



INLAND REGIONAL CENTER

...valuing independence, inclusion and empowerment

P. O. Box 19037, San Bernardino, CA 92412-6127

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April 3, 2023

To Whom It May Concern:

Attached you will find the Inland Regional Center's (IRC) Purchase of Service (POS) Report and plan to ensure that the services authorized and approved are of the highest quality and available to all Clients no matter the age, language, ethnicity, diagnosis, geographical location, living arrangements, or other identifiable challenges.

IRC continued to take a collaborative approach to gathering input from the community. Our Community Engagement Team continued to work in partnership with our Community-Based Organizations (CBOs) and the Autism Society of Inland Empire (ASIE) to assist with marketing the POS data, survey, and meeting dates.

Again, this year, IRC pre-recorded the POS presentation in English, Spanish, and American Sign Language (ASL) and made a weekly post with the data and a survey on our social media platforms to gather input. An in-person POS presentation in Spanish, English, and ASL occurred on February 15, 2023, at the IRC Conference building.

At the in-person meeting, all CBOs receiving grant funding from the Department of Developmental Services (DDS) during the reporting period were afforded an opportunity to speak. As well, IRC requested from each CBO quantitative and qualitative data to assist in creating the POS report.

The POS data was presented in the Community-Based Organization Collaborative, Disparity Link, Vendor Advisory Committee (VAC), and Client Advisory Committee (CAC) meetings. Finally, all IRC staff received the data, survey, and pre-recorded presentation and were encouraged to provide feedback.

The attached report has input from our community, partner organizations, and staff, summarized with a plan to continue to address the disparities in the POS.

Don't hesitate to contact me at (909) 890-3400 or via email at Ljohnson@inlandrc.org with any questions, concerns, or additional input. We welcome the opportunity to discuss our activities with you.

Sincerely,

Lavinia Johnson
Executive Director
Inland Regional Center



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Common acronyms are used throughout this report.

ASIE	Autism Society Inland Empire
CAC	Consumer Advisory Committee
CSC	Consumer Services Coordinator
CBO	Community-Based Organization
CEU	Continuing Education Unit
CFT	Child Family Team
CLAP	Creating Leadership Among Parents
CLASE	Colaboración, Liderazgo, Abogacía, Servicio y Educación (Collaboration, Leadership, Advocacy, Service, Education)
CP	Cerebral Palsy
DACA	Deferred Action for Childhood Arrivals
DEI	Diversity, Equity, and Inclusion
DDS	Department of Developmental Services
D/HH	Deaf and Hard of Hearing
DRC	Disability Rights California
EPU	Exceptional Parents Unlimited
GANAS	Genuine, Animate, Navigate, Assist, Succeed
ICF	Intermediate Care Facility
ID/DD	Intellectual Disability/Developmental Disability
IPP	Individualized Education Program
IHSS	In-Home Support Services
IPP	Individual Program Planning
IRC	Inland Regional Center
ISC	Infant Services Coordinator
LACC	Language Access Cultural Competency
LMS	Learning Management System
NOA	Notice of Action
OCRA	Office of Clients' Rights Advocacy
OT	Occupational Therapy
PBC	Parenting Black Children
POS	Purchase of Service
PT	Physical Therapy
RC	Regional Center
SAE	Service Access and Equity
SDP	Self Determination Program



SCDD	State Council developmental disabilities
SSI	Supplemental Security Income
VAC	Vendor Advisory Committee

Diversity/Disparity/S.A.E. Data Action Items

Inland Regional Center took the following actions to increase attendance and participation in the Purchase of Service (POS) discussion.

- On November 14, 2022, the POS Public Input Meeting was announced on inlandrc.org/calendar.
- On November 15, 2022, the POS Public Input Meeting was announced to Community-Based Organizations (CBOs) receiving grant funding from the Department of Developmental Services (DDS), DDS liaison, Office of Clients' Rights Advocacy (OCRA), Disability Rights California (DRC), Diversity, Equity, and Inclusion (DEI), and State Council Developmental Disabilities (SCDD).
- On December 7, 2022, the Public Input Meeting announcement was shared with the Vendor Advisory Committee (VAC).
- On December 22, 2022, the POS data was posted on IRC's website in English and Spanish under the Accountability page.
- On January 10, 2023, the POS data, meeting notice, and survey were shared with IRC Program Managers.
- On January 12, 2023, the POS Public Input meetings were announced on IRC's Client Advisory Committee (CAC) Facebook page.
- On January 13, 2023, CLASE leaders were invited to attend IRC's live POS Public Input meetings and were encouraged to provide public input.
- On January 17, 2023, the POS data report and survey were sent to all IRC staff.
- On January 18, 2023, the Community Engagement Program Manager presented POS data to IRC CBO Collaborative meeting.
- On January 20, 2023, the Autism Society shared POS public input meeting flyer on their listserv.
- On January 23, 2023, the POS data was presented to IRC Directors by Community Engagement Manager and was approved.



- On January 23,30, 2023, and February 6,13,15 2023. the POS Public Input Meeting presentation with data and survey was added to all three social media platforms operated by IRC.
- On January 23, 2023, the POS presentation video and links were emailed to all IRC staff, Vendors, Community Partners, Clients, and parents from the IRC listserv.
- On January 26, 2023, IRC's Cultural Specialist presented the POS data and link and survey to the IRC CAC "Hang Out" meeting. Attendees were encouraged to provide their comments and suggestions via the survey or by email and were invited to attend the live POS Public Input meetings on February 15, 2023, at 11AM (Spanish) and 5PM (English).
- On January 27, 2023, IRC's Cultural Specialist presented the POS data to CLASE leaders and provided a link to the survey.
- On February 13, 2023, Cultural Specialist presented the POS data to the VAC.
- On February 14, 2023, the POS data was presented to the IRC's Disparity Link team.
- On February 15, 2023, the live POS Disparity Data presentation with public input session was delivered to the community in-person.
 - Spanish session 11:00 AM -12:30 PM
 - Number of attendees = 25
 - English/ASL session 5:00 PM -6:30 PM
 - Number of attendees = 33
- Total Public Input surveys received from all sources mentioned above:
 - English surveys = 53
 - Spanish surveys =23



**Fiscal Year 2020-2021
Service Access and Equity Presentation Stakeholder Meeting Notes
Purchase of Service Public Input
February 15, 2023 – English/ASL session
5:00 PM to 6:30 PM**

IRC Staff: Vince Toms, Director of Community Services; Treva Webster, Director of Early Start, Intake, Clinical, and FRN; Kurtis Franklin, Director of IT and Administrative Services; CJ Cook, Community Engagement Program Manager; Maria Rodriguez, Cultural Specialist; Estefania Peña, D/HH Cultural Specialist; