



**Eastern Los Angeles Regional Center
Reduction of Disparities in Purchase of Services (POS) Proposal
September 7, 2016**

1. Describe your regional center's POS disparities

The data reflects per capita differences amongst the three largest ethnic groups: Hispanic, Asian and the White population. A comparison of the last two fiscal years per capita averages indicates a minor increase for all three groups. The Hispanic and White population per capita growth percentage was identical. The Asian per capita increase had a larger percentage growth over the other two ethnic groups. Nevertheless, from the inception of the POS Report in Fiscal Year 2011-12 the per capita average expenditure has been significantly higher for the Eastern Los Angeles Regional Center's (ELARC's) White population. Despite the modest aforementioned gains by the other ethnic groups there remains a wide gap between the highest and lower per capita averages. The main contributing factor for this sizeable cost differential is higher utilization of residential services by the White ethnic group.

Additionally, through the public meetings that ELARC with parent groups representative of the Hispanic and Asian communities, a theme emerged regarding the interwoven challenges of:

- navigating a complex social service system
- processing/understanding a diagnosis
- settling into a new country
- having English as a second language/monolingual non-English

There was a repeated expression of the desire to connect and establish a relationship with the Regional Center and for the agency to provide systems and tools to help people navigate and understand how to work together for positive and meaningful outcomes.

2. Identify the target population(s.)

A multi faceted approach is proposed, through which different populations will be targeted:

- A stratified random sample (based on criteria drawn from the POS Data categories,) of 200 individuals currently served by ELARC with the lowest per capita expenditures for an intensive time limited case management and technical assistance/support model.
- A stratified random sampling (based on criteria drawn from the POS Data categories,) identifying a percentage of individuals coming in through Intake and Assessment for an intensive person centered/ culturally competent planning process.
- In partnership with parent run organizations, ongoing orientation for individuals/families coming in through Intake and Assessment (over 3,) at locations in the community.
- In partnership with the Family Resource center and parent run organizations, orientation for Early Start parents.
- Through grassroots community partnerships, case find individuals who may not be aware of or understand how to apply for Regional Center services.
- Target individuals/families with low English literacy with easier to understand materials in non-English languages, plain language, and through a variety of media.



3. The public forum

ELARC held a public forum to review our proposals on August 30, 2016. Twenty five individuals were in attendance, including parent representatives from Fiesta Educativa and the Chinese Parents Association for the Disabled, the Family Resource Center; as well as the Office of Clients Rights Advocates and the State Council. The strategies outlined in item (4) below were reviewed. Attendees were supportive of the proposed ideas as indicated by their comments. Input, feedback, and ideas generally aligned with what is contained in our proposal. Themes that emerged from the discussion:

- Caseloads are too high: Smaller caseloads would contribute to the development of a more trusting working relationship. More time would be available for the Service Coordinator to get to know the individual/family's needs, preferences, and values and would allow for the ability for more in-depth research into resources and support.
- The system is hard to understand: While recently developed publications help, there needs to be more in a wider variety of media and languages. A list of services that is understandable is desired. However, it is the time to review materials that is needed-whether by the Service Coordinator, an orientation, or some sort of training-or a combination of all of these.
- Restore services cut during the recession: Trust was lost when services were cut. Loss of services resulted in more stress on families and individuals at a time when caseloads were going up.
- Enhance cultural competence and person centered practices training for staff. Staff speak the languages but they need support in understanding the strengths families bring and the variety of circumstances families face, especially new immigrants and monolingual non-English speakers.

4. Recommendations to reduce service disparities

ELARC is committed to providing equitable access to and delivery of culturally and linguistically competent services and supports. Our proposal has five components: (1) Focus on ongoing service coordination to consumers/families already served by ELARC; (2) intensive support to those entering and new to the ELARC community; (3) outreach to those who may not be aware of regional center services; (4) development of understandable information and materials, and (5) support of the Association of Regional Center Agencies (ARCA) proposal to fund a study to better understand POS utilization patterns in underserved communities.

All of the activities outlined in this proposal would be coordinated by the Cultural Specialist, a position already supported by the ABX2-1 funding.

