



DATE: 09/15/11

RE: Request for Proposals (RFP) - - Family Training Program for Parents with Developmental Disabilities

Letter of Intent deadline: 11/15/2011 at 5 P.M.

The Westside Regional Center is requesting letters of intent for the development of a program that offers training and support for people with developmental disabilities who have children. This program will provide evaluation of needs, training and skills related to the needs of the children. It will also work to establish enduring networks of support for the parents.

Start-up funding: Not Available

Program Design

Parent Support and Education

This program is designed to help parents with developmental disabilities improve their parenting skills and avoid risk of harm to their children. This will occur through acquiring needed skills and knowledge, through improvement of conditions affecting their lives and that of their children, and through the development of stable and effective support networks.

Rationale

Each person differs in their ability to love and care for another human being who is young and vulnerable. Some of this difference stems from the personal history, including how they have been allowed to exert independence, interact with the community, whether they have lived with their own family and received support, whether they have an intellectual disability or another type of developmental disability, if they have been institutionalized, if they have behavior problems, or if they were abused as a child.

Any parent will attest to the fact that there are many things one must know in order to raise a child. The list is endless, and varies according to the age and particular circumstances of the child and parents. The fact is, however,

that programs offering needed training for parents with developmental disabilities are rare, while the numbers of developmentally disabled parents continues to grow.

There is relatively little written about parenting by people who have developmental disabilities. The literature reviewing the parenting skills of people with developmental disabilities does not support a view that they cannot be good parents. It does show that problems can result from lack of knowledge, and that skills are best retained if practiced multiple times and in the actual environment where they will be required i.e., the person's own home.

Some researchers believe that people with disabilities can adequately protect their children, meet their emotional and physical needs, and provide a healthy home environment. There is nothing inherent in a diagnosis of intellectual disability that precludes a parent from loving the child or maintaining a child's safety.

Likewise, there is no proof that people with developmental disabilities have more incidents of abuse than other parents, but there is evidence that they are more often accused of neglect, due to inability to support and enhance learning of the child at different levels. This "educational neglect" may include a failure to assure their child attends school. Therefore, one area that should be addressed is the failure to provide intellectual stimulation for children—which may result in developmental delays.

The problems of people with developmental disabilities are more likely to be those common to anyone experiencing low esteem, isolation from family and friends, and poverty, including substandard housing, inability to buy proper food and clothing, unemployment, loneliness and frustration.

It can be concluded that due to the magnitude of learning necessary, a program focusing on people with developmental disabilities should provide ways to practice in the person's own home, provide help to increase financial resources, and include a way to build strong relationships in the community and if possible, a viable network of support that can be accessed when help is required.

Management

The administrators of this program should have a thorough understanding of developmental disabilities, have knowledge and understanding of the rights of people with disabilities, and have an understanding of the needs of children and their need for protection, support and love.

The management must have education and experience in teaching and developing curricula for people with intellectual and developmental disabilities and must have completed a court-approved program that offers a certificate in parenting. A copy of this certificate must be submitted along with the program design. The administrators must also ensure that ongoing training in parenting and in effective teaching methods for people with intellectual and developmental disabilities is provided on an ongoing basis to all instructors.

The management must also have expertise in techniques of developing support networks, as the assistance and participation of supportive extended family and community members is an integral part of this service. Connections to professionals as needed to give advice or provide training in areas covered in the curriculum will be required. Knowledge by management of basic health, safety and medical interventions is also required.

Three letters of reference should be included with the program design. One should be from a parent, family member or client; and two should be from other professionals who are familiar with the applicant's work, a former employer or professional who is familiar with parent training and with the applicant.

Program Details

Referrals can include parents who both have a developmental disability, a single parent with a developmental disability, and parents with one partner who has a developmental disability and one without a disability. If parents are separated or divorced, and there is contact with the second parent, efforts should be made to include both parents in instruction if feasible. For efficiency it may be advisable that the program admit a set of parents with children of similar ages. On the other hand, as with the Partners in Policymaking program, administrators may find that parents learning from each other's experiences outweighs the efficiency of having same-aged children.

The needs of each parent, or set of parents will vary, but it is thought that for most, the following will be required to fulfill necessary support. Evaluation of support possibilities will include discussions with the parents, and with other parties as recommended. For most, there will be attempts to involve extended family members, close friends, other parents and members of the parents' community, a Registered Nurse and a social worker. Individual parents may be referred to other disciplines depending on the assistance needed. A common need for assistance is with employment or business development. Therefore, there must be a strong connection with professionals who have a history of successful employment or business development.

