



Developmental Services Task Force

Service Access & Equity Workgroup

February 18, 2020

Welcome & Overview

DS Task Force Guiding Principles

Topics to consider when proposing changes to the community system

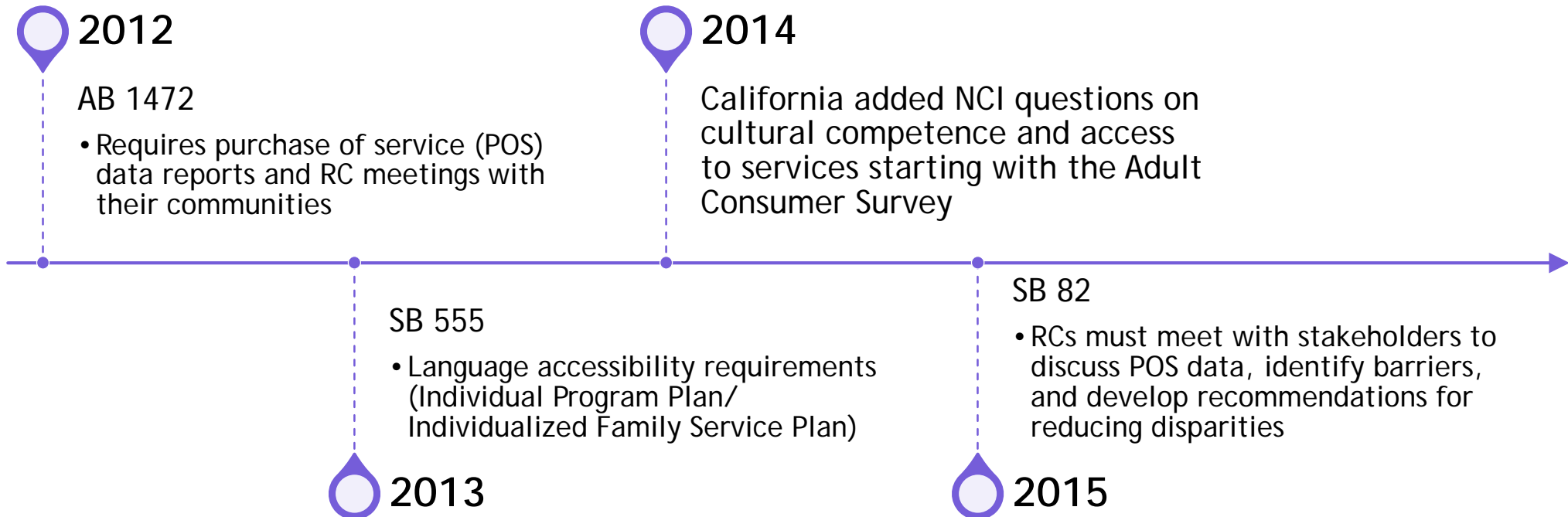
- ▶ Lanterman Act
- ▶ Person Centered Planning
- ▶ Consumer Choice/Self-Determination
- ▶ Health and Safety
- ▶ Community Integration
- ▶ Equity in Service Access
- ▶ System Stability
- ▶ Technology

Service Access & Equity Workgroup Focus

Continue efforts on creating a culturally and linguistically competent service system

- ▶ Recommend statewide strategies to improve access
- ▶ Make recommendations for Disparity Fund Program priorities
- ▶ Review Disparity Fund Program outcomes

Service Access & Equity Efforts



Service Access & Equity Efforts

2016



Four stakeholder meetings

Performance Contract Measures related to reducing disparities and improving equity in purchase of service expenditures

ABX2 1

- \$11 million annually for regional centers' efforts to address POS disparities (Disparity Funds Program)
- Cultural Specialists at RCs and DDS

Three stakeholder meetings

Disparity Funds Program awards funding to 98 RC projects

CBOs can apply for \$11 million to address disparities

CPP/CRDP projects to be person-centered, culturally and linguistically appropriate

Removal of respite cap



2017

Service Access & Equity Efforts

2018

Select project site visits
SDP participant selection reflecting geography & ethnicity
Disparity Funds Program awards funding to 66 projects (31 RC projects, 35 CBOs)
Two stakeholder meetings
Released RC Service Descriptions in five languages

2020

Disparity Funds Program in process of awarding 55 projects

Disparity Funds Program awards funding to 70 projects (35 RCs, 35 CBOs)
Gathered guidance on measuring the impact of Promatora projects
Creation of Service Access & Equity Workgroup

2019

Director's Advisory Group



Participants

DDS

Parent advocates

Researchers

Community organizations



Goals

Receive input and guidance on activities designed to reduce disparities

Reach underserved communities



- ▶ Goal: Identify leaders who will support changes in the developmental services system as diversity continues to grow
- ▶ 5-year project at Georgetown University
- ▶ California is one of 10 states participating

Vision

To improve access to services for consumers and families, DDS fosters leadership and policy development that is culturally and linguistically responsive to the beliefs, values and choices of the diverse people of California

A service delivery system that:

- ▶ Reflects the diversity of California
- ▶ Is fully accessible to all
- ▶ Allows full participation for individuals within their communities
- ▶ Is responsive

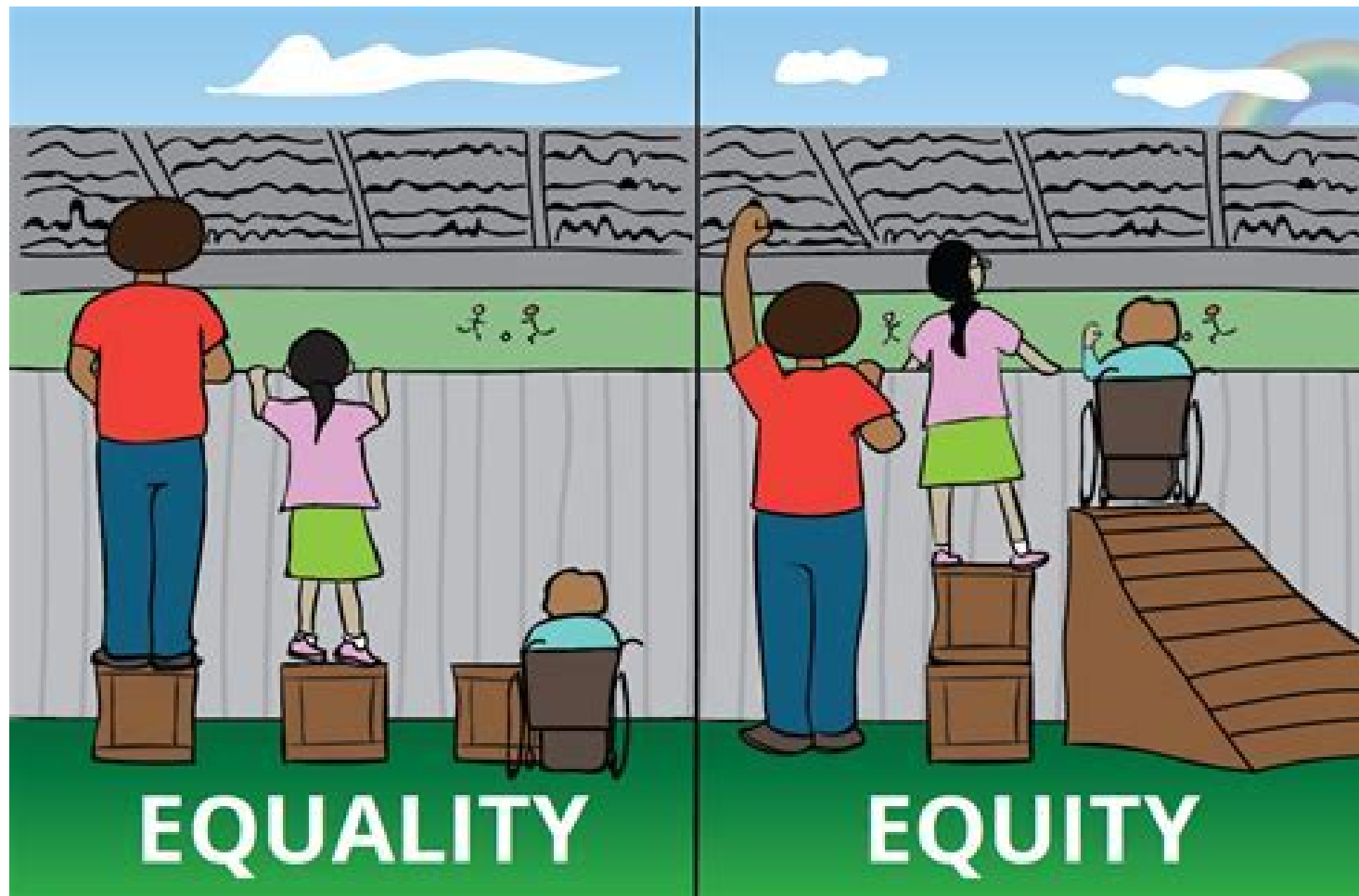
Equity in Access to Services

What is a Service Disparity?

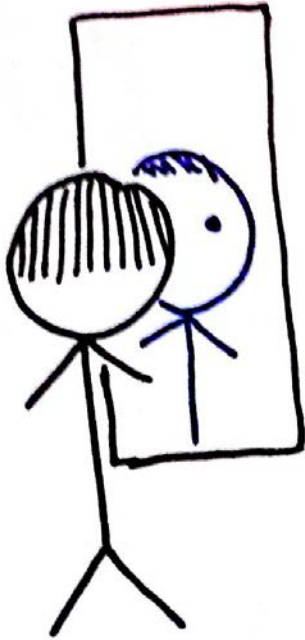
Any difference in the quality of services that is NOT due to differences in needs or preferences



Wesly 12



Cultural Competency



**Seeing the world from
a different perspective**

– Not Just Your Own

Linguistic Competency

Presenting information so it is easily understood by diverse groups

Examples include people who:



Do not speak English



Have limited
writing/reading skills



Are hard of hearing or
deaf

Stakeholder Feedback

Some groups not comfortable asking for help, following up when services are denied

Some groups do not trust public systems

Socioeconomic challenges

Lack of clear information, descriptions of services

Materials not available in all languages

Data Overview

Data Available



Demographic and diagnostic information for each individual (Client Development Evaluation Report and Client Master File)



Purchase of Service (POS)

- Services RCs have approved for each individual (POS authorizations)
- Services RCs have paid for and asked DDS to reimburse (POS expenditures)
- Services DDS has reimbursed to RCs (State Claims)



Surveys of individuals' experiences (National Core Indicators)



Data Limitations

No data on community or “generic” resources individuals receive

- For example, services provided through schools or the In-Home Supportive Services program