(1.) Ongoing Service Coordination: Ongoing support to help those already served by ELARC to understand and access supports and services

Plan: *Identify 200 individuals currently served by ELARC with the lowest per capita expenditures and pilot an intensive technical assistance/support approach to case management that would include:*



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- Development of 5 caseloads with a 1:40 ratio. 75% of the caseload would be dedicated to service coordination of these low per capita cases. 25% would be dedicated to newly diagnosed cases coming through intake (further described in section (2) of this proposal, entitled "Time of Entry into Regional Center.")
- Case review by Spanish bilingual or Chinese bilingual Person Centered Practices (PCP) Specialist (newly created position)
- Technical assistance from the PCP specialist to the assigned service coordinator regarding:
 - Utilization of a person centered planning approach to
 - Identify individual/family strengths/supports
 - Identify barriers, including socio economic barriers, to understanding and utilizing services and supports
 - Providing culturally appropriate resource referral
 - Explaining and identifying services
 - Identification of how the family prefers to receive information (phone call, mail, email, online, or other means)
- Development of personalized resource binder with support from Information and Training Unit
- Invitations to relevant events/meetings/trainings by ELARC and in the community
- PCP specialists would also consult on cases outside of the pilot, providing technical assistance, training, and support intended to support service coordinators and empower families.

Intended Outcome: Increased understanding of the person centered planning process, identification of barriers to access to services and supports, enhanced relationship between the consumer/family and ELARC, consumers/parents empowered to partner with ELARC and other community agencies, identification of new resources that are culturally relevant to our community.

Timeframe: This would be a two year pilot, with ongoing assessment and analysis. After two years, the decision to continue, amend, or discontinue would be determined.

Cost: *(Please also reference attached budget)* \$176,000 per year for two bilingual Service Coordinator positions, including benefits and employer taxes. For the five caseloads to be developed, the 1:62 ratio would be dropped to 1:40; thus three current ELARC Service Coordinators would have their caseload ratio "downsized" to 1:40 and two new Service Coordinators would be needed for the two additional 1:40 caseloads.

\$190,000 per year for 2 bilingual Person Centered Specialist positions, including benefits and employer taxes.

Implementation: Prior to implementation of the pilot, two months would be needed to recruit and train the Service Coordinators and PCP Specialists. Running data, subsequent identification of participants, and protocols for the interactions/timelines between the Service Coordinators and Specialist would require two months for development.

Data/Records: Data on expenditures would be tracked quarterly. A pre and post satisfaction survey would be implemented. POS data provided by DDS would continue to be reviewed.

Plan: *Ongoing Training for parents in the role of the Regional Center, understanding services and supports available, understanding policies, and developing partnerships in languages other than*



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English. Key Regional Center terminology to be translated and discussed as part of curriculum. Childcare, bus tokens, and interpretation would be offered to enhance accessibility for families.

Intended Outcome: Increased understanding of the role and responsibilities of the Regional Center.

Timeframe: Three classes per year ongoing with rotation of language

Cost: *(Please also reference attached budget)* \$6048.00

Implementation: The existing Partners in Community Inclusion (PICl) and Understanding Regional Center (URC) curriculum would provide the foundation for the training session. Two months would be needed to secure contracts for childcare providers, purchase bus tokens, and develop work agreements with currently contracted interpretation agencies. A system for distribution of bus tokens would be developed during that time. Additionally, research as to sites appropriate for both the training and child care would be conducted during these two months.

Data/Records: A pre and post knowledge survey would be implemented. POS data provided by DDS would continue to be reviewed.

Plan: *Provide Behavioral Management Workshops for parents in languages other than English in a supportive environment.*

Intended Outcome: Enhance understanding of behavior management and promote the development of skills and approaches that families may utilize. Shared resources and support among parent attendees

Timeframe: Two year project to develop and implement what would be an ongoing curriculum.

Cost: *(Please also reference attached budget)* \$15,000

Implementation: Pilot for a two year period. Rather than providing the information through an interpreter, the information would be provided in attendees' native language in a more dialogue based format. Two months would be needed to customize current English language curriculum and two months to secure contract (s) with trainers. Four workshops (2 sessions each) in Spanish and two workshops (2 sessions each) in Chinese.

Data/Records: A pre and post knowledge test with would be implemented.

Plan: *Update Cultural Competence training and Communication Training for Regional Center staff.*

Intended Outcome: Enhanced awareness of how culture impacts help seeking and service utilization. Understanding of the impact of culture on professional relationships. The integration of cultural competence into the person centered approach. Motivational Interviewing techniques.

Timeframe: Two year project to develop and implement what would be an ongoing curriculum.

