

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

Vendor name	Step by Step ECDP DBS Step by Step Programs & Services
Vendor number(s)	HW0171 sub code 28 HW0582 sub code 805 EI HW0583 sub code 805 PW0053 sub code 28 VN1R
Contact Name	Travis Cox BCBA
Contact Email Address	TCox.sbs@gmail.com
Primary regional center	Westside
Service type(s)	After school program, Social Skills, early intervention
Service code(s)	028, 028, 805
Number of consumers typically and currently served	After school program 10-12 typically but 4 at this time (covid) Social Skills Typically between 40 and 75 but 35 at this time (covid) California early start toddler group typically 18 but currently 4 (covid)
Typical and current staff-to-consumer ratio	After school program and social skills is a 1:4 ratio California early start is a 1:3 ratio

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?

Primary compliance program: Social Skills PW0053 28 VN1R we serve individuals from age three through adults. Currently our Teens (10) and adults (10) meet and go into the community. Our younger kids are either seen virtually (4) or at the center (11). Prior to Covid the younger kids also participated in community activities, but families have not been comfortable at this time doing this. For the Center based individuals, we have recruited siblings and staff children to meet the inclusion need at 30% neuro typical and 70% identified with a qualifying diagnosis.

Program profile: Social Skills is a two-hour session. The first 15 minutes is training and prep. The lesson is reviewed, individual and group goals are discussed (globally) The group jointly decides the plan for the day given the constraints of time and access to materials and theme of the chosen class. For instance, individuals join a group based on interest. The groups are designed as an opportunity for all individuals of all abilities to participate in. Once they choose their group, they are assigned a "play facilitator" to support success in the group and provide intervention and opportunities for problem solving during the session. The current groups for preschool-elementary are based on the groups coming up with interest groups and voting on which ones to start with. This has the opportunity for flexibility and growth within a context. For instance, current groups are the Weekend and Week day Warriors. This has a focus on three elements Physicality, social interaction and group problem solving. Another group is the

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Architects; in this group the individuals design, engineer and build projects using cooperative learning strategies, problem solving, and socialization. The third group is a Drama group including music, movement, and art. This takes a group plan from start to fruition with multiple steps in the design. Groups are typically 4 individuals who work together on skills. The purpose of this design is to offer a broad opportunity for individuals of all abilities.

Teens and Adult groups are a little more fluid and natural in design. The group meets and carries out the plan with adjustments and modifications that they decided on the previous week. The primary criterion for this group is that it is community based and provides opportunity to join into existing community activities. This often includes going to an event or activity that is existing in the community. Examples include, local intermural sports, concerts in the park, fairs, dining, and volunteering in the community at events and in support of others. These groups are usually made up of 4-6 individuals who have decided on an activity together. Between sessions the teens and adults are encouraged to check in with each other and learn about the events they are choosing to participate in.

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.

We are struggling with assuring a natural environment for all groups and meeting individual interests and choice of the individuals in the group.

- A few of the participants are not safe in a community activity without a 1:1 facilitator to assure safety.
- For the center-based activities we are having difficulty recruiting non-disabled peers.
- Interest and Choice – if we have 35 individuals, we have 35 individual choices and ensuring that everyone has their individual choice met is challenging given a 1:4 ratio of treatment.

We are requesting the funds to assure that individuals who choose a different activity in the community than the rest of the group has the appropriate support to access the activity. This may mean 1:1 intervention assistance for the individual in a chosen activity such as sports, or other classes or activities that are available in the community. We are not asking for tuition for the class, that is parent responsibility.

3. Identify which category/ categories this concept addresses.

- Community Integration
- Individual Rights
- Choice

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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?

Objective 1 is to meet the individual needs of each participant we serve in the least restrictive and inclusive environment possible. The level of support may need to be determined by the level of need.

Objective 2 Each individual has the right of choice. Sometimes parents and the participant are not on the same page for what choice looks like. We propose parent education and training on why community integration and choice are important to support at all stages of development.

Objective 2 Within the individual's choice, rights, and inclusion options we determine the level of support required to ensure that the individual has a path to meet their needs.

Objective 3 the program manager will develop relationships and opportunities for community inclusion. This may include afterschool programs, girls and boys club, scouts, clubs, recreation with local community centers. The purpose is to build collaborative relationships to ensure acceptance of the participants in the community and Step by Step Programs.

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.

Prior to "Covid" Step by step was having success with community inclusion with some holes in the concept. We felt we were meeting the basic premise of the HCBS mandate but not to the full extent. We were still meeting based on our plan and our interpretation of choice. We took advantage of the time we were in "limbo" to explore what we could do within financial restrictions. We discovered that to truly meet the mandate of HCBS, we need to change our structure.