Sometimes information is not updated right away

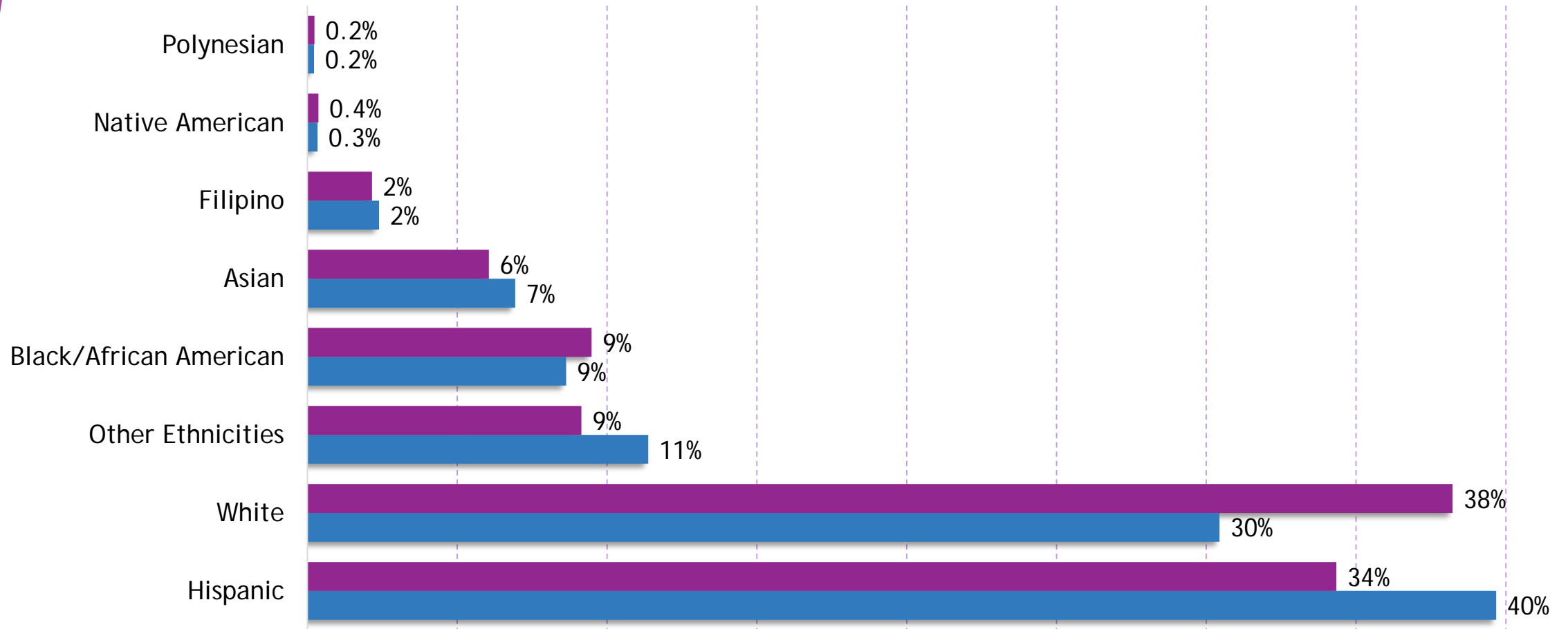
- For instance, when an individual moves from one home to another