Cost: *(Please also reference attached budget)* 9,000.00

Implementation: Over a two year period: five sessions of cultural competence training across three days each as well as three Motivational Interviewing training sessions for key staff.

Data/Records: A pre and post knowledge test with staff would be implemented. Random pre and post consumer satisfaction survey.

(2.) Time of Entry into Regional Center: Support to those entering and new to the ELARC community to understand the basics about Regional Centers and services and to identify community supports.



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Plan: *Develop a Request for Proposal (RFP) for parent run organizations that serve populations identified as underserved in our catchment area to partner with ELARC to provide a regularly scheduled orientation in languages other than English to families going through the intake and assessment process at ELARC. Sessions would be held in the community. Childcare and bus tokens would be offered to enhance accessibility for families*

Intended Outcome: Understanding of the role and responsibilities of the Regional Center and a better knowledge of available resources both Regional Center funded and generic.

Timeframe: 3 orientations in Chinese and 3 orientations in Spanish per year (every other month)

Cost: *(Please also reference attached budget)* \$7543.00

Implementation: Three months would be needed to develop the RFP and secure contracts. One month would be needed for curriculum development. Two months would be needed to secure contracts for childcare providers, purchase bus tokens, and develop work agreements with currently contracted interpretation agencies. A system for distribution of bus tokens would be developed during that time. Additionally, research as to sites appropriate for both the training and child care would be conducted during these two months. Time for development of flyers and distribution.

Data/Records: A pre and post knowledge and satisfaction survey would be implemented. POS data provided by DDS would continue to be reviewed.

Plan: *Partner with the Family Resource Center (FRC) to provide regularly scheduled orientations to the Regional Center for Early Start families with representatives from the Regional Center, and parent groups that serve underserved populations.*

Intended Outcome: Understanding of the transition from Early Start to Lanterman services, understanding of the role and responsibilities of the Regional Center, knowledge of support systems in the community.

Timeframe: 10 sessions per year (once a month with June and December dark)

Cost: *(Please also reference attached budget)* \$11,286.00

Implementation: One month would be needed for curriculum development. Two months would be needed to develop collaborative work agreement with FRC, secure contracts for childcare providers and develop work agreements with currently contracted interpretation agencies. Time for room reservation, development of materials, flyers, and distribution.

Data/Records: Data on expenditures would be tracked quarterly. A pre and post knowledge survey would be implemented. POS data provided by DDS would continue to be reviewed.

Plan: *Identify a percentage of individuals coming in through Intake and pilot an intensive technical assistance/support approach to intake process:*

- Case review by Spanish bilingual or Chinese bilingual PCP Specialist
- Technical assistance from the PCP specialist to assigned intake coordinator regarding
 - reviewing the diagnosis in the person's native language
 - Identifying individual/family strengths/supports
 - Identifying barriers, including socio economic barriers, to understanding and utilizing services and supports



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- Explaining the role of the Regional Center and the relationship between the individual family and the Regional Center
- Reviewing the IPP process
- Providing culturally appropriate resource referral
- Explaining and identifying services
- Explaining the transfer process to ongoing case management in CSD

Intended Outcome: Understanding of the transition from intake status to Lanterman services and the person centered planning process, as well as understanding of the role and responsibilities of the Regional Center; knowledge of available resources both Regional Center funded and generic; knowledge of support systems in the community.

Timeframe: This would be a two year pilot, with ongoing assessment and analysis. After two years, the decision to continue, amend, or discontinue would be determined.

Cost: *(Please also reference attached budget)* Use of PCP Specialists identified above.

Implementation: Prior to implementation of the pilot, two months would be needed to recruit and train the PCP Specialists. Running data, subsequent identification of participants, and protocols for the interactions/timelines between the Intake Coordinators and Specialist would require two months for development.

Data/Records: Data on expenditures would be tracked quarterly. A pre and post satisfaction survey would be implemented. POS data provided by DDS would continue to be reviewed.

(3.) Outreach: Case-find individuals who may not be aware of or understand how to apply for Regional Center services

Plan: *Development of an RFP for outreach with community partners*

Cultural Specialist to identify both large and small key community partners and develop agreements regarding mutual outreach to underserved populations in their communities within mutual service areas, agencies might include:

- Department of Public Social Services
- Public Health
- Mental Health
- First 5
- Small non profit community/neighborhood agencies focused on:
 - Women's Health
 - Neighborhood alliances/issues
 - Healthy Living/Foods

Intended Outcome: Identification of individuals eligible for ELARC services in underserved communities, increased awareness and understanding of regional center services by community organizations and agencies.

