.

Howard Prep has developed Job Coaching positions that extend into Independent Placement sites; there are 15 consumers in IP now, working in manufacturing, warehousing, restaurant, and retail settings. Our 15 CIE placements represent an increase of 9 over the past two years. The challenge of CIE requires more expertise and training skills than we currently can provide. This Concept acknowledges that for a consumer to explore CIE, there must be job development, education of consumers and those who support them, and training for our job coaches. The Concept would include recruiting a Job Developer for our staff, a Finance/Government Funding Specialist, and a specialized Soft-Skills Job Coach. These 3 positions would expand the expertise and skills on Howard Prep staff to empower consumers to take control of their vocational goals, job skills as they widen the boundaries of their work outside the traditional sheltered workshop.

3. Identify which category/ categories this concept addresses.

- Community Integration
- Individual Rights
- Choice
- Collaboration

4. Please list the proposed objectives and outcomes of the concept, as well as the methods of achieving and tracking them. How will this concept assist you in reaching goals within the category that you are requesting funds? Howard Prep has these objectives for our concept:

- Converting our present Sheltered Workshops to areas and work that are routinely accessed by the public and are not solely used for supporting people with disabilities.
- Growing and expanding our present Independent Placement Program into a CIE Program that informs, moderates, teaches, and works in each of the existing vocational programs (the Culinary Services Program, the Production Unlimited Program, and the Community Employment Program). Each of the 3 named Programs have been Sheltered Workshop 14C programs for well over 30 years.
- The 3 Vocational Programs will, in the immediate future, convert away from 14C operations to successfully and sustainably institute no less than minimum wage employment.

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<ul style="list-style-type: none"> <li>• Howard Prep will create, write, and deliver multiple educational and consulting meetings to clients, parents, guardians, and other interested parties on the transition to CIE for consumers, imparting information, education, choice, and understanding to the changes being made in the Vocational Programs at Howard Prep.</li> <li>• Selecting and developing staff additions in Job Developing, CIE training and coaching, and counseling in finance, budgeting, job search, will grow our CIE placement.</li> </ul>
5. Please describe how and/or what was done to ensure that individuals served by the program led the development of 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.
Howard Prep began the exploration and implementation of Competitive Integrated Employment with our clients, their parents, guardians, and interested parties approximately three years ago. We held large meetings with those groups about the advent of the WIOA laws as well as a Legislative Forum. We followed those efforts with Program meetings with various Agencies such as DRAIL and the DOR. We revised our annual and half year meetings (and evaluation forms) to include a discussion of CIE. Further in the last 18 months we've reached out in multiple meetings throughout the Vocational Programs to inform and to recruit consumers to the Independent Placement Program in order to be placed in a CIE environment in regular employment situations such as warehouse, supermarket, and manufacturing employment.
6. Please describe how the concept you propose will enable you to provide more person-centered services to the individuals you serve
Howard Prep provides a well-defined and performed person-centered planning today with each of our clients, not only in the Vocational Programs but the Adult Services Programs as well. We offer a full panorama of opportunities to each consumer as they enter the program and tailor those opportunities to their choices. We use meetings, individual consults, parent/guardian meetings to seek and to offer "choice" in how each consumer can prosper in each of our present Programs. We will enhance our person-centered services in two large initiatives in this CIE Push: <ul style="list-style-type: none"> <li>• As the Sheltered Workshops are converted, each consumer will be consulted, counselled, offered opportunities, and given choices in all those items as the conversion is accomplished;</li> <li>• In building the CIE Program with a Job Developer and Finance/Funding Counselor as well as additional CIE trainers/job coaches we will work with individual consumers more effectively to imagine a CIE job path. We will use the consulting services provided by this grant to create CIE curriculum, counseling, and follow-through in each Program.</li> </ul>
7. What percentage of individuals served by your program will directly benefit from implementation of this concept?
100% of the individuals in the current Sheltered Workshop Programs (3 Vocational Programs) will benefit from the implementation of this concept.
8. Please address your plan for maintaining the benefits, value, and success of your project at the conclusion of 2021-22 HCBS Funding.
There are three avenues Howard Prep will follow to sustain the benefits, value, and success that begins with this 21-22 HCBS funding: <ul style="list-style-type: none"> <li>• We will expand our contract negotiation process to include CIE wages and opportunities.</li> </ul>

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- We have begun that work with our current contracts at the Stockton PHF and the Recovery House. These broader and more integrated contracts will support the Agency in its effort to sustain the CIE work
- The move in focus to CIE by expanding our current independent Placement Program will place consumers in integrated work funded by private employers. That larger percentage of employment by private employers reduces the expenses Howard Prep has to cover in the on-campus employment centers we currently use.

This funding request includes consulting help for discovering and coaching situations with private employers. It, also, includes fund development consulting to provide additional and varied grant funds for these initiatives.

9. 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](#).