RCs may provide similar services under different service codes

- Makes it difficult to see the whole picture of services

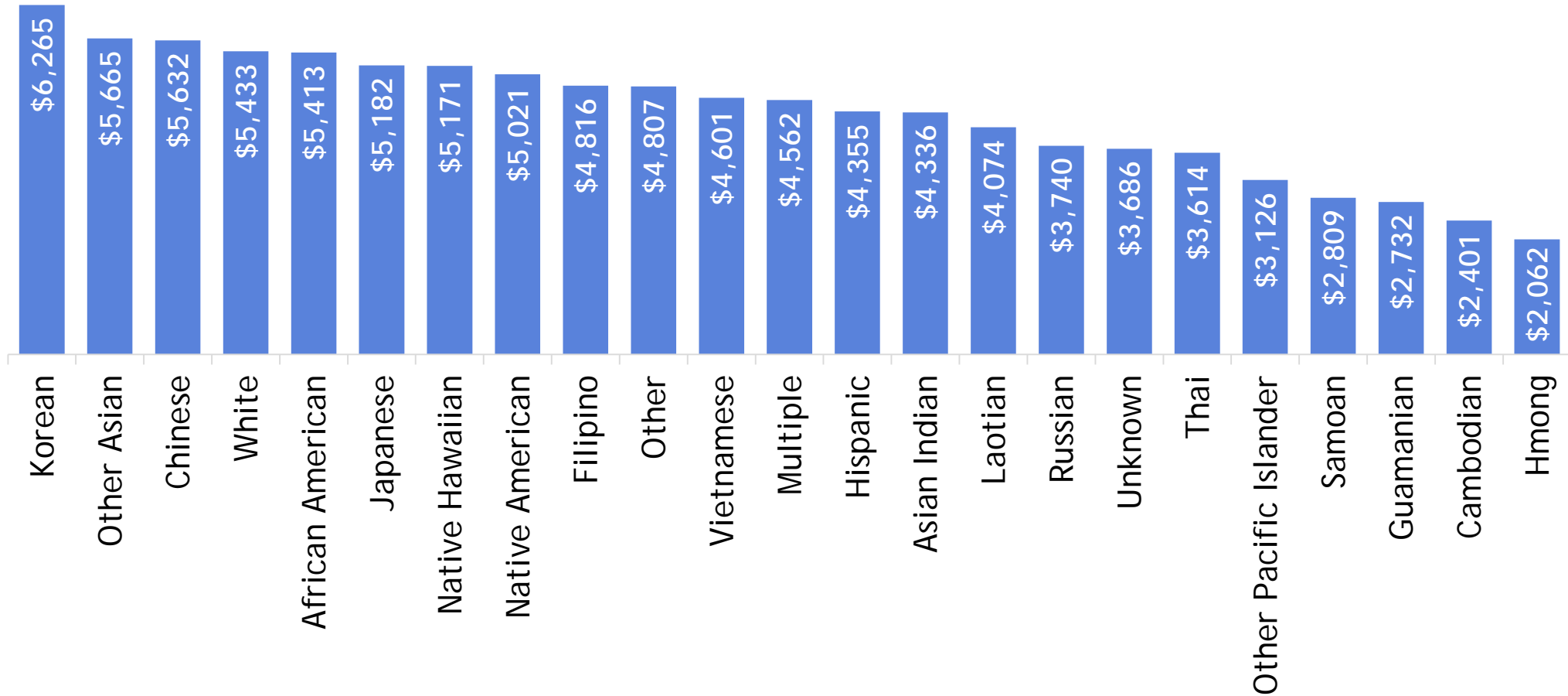
Statewide Population by Ethnicity

2009 2019

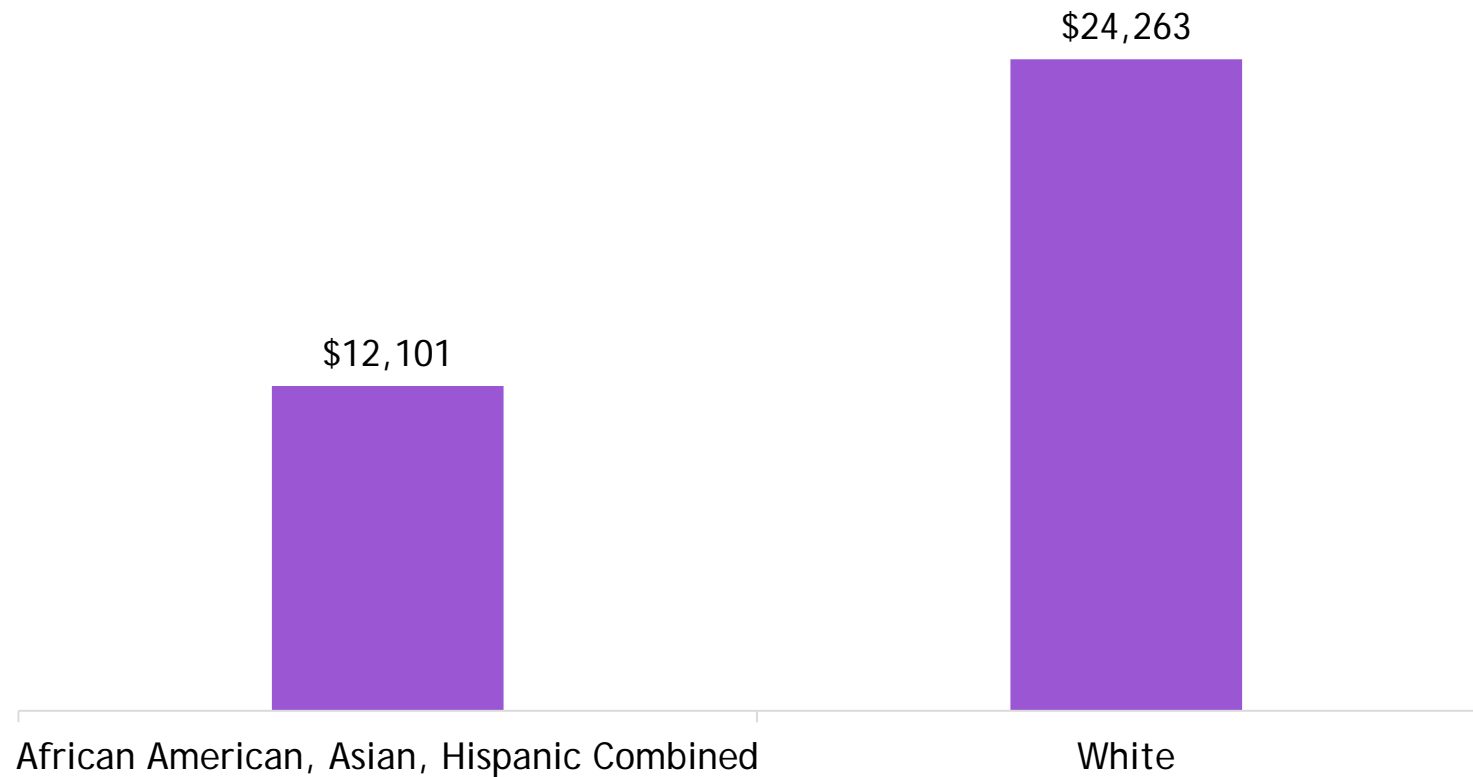


Use of Services Differs Among Communities

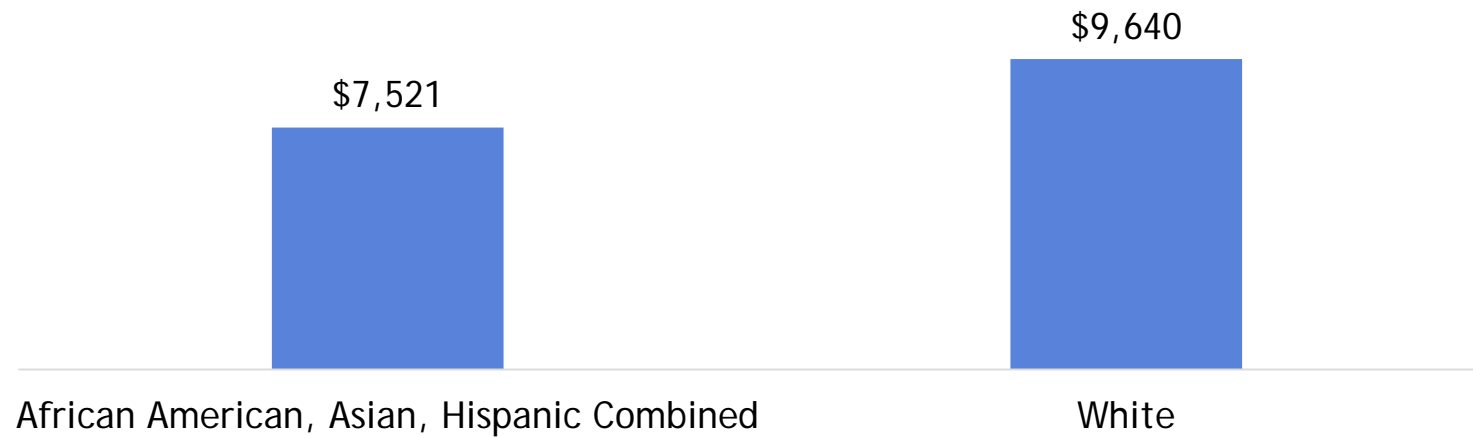
Average Service Expenditure,
Individuals Ages 3-21 Living at Home
2018/2019



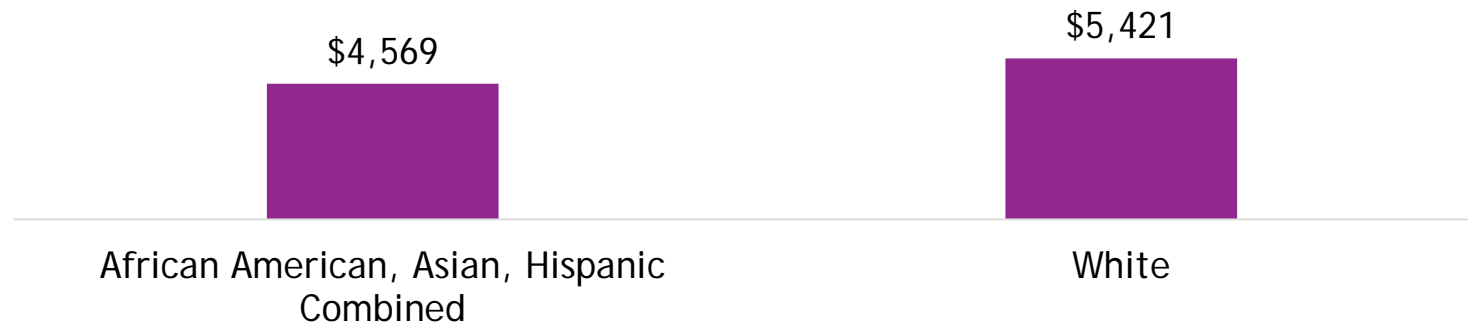