Timeframe: Two year pilot project.

Cost: *(Please also reference attached budget)* \$15,000.00

Implementation: Three months to develop and publicize RFPs. Two months to secure contracts.



Data/Records: Data on expenditures would be tracked quarterly. A pre and post knowledge survey would be implemented to contracted agencies. POS data provided by DDS would continue to be reviewed.

(4.) Materials and Information: Support understanding through the development of understandable informational materials and campaigns in a variety of media.

Plan: *Target individuals/families with low English literacy with easier to understand materials in non-English languages, plain language, and through a variety of media.*

ELARC proposes to develop and translate selected materials specific to the ELARC community, as well as work collaboratively with public information representatives of other Regional Centers, on the development of easy-to-understand, informative publications in multiple languages which can be used by clients/families of any regional center. This may include creation of new materials and/or translation into additional languages, of materials which have already been created. Topics for public information to be developed may include information on application for services, assessment and diagnosis, early start, services available by age, generic resources, and information about transitions.

In collaboration with other regional centers through the Statewide Training and Information Group, we propose to work together to:

- Identify priorities for information needed across all of our service areas.
- Develop materials to meet the needs of a variety of reading levels and learning styles, including but not limited to:
 - Videos
 - Print or online guides to services and supports
 - Fact Cards or Sheets
- Ensure materials are in plain language, with visual cues, and provided in quality translated formats.

To promote this access to information about ELARC services, and thereby reduce barriers to access, ELARC plans to contract with a translation agencies with expertise in translation into multiple languages to translate select materials regarding services and supports. Parent run organizations will be included in the quality review process.

Intended Outcome: A wider variety of accurate, understandable, and useful tools for families and individuals to understand the regional center and the services it offers. Tools to be used for outreach, orientation, and training programs outlined in this proposal.

Timeframe: Two year project

Cost: *(Please also reference attached budget)* For collaborative public information project with other Regional Centers: \$10,000. For development and translation of ELARC specific information: \$20,000.

Implementation: Ongoing Information and Training project including Identification of materials to be developed, contract/work agreements with neighboring regional centers, contracts with printers, translation services.



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Data/Records: Pre development needs assessment and post use feedback tool. POS data provided by DDS would continue to be reviewed.

(5.) Fund Service Utilization Research

Plan : *Analysis of Data:* Participate in the ARCA proposal to fund a study to better understand the POS utilization patterns in various communities.

Outcome/Timeframe/Data/Records/Cost: This would be a comprehensive long term study to identify obstacles that limit access to, or utilization of, services by racial and ethnic groups provided by regional centers and their community partners. It would be contracted with an outside institution. All 21 regional centers would contribute \$42,366.60. San Gabriel Pomona Regional Center would serve as the fiscal agent for the contract.



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Item	Est. Annual Cost	Notes
2 Service Coordinators/ 2 PCP Specialists/Unit support	366,000	Enhanced unit-5 SCs w/1:40 caseload ratio
Child Supervision	6000.00	Contract with FRC to secure and arrange child supervision for Early Start Orientation, Parent Run Orientations, and PICI and/or Understanding RC sessions
Cantonese, Mandarin, and/or Spanish Interpretation at PICI/URC	2000.00	Possible contract with parent interpreter for PICI
Orientation Contracts with Parent Run Organizations	6600.00	2 contracts: one with Fiesta and one with CPAD
Cantonese, Mandarin, and/or Spanish Interpretation at Early Start Orientation	9402.00	
Outreach Contracts with community organizations	15,000.00	5-10 grants to small grassroots organizations-funds for materials, staff
Materials	30,000.00	For collaborative public information project with other Regional Centers: \$10,000. For development and translation of ELARC specific information: \$20,000.
Staff Training	9,000.00	Cultural Competence: 6 in person training sessions across three days Motivational Interviewing: Key staff training at three 2 hour sessions
Bus Tokens for all events	875.00	500 round trip rides =1 box Metro bus tokens (\$1.75 each-sold in 1000 count boxes) 1/3 for PICI/URC; 1/3 for orientation; 1/3 for early start orientation
2 Behavior Management Trainers	15,000.00	2 contracts: one in Chinese; one in Spanish
TOTAL	459877.00	