When we began coming back in person, we met with parents to talk about what this could look like and what our vision may be. We met with fear-based resistance within two arenas. First and most obvious is the fear of "COVID", and second the fear that the parents' child, youth or adult would be rejected by the community.

We believe that eventually the "COVID" based fear will diminish but we need to figure out a way to collaborate with our community to breed acceptance and empathy. That comes for the adults first.

In addition, when we began to talk about choice and rights with the parents separately than the participants, we found that choice looks very different and that rights are a relatively new concept to both parties.

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<p>Interests of the participants included short activities that were limited to one or two people who they felt safe with (narrow focus). Interests of the parents were birthday parties, family gatherings, appropriate behavior, friendship (global focus- big picture).</p>
<p>6. Please describe how the concept you propose will enable you to provide more person-centered services to the individuals you serve.</p>
<p>Part of this grant would provide funding for certification training for two of our directors with a component to training our leadership team in Person Centered Planning</p> <p>Second component would be provide persons centered planning opportunities for all participants in all of our programs.</p> <p>Third from this we would design the individual participants social skills, afterschool support or California early start plan with the 4 criteria to meet the HCBS mandate Community access, inclusion, Individual Rights and choice of people, place and activities they want to participant in and with. Collaboration development of community partners to provide safe, and supported inclusion opportunities for all.</p>
<p>7. What percentage of individuals served by your program will directly benefit from implementation of this concept?</p>
<p>85% of our participants would benefit from this with 15% requiring additional supports and intensive interventions to work toward inclusive activities. Choice may be less inclusive or community-based activities for the 15%.</p>
<p>8. Please address your plan for maintaining the benefits, value, and success of your project at the conclusion of 2021-22 HCBS Funding.</p>
<p>The majority (75%) of the grant request is to develop infrastructure to meet the HCBS mandate. The system needs to develop a cost-effective support structure to avail individual support for participants who choose a community-based activity or desired activity. The activity may be a no cost tuition, or family funded activity with social skills support to partake successfully in the activity.</p>
<p>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.</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>
<ol style="list-style-type: none"> 1. Person Centered planning certification for two directors and training for program Managers 2. Community Collaboration partnership building one part time staff (20 hours per week for one year)

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<p>3. Staff development training (one time per month for 16 months; for 2 hours; for 10 staff) to meet the mandates of PCP, Inclusion, choice, individual rights and collaboration and intervention.</p> <p>4. Cost for individual staff to support individual choice when the interest is different than groups offered. 16 months.</p>	
<p>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.</p>	
<p>Not Applicable – during grant period.</p>	
<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 <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes. If Yes, FY(s) _____</p> <p>Service Access and Equity Funding <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If Yes, FY(s) _____</p> <p>CPP Funding <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes. If Yes, FY(s) _____</p> <p>CRDP Funding <input checked="" type="checkbox"/> No <input type="checkbox"/> 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>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.</p>	
<p>Not applicable</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>Not Applicable</p>	

HCBS CONCEPT BUDGET						
Vendor Name	Step by Step ECDP DBA Step by Step Programs & Services					
Vendor Number(s)	PW0053, HW0171,HW0582, HW0583					
	Wage and Benefits	Year 1 Budget		Year 2 Budget		Total
		FTE	Annual Cost	FTE	Annual Cost	Cost
Personnel (wage + benefits)						
Person Centered Planning (trainee)		0.25	\$ 32,500	0.15	\$ 19,500	\$ 52,000
Community Collaboration developer		0.50	\$ 31,200	0.25	\$ 15,600	\$ 46,800
Individual facilitators for choice		0.25	\$ 16,250	0.25	\$ 16,250	\$ 32,500
Personnel Subtotal			\$ 79,950		\$ 51,350	\$ 131,300
Operating expenses						
Additional safety and training			\$ 10,000		\$ 3,000	\$ 13,000
Operating Subtotal			\$ 10,000		\$ 3,000	\$ 13,000
Administrative Expenses						
Monitoring and evaluation			\$ 5,000		\$ 2,500	\$ 7,500
						\$ -
						\$ -
Administrative Subtotal			\$ 5,000		\$ 2,500	\$ 7,500
Capital expenses						
None						\$ -
						\$ -
Capital Subtotal			\$ -		\$ -	\$ -
Total Concept Cost			\$ 94,950		\$ 56,850	\$ 151,800

See Attachment F for budget details and restrictions