Average 2018/2019 POS Expenditures, Individuals Ages 3 and Older in All Residence Types



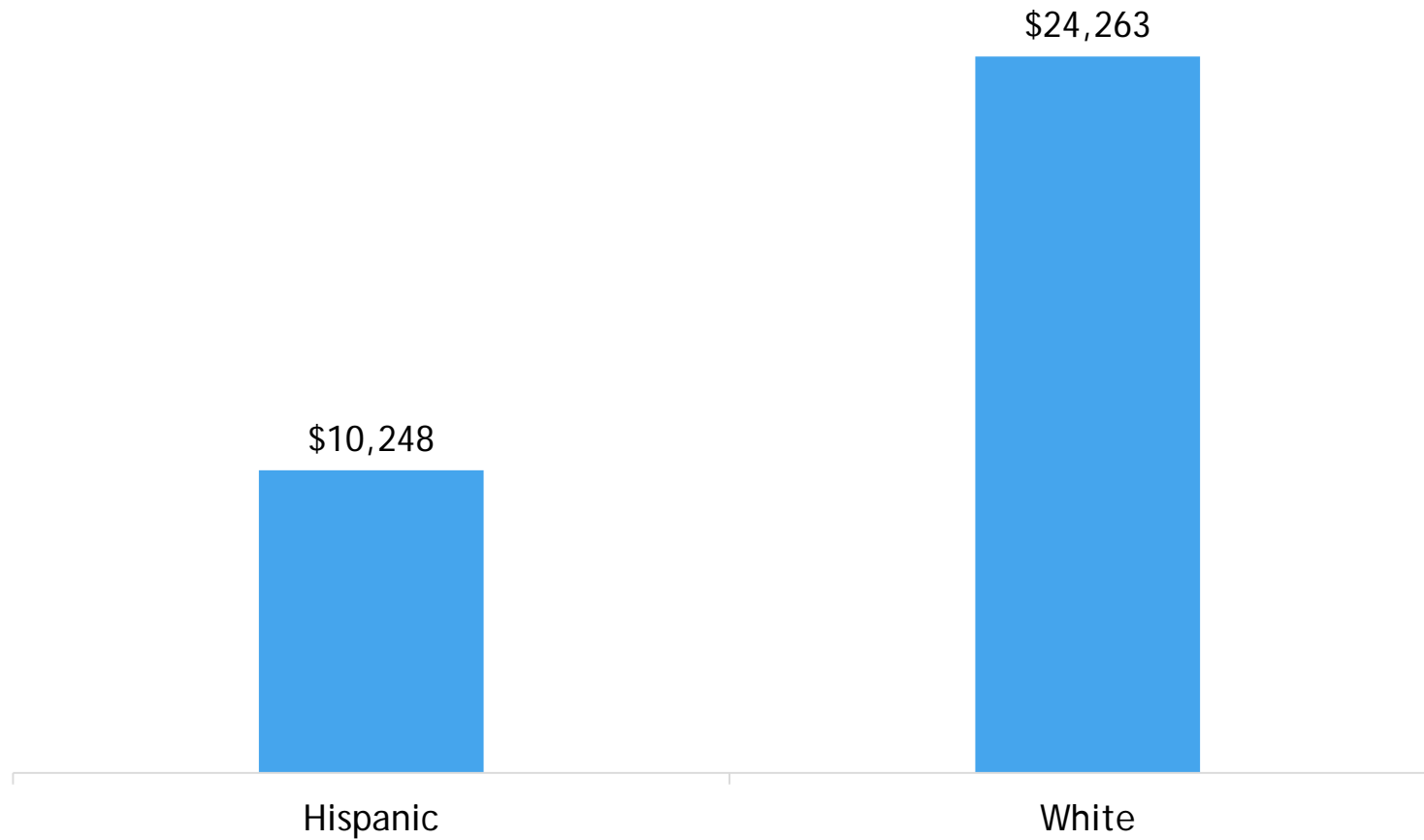
Average 2018/2019 POS Expenditures, Individuals Ages 3 and Older Living at Home