Howard Prep faces a very large transition away from a campus-based, Sheltered Workshop concept that has been in place for 40 years. We are requesting funds for the recruitment, placement, training, and work of a Job Developer, who will set up, with consulting assistance, programs to assess and train consumers toward CIE. The Job Developer will work outside the campus with multiple current providers such as Gallo Wine, California Manufacturing, Raley's as well as aggressive recruitment of new CIE work sites for Howard Prep consumers. The proposal requests funding for a Finance/Gov't Funding Specialist who will work with consumers, parents, guardians, and interested parties to assess, evaluate, present, and train on all the funding and support options available to consumers as they move into CIE. There is a fear of the unknown and the unsure that holds consumers, parents, and guardians back in pursuing the CIE work placement. Our Finance/Gov't Specialist will collaborate with DRAIL, DOR, and other support sources to create solid programs that transition consumers into CIE placement. The Proposal requests funding for two CIE Job Trainers/Coaches to work outside the campus in CIE placement locations with our consumers who work there. Additionally, we will, using training acquired from the Association of Community Rehabilitation Educators to add expertise and skills to our new Job Developer, new Finance/Gov't Funding Specialist, our 2 new CIE Trainer/Coaches, and 3 of our existing staff (Independent Placement Case Coordinator, her lead Job Coach, and the Director of Operations.) There is work in progress by ContextComm Consulting on Transition away from the Sheltered Workshops that will result in new Program Designs, curriculum, and concepts as well as fund development work as deliverables. Lastly, there is a request to assist (at 10%) the administrative costs of the major campus facility changes as well as the sustained involvement of the Executive Director in this entire project. We added half funding for the Job Developer and Finance/Gov't Specialist for Year 2; it's anticipated that we will be fully funded on our own in Year 3.

10. 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. Howard Prep will sustain the new positions by funding the costs with our contract re-negotiations and new contract locations that the Job Developer and our staff create over the next 2 years.

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<p>11. 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 <input checked="" type="checkbox"/> Yes.        If        Yes,        FY(s) _____</p> <p>Service Access and Equity Funding <input checked="" type="checkbox"/> No ___ Yes. If Yes, FY(s) _____</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>
<b>For providers who have received prior HCBS, Disparity, CPP or CRDP Funding from DDS</b>	
<p>12. 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. Here's picture of the van:</p>	
<p>Howard Prep was awarded in 2019 the sum of \$64,300 to purchase a Catering Van that was refrigerated. The Van was purchased and is used on catering events and daily deliveries to contract customers outside of the Howard Prep campus. Program consumers work with the van and ride with the driver to make deliveries. They, also, cook, serve, prepare, load, and execute catering events using the van.</p>	
<p>13. 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.</p>	
<p>The 2019 van was a first response to the pending HCBS rules requiring integrated settings for work and experience. This first step has been successful. The new request for funding is to convert 3 entire Vocational Programs (2 WAP's and 1 SE Program) to integrated employment and to end the Sheltered Workshops that HowardPrep has operated for over 40 years.</p>	

HCBS CONCEPT BUDGET		FY 21/22				
Vendor Name		Howard Prep				
Vendor Number(s)		HV02013, HV0205, HV0206				
	Wage and Benefits	Year 1 Budget		Year 2 Budget		Total
		FTE	Annual Cost	FTE	Annual Cost	Cost
<b>Personnel (wage + benefits)</b>						
Job Developer	84,000.00	1.00	\$ 84,000	0.50	\$ 42,000	\$ 126,000
Finance/Gov't Funding Specialist	72,000.00	1.00	\$ 72,000	0.50	\$ 36,000	\$ 108,000
CIE Job Trainer/Coach	19.20	1,612	\$ 30,950		\$ -	\$ 30,950
CIE Job Trainer/Coach	19.20	1,612	\$ 30,950		\$ -	\$ 30,950
Position Description			\$ -		\$ -	\$ -
Position Description			\$ -		\$ -	\$ -
Position Description			\$ -		\$ -	\$ -
Position Description			\$ -		\$ -	\$ -
Position Description			\$ -		\$ -	\$ -
<b>Personnel Subtotal</b>			<b>\$ 217,901</b>		<b>\$ 78,000</b>	<b>\$ 295,901</b>
<b>Operating expenses</b>						
ACRE Training - 3 existing staff @ \$800 each			\$ 2,400			\$ 2,400
ACRE Training for new Job Developer			\$ 800			\$ 800
ACRE training for new Finance/Gov't Specialist			\$ 800			\$ 800
Transistion Consultant Services, ContextComm LLC			\$ 14,500			\$ 14,500
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Operating Subtotal</b>			<b>\$ 18,500</b>		<b>\$ -</b>	<b>\$ 18,500</b>
<b>Administrative Expenses</b>						
Expenses for Transition Supervision of Programs and Facilities			\$ 31,350			\$ 31,350
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Administrative Subtotal</b>			<b>\$ 31,350</b>		<b>\$ -</b>	<b>\$ 31,350</b>
<b>Capital expenses</b>						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Capital Subtotal</b>			<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Concept Cost</b>			<b>\$ 267,751</b>		<b>\$ 78,000</b>	<b>\$ 345,751</b>

See Attachment F for budget details and restrictions