It is envisioned that due to the intensity of work, there will be approximately 10 sets of parents in the program at any given time. Activities of this program will include the following:

1. Completion of a thorough evaluation of the status of the children and the parents. This should include the health, developmental, school, financial, parenting skills and legal areas, and will include a determination of the current and potential support system of parents and children, as well as desires for recreational activities and community connections.
2. With the parents' full participation, a plan will be established to address needs for skills, knowledge and support for each parent/set of parents, including plans to build the support system of the parents.
3. Establish a plan for emergencies along with support resources for assistance.
4. Determine the parents' need for respite during training classes and other situations and determine the resources for respite.
5. Establish training goals per the needs of participants, and develop locations and trainers.
6. Start regular visits to each home to reinforce skill acquisition in the homes.
7. Develop a network of support that will serve to provide ongoing respite, friendship, need for assistance, and to help in emergency situations that require intervention.
8. Complete periodic reports on progress.

Training Curriculum

The program will assess for parental skills and knowledge in the following areas, and if needed, provide training and/ongoing support focused on these areas (if feasible and practical, members of support networks will be included in training sessions). Training will be provided in natural environments as often as possible, and any training offered to groups of parents will be followed by application in natural environments. General areas of training and skill acquisition are:

1. Safety in the home and community
2. Important legal and ethical issues: custody, abuse, rights of parents, the society's structure for protection of children.
3. Healthcare, nutrition, prevention and medical interventions for self and child.
4. How to find needed resources for finances, health, clothing, recreation, babysitting,
5. Home cleanliness, organization, and utility.
6. How to support a child through developmental stages, school systems, growing up, and social development.
7. Employment and work resources.
8. Basic needs of children for love and encouragement and play.
9. The importance of a system of support for love and care of the child.
10. How to handle an emergency: injury, sickness, accidents, fire, falls, and home intrusion (for example).¹

Professional Assistance

The involvement of the following professionals may be necessary, depending on the identified needs of those accepted to the program:

1. Marriage and family therapist
2. Social worker
3. Teachers
4. Day Care providers
5. Attorney
6. Family Ministry Staff
7. Domestic Violence Workers
8. Personal Coaches
9. Nurse/nurses aide

¹ See Program Attachment A for a detailed curriculum

- 10. Physician
- 11. Drug rehabilitation professionals

The program should help the parents to locate as many disciplines from this list as possible, so that their assistance can be obtained easily when needed. Names and connections can be referred with the help of the support network.

A detailed list of curriculum items that may be addressed in the training is included as an attachment.

TIMELINE

The letter of intent that includes a narrative addressing all of the stated requirement as specified is **due to Westside Regional Center by 5:00 p.m. on November 15th, 2011.** Letters of Intent and Proposals may be mailed to Daniel Hoyos, Westside Regional Center, 5901 Green Valley Circle Suite 320, Culver City, CA 90230. FAXED copies will NOT be accepted.

Acceptance and intent to vendor this program is at the sole discretion of the selection committee at Westside Regional Center. If there is no appropriate applicants, a program application will not be approved.. The decision of the selection committee is final and not subject to appeal. Employees of regional centers and Area Boards are not eligible to apply. Current employees of State Developmental Centers may apply, but are subject to approval following AB 1106 guidelines provided by the Department of Developmental Services (DDS).

- _____ **Letter of Intent submitted to WRC by 5:00 p.m.**
- _____ **Evaluation by Selection Committee**
- _____ **Interviews with the highest-ranking applicants**
- _____ **Notification of intent to vendor a selected applicant**
- _____ **Completion of a negotiated contract**

INQUIRIES

All additional inquiries regarding the application should be directed to Daniel Hoyos at 310-258-4134. Technical assistance is limited to information about the requirements for the letter of intent only.

Letter of Intent—Instructions

The applicant is required to submit a letter of intent that complies with the following instructions. An application may be disqualified from consideration for failure to: follow instructions, complete documents, submit required documents or meet the deadline.

