

POS Expenditure Data Report
Redwood Coast Regional Center
May 2017

This report is provided to the Department of Developmental Services as required in Article VII: Miscellaneous, Section 6(b)(i) of Redwood Coast Regional Center's 2016-2017 Contract.

I. Issues identified in analysis of RCRC POS Expenditure Data

The demographics of the area served by Redwood Coast Regional Center (RCRC) remain similar to those of recent years, and as in prior years, dissimilar to statewide data. The 2015-16 data suggests that the demographics of the population served by RCRC closely resembles that of the four counties served by our regional center. The primary ethnicity identified by RCRC clients is reported to be White (74%), followed by Hispanics (12%), Native Americans (6%), Other (5%), African American (2%) and Polynesian (1%). The primary language of RCRC clients is reported to be English (93%), Spanish (6%) and all other (1%).

The following issues were identified by our analysis of the 2016 data, and by comments made during public meetings held in March of 2017. Participant comments are summarized or provided verbatim within quotation marks.

1. Redwood Coast Regional Center should continue and intensify its outreach to underserved communities, particularly Hispanic and Native American communities.
 - a. RCRC should continue to improve its efforts to educate families and community members about "who we are and what we do." A participant noted that she "learned more about regional center services from other parents, than from regional center staff ." She stated that parents may not understand the service system as professionals explain it, but may benefit from hearing from other parents about what services and supports have been helpful.
 - b. RCRC should conduct family and community education in typical community settings (schools, health clinics, etc.) and be present during community/cultural events.
2. Developing more parent support groups would be an effective strategy for diversity outreach.
3. RCRC should make efforts to ensure that there are sufficient interpreters, bilingual staff, and bilingual service providers. Outreach to schools and

students regarding careers in our service system and human services may support diversity awareness and inclusion over time.

4. "When visiting with people where they are, it would be helpful to ask the group if another visit would be OK with them, and offer something like food, childcare, or a stimulating topic that is relevant to them - real family stuff."
5. A concern was expressed about RCRC clients that do not receive services. A participant questioned whether service coordinators reach out to clients not receiving services to explore "possible barriers," or other reasons they are not utilizing RCRC services.
6. Participants shared that some community members may not approach RCRC regarding services out of fear of deportation. A participant suggested that RCRC should consider developing a statement about immigration status and its relationship to eligibility for services, and post this on the Regional Center website.
7. A participant shared the concern that "Hispanic children whose parents may be hiding from immigration or are in fear of being deported, may choose to leave the country without their children." He commented that this could affect primary residence and school statistics in the near future.
8. Printed materials should be available in family resource centers and tribal health clinics.
9. RCRC should improve efforts to collaborate with schools to identify and refer children and families in need of services.
10. RCRC should consider student internships as a method of improving the diversity of its workforce.

II. Results of Stakeholder Meetings

Public meetings were held on March 21, 2017 in Ukiah for residents of Lake and Mendocino Counties, and on March 23, 2017 for residents of Humboldt and Del Norte Counties. Ten community members attended the meeting in Ukiah, and five attended the meeting in Eureka. These numbers were similar to the meetings held during the previous year. Food and refreshments were available at both meetings.

Spanish language interpreters were available at both public meetings. The meetings were held from 5:00-6:30 p.m. to accommodate working clients and family members. Spanish and English versions of the meeting announcements were posted on the RCRC website, made available at all RCRC offices and other locations, and were distributed by RCRC staff. Public service announcements (English and Spanish

versions) were provided to all area media, including those with Spanish language audiences/readerships, more than 30 days prior to the meeting dates. All meeting participants received a handout containing color coded graphs and charts of the POS expenditure data from 2015-16, in an easy-to-understand format. The graphs and charts were prepared by RCRC and served as discussion guides for each meeting. The charts and graphs contained all required new information regarding expenditures and expenditure trends. An index to the materials was provided as well as explanatory notes and definitions of terms used in the report, and where available comparisons to statewide data.

A power-point presentation was also developed allowing participants to view the charts and graphs of the expenditure data provided in the report. During the presentations, participants were asked to refer to narrative information and tables provided in the printed handout. Participants were encouraged to provide comments or ask questions at any time during the presentation. Note takers were available at both meetings to record participant comments and main discussion topics. There appeared to be adequate time allotted for presentation and discussion. Discussion at both meetings was active with most of those present making contributions. Verbatim and summary statements are included in section I and are summarized in section III, Proposed Strategies.

III. Proposed Strategies

- A. Conduct extensive outreach to Hispanic and Native American communities. Arrange small group meetings at local sites used by community members. Provide written invitations in English/Spanish, and in other languages on the RCRC website utilizing Google Translate. Arrange translation services, offer food and refreshments, provide transportation and childcare if identified as a need. Identify local residents to serve as co-facilitators.
- B. Participate in community/cultural events in all four counties by “tabling” with bilingual staff and local community liaisons, and providing translated, easy-to-understand educational materials available for community members.
- C. Facilitate parent support groups in local communities in locations where community members typically meet: schools, health clinics, etc. Provide food, refreshments and child care.
- D. Collaborate with school personnel to better identify children and families that may benefit from RCRC services, or who may be currently underserved.
- E. Conduct outreach to RCRC clients who are not currently receiving services purchased for them using POS funds.

- F. Provide presentations to students in P-12 schools and post-secondary programs regarding careers in human services and specifically in the developmental disabilities service system.
- G. Provide real-time multiple language translation of all information on the RCRC website. Ensure that the website is accessible to all users including non-readers through use of text to speech software.
- H. Continue current efforts to recruit bilingual/bicultural staff and provide salary differentials for bilingual staff. Pursue student internships for bilingual/bicultural college students.
- I. Explore the use of social networking to reach and communicate with diverse communities in our service area.
- J. Conduct in-service education for RCRC staff and community service providers on culturally responsive practices.
- K. Develop a Diversity Statement that addresses community concerns about immigration status and eligibility for RCRC services, confidentiality, and access to services.