Average 2018/2019 POS Expenditures, Individuals Ages 3-21 Years Living at Home



Average 2018/2019 POS Expenditures, Individuals Ages 3 and Older in all Residence Types



Respite Services



\$1,934
HISPANIC



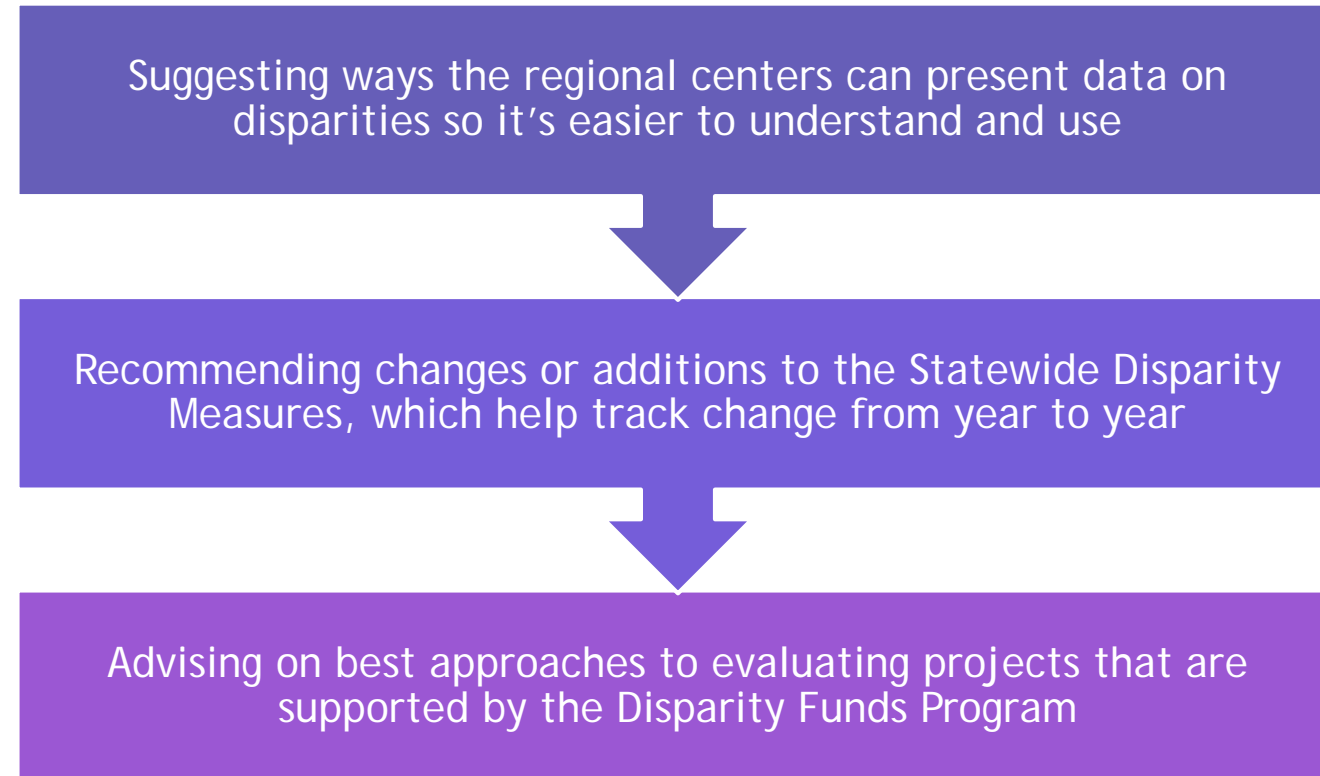
\$1,839
WHITE

Statewide Disparity Measures

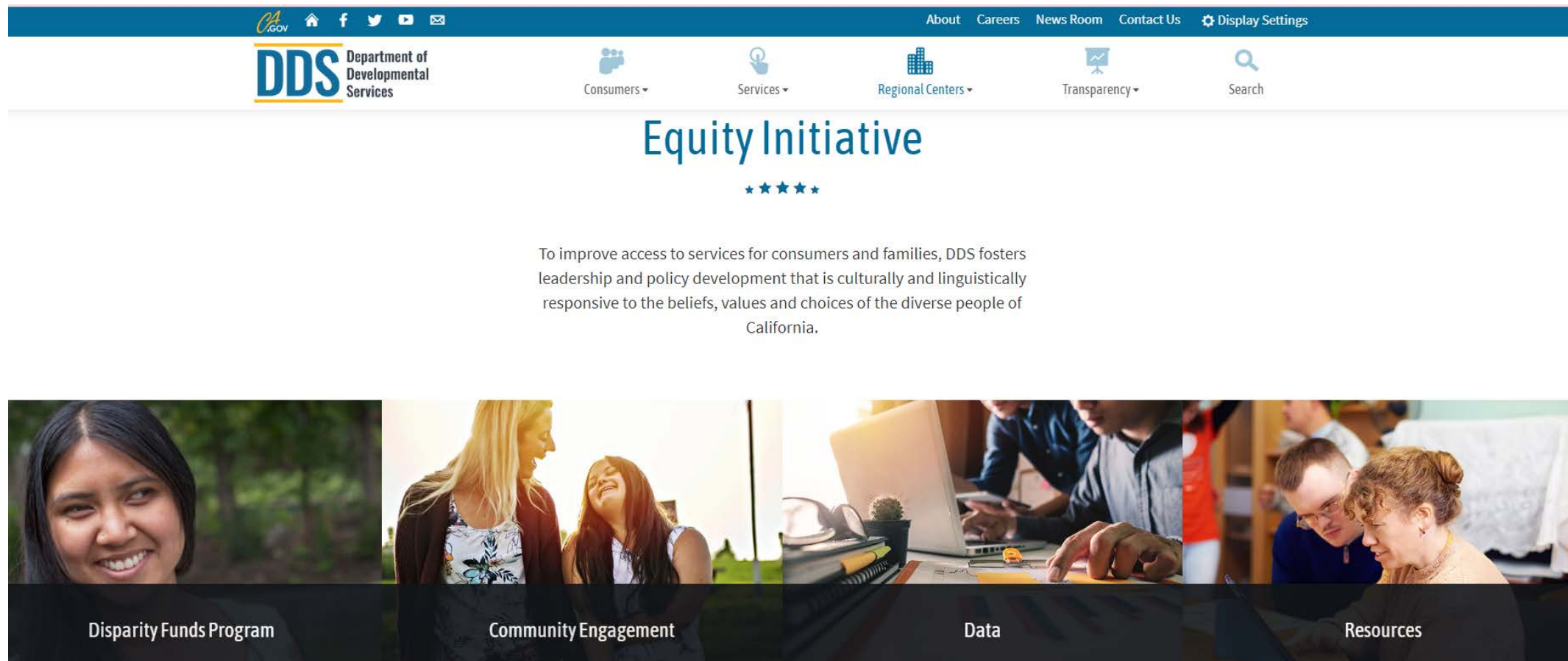
1. High-Level Comparison of Purchase of Service (POS) Expenditures by Age, Ethnicity and Language
2. Timely Eligibility Determination: Birth Through Two Years
3. Access to Early Start Services: Birth Through Two Years
4. Early Start Utilization Rate
5. POS Equity: Youth
6. Equity in Adaptive Skills Training: Youth
7. Respite and Personal Assistance Equity: Youth
8. Personal Assistance Services Equity
9. Equity for Language Diversity
10. Equity in Supported Living Services and Independent Living Services: Adults
11. Equity in Supported Work Programs: Working-Age Adults

Data Discussion Group

Will make recommendations to the Service Access and Equity Workgroup on certain technical issues such as:



Review of DDS Website



Disparity Funds Program Summary

Overview



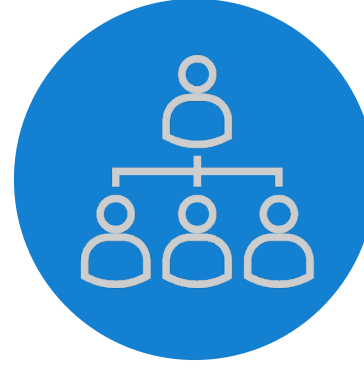
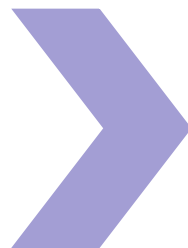
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4519.5
Legislative
History