- Standard size (8 ½ x 11) paper except for special charts or schedules that require larger paper.**
- Typed using a standard font (12), double-spaced pages.**
- Every page numbered consecutively**
- Do NOT place in ring binders or folders, but rather use binder clips or compressor clips**
- Letter of intent not to exceed 7 pages including attachments**

ATTACHMENT A—TITLE PAGE

PROGRAM OF SUPPORT FOR ADOLESCENTS WITH DEVELOPMENTAL DISABILITIES AND FAMILIES

TO: SELECTION COMMITTEE
Westside Regional Center
5901 Green Valley Circle #320
Culver City, CA 90230
ATTENTION: Daniel Hoyos

PROGRAM TITLE *(please print)*
NAME OF APPLICANT or ORGANIZATION SUBMITTING
PROPOSAL *(please print)*
SIGNATURE OF PERSON AUTHORIZED TO BIND ORGANIZATION
DATE
CONTACT PERSON FOR PROJECT *(please print)*
TELEPHONE NUMBER /FAX NUMBER /e-mail address
NAME OF PARENT CORPORATION; if applicable *(please print)*
ADDRESS *(please print)*
AUTHOR OR PROPOSAL, DATE
IF DIFFERENT FROM PERSON SUBMITTING PROPOSAL

ATTACHEMENT B—STATEMENT OF OBLIGATION

1. The applicant is presently providing support to persons who have a developmental disability. No Yes
If yes, indicate name, location, and number of people you support.
 2. The applicant is currently receiving or planning to apply for grants/funds from any source to develop the same program support program? No Yes
If yes, indicate name, location, type and capacity of service(s).
 3. The applicant is planning to expand existing service from a source other than Westside Regional Center during Fiscal Year 2011-12: No Yes
If yes, indicate funding source and scope of grant project.
 4. The applicant or member of the applicant's organization or staff has received a citation from any agency for abuse (verbal, physical, sexual, fiduciary, neglect)?: No Yes
If yes, indicate agency, type of citation and outcome of investigation.
 5. Has the applicant or any member of the applicant's organization received a Corrective Action Plan (CAP), Sanction, a notice of Immediate Danger, or an "A" or "B" citation, or any other citation from a regional center or State Licensing agency? No Yes
If yes, explain in detail.
 6. Describe all other professional/business obligations held by the Licensee and Administrator, including name, location, type, and capacity (time commitment) of each obligation.
Do not include services you propose to provide through this proposal.
- Signature of Applicant or Authorized Representative _____ Date _____

ATTACHMENT C—SAMPLE FINANCIAL STATEMENT

1. CURRENT ASSETS:
 - Cash in Banks
 - Accounts Receivable
 - Notes Receivable
 - Equipment/Vehicles
 - Inventories
 - Deposits/Prepaid Expenses
 - Life Insurance (Cash Value)
 - Investment Securities (Stocks and Bonds)
2. FIXED ASSETS:
 - Buildings and/or Structures
 - Real Estate Holdings
 - Long Term Investments
 - Potential Judgments and Liens
3. CURRENT LIABILITIES:
 - Accounts Payable

Notes Payable (Current Portion)

Taxes Payable

4. LONG-TERM LIABILITIES:

Notes/Contracts

Real Estate Mortgages

5. OTHER INCOME, wages, or revenues from other sources
(specify)

6. LINE OF CREDIT

Amount available (specify)

ATTACHMENT C--Administrative Overhead (include description)

Office Equipment/Supplies (include description)

Communication (include description)

Program Consultants (include description)

Travel Expenses (include description)

Staff Recruitment Costs (advertising, fingerprint)

(include description) _____

Furniture (including description)

Utilities (including description)

Insurance (vehicle, fire, household, etc.)

Program Supplies/Recreational Adaptive

Vehicle Lease _____

Vehicle Maintenance (gasoline, etc.)

Fire and Safety Costs (sprinkler, alarms, etc.)

In addition to the projected cost for each item, be sure to include a detailed breakdown or the calculation used to arrive at your figures.

ATTACHMENT D—Ongoing BUDGET FORM

ITEM PROJECTED COST

Staff Salaries (specify details) _____

Staff Benefits (specify details) _____

Administrative Overhead _____

Office Supplies _____

Office Equipment/Supplies _____

Communication _____

Ongoing Training Expenses _____

Program Consultants _____

Travel Expenses _____
Staff recruitment Costs(advertising, fingerprinting)

_____ Residential Mortgage/Lease _____

Licensing Fees _____

Household Supplies _____

Furniture _____

Kitchen Equipment _____

Kitchen Appliances _____

Food _____

Utilities _____

Insurance (vehicle, fire, household, etc.)

_____ Program Supplies/Recreational Adaptive Equipment

_____ Vehicle Lease _____

Vehicle Maintenance (gasoline, etc.) _____

Fire and Safety Costs (sprinkler, alarms, etc.)

_____ Maintenance of facility _____

Other General Expenses (Specify) _____

TOTAL PROJECTED ONGOING MONTHLY COSTS