2

2016 and 2017
Statutory
Changes



3

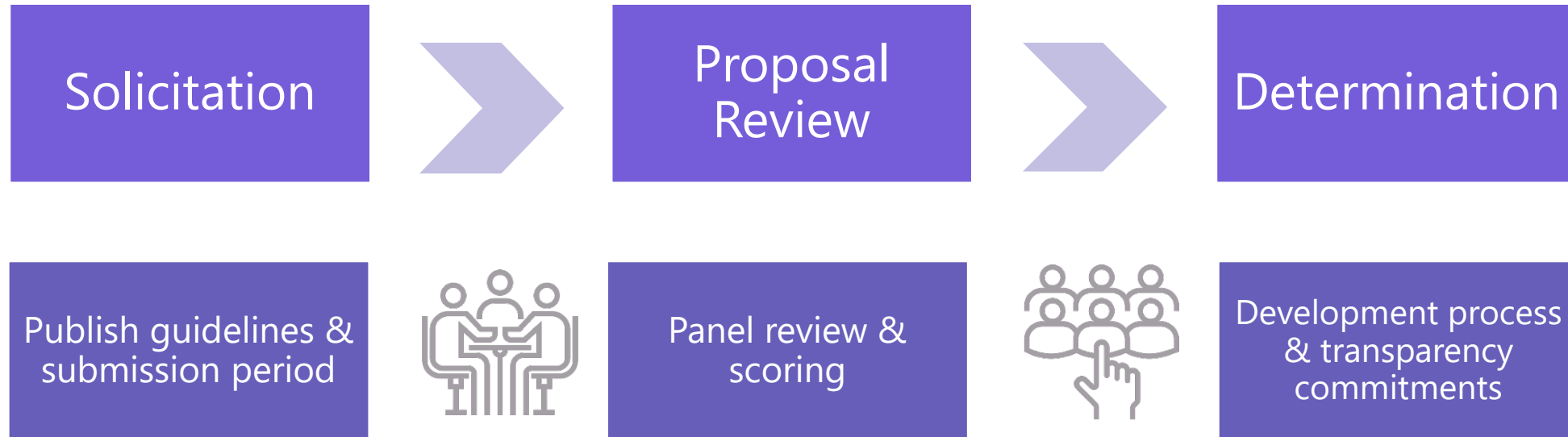
Disparity Funds
Program's
Responsibilities
and Functions



4

Highlights,
Impacts, Work
Plan, and Goals

Annual Pre-Award Activities



Post-Award Activities



Project Categories

Promotores

Outreach

Parent/family
education

Workforce
capacity

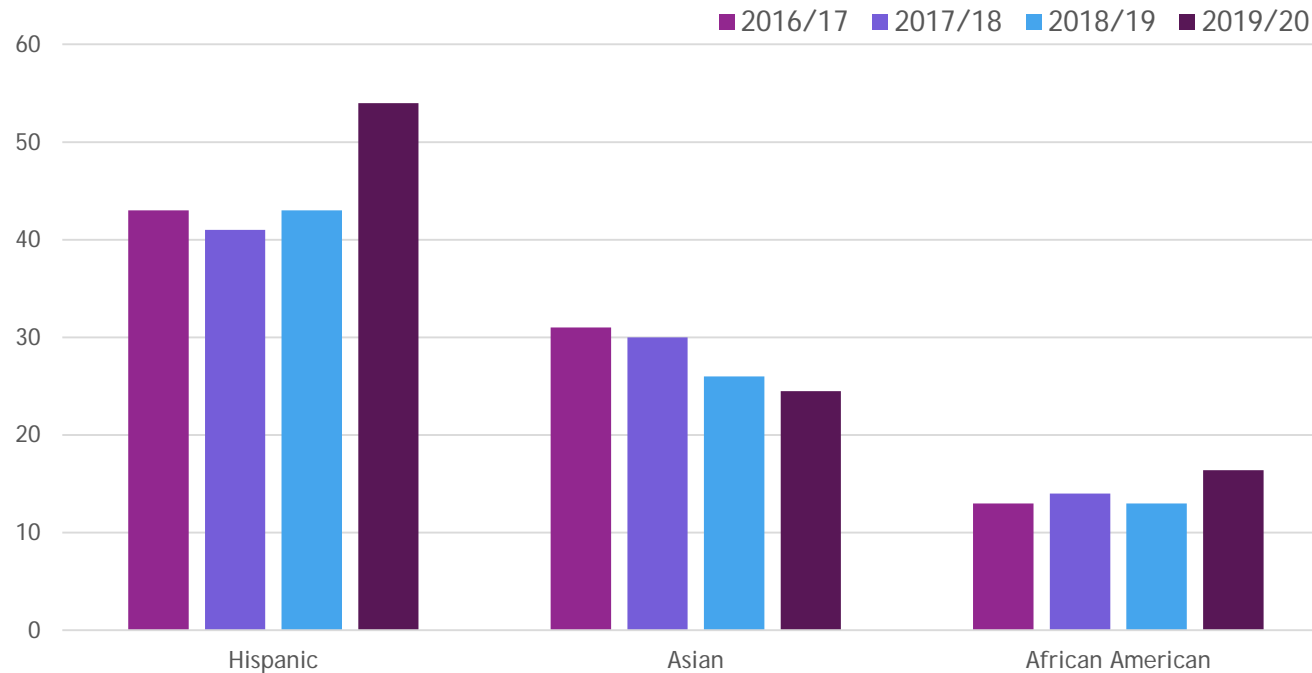
Translation

Services
development

Family/consumer
support services

Project by Ethnicity

Across four years of funding, 45.4% of projects serve the Hispanic population, 22% serve the Asian population, and 14% serve the African American population.



	Hispanic	Asian	African American
2016/17	43%	31%	13%
2017/18	41%	30%	14%
2018/19	43%	26%	13%
2019/20	54.5%	24.5%	16.4%
Average	45.4%	22.0%	14%

Insights Gained

Ask stakeholders to review translations to be sure they are culturally and linguistically appropriate

Families may benefit from materials in a video or audio format, in their primary language

Cultural competency trainings should include service providers in addition to regional center staff

Offer outreach activities throughout the year to build trust and hear from the community on how to address barriers

Provide child care for parent education events and schedule when parents are available

Promotora projects can assist to build knowledge and trust with the regional center and other systems

Morning Breakout

Guiding Principles & Vision:

What should be
added or changed?

Lunch

Afternoon Breakout

Cultural & Linguistic Competence:

What is working?
What is needed?

Next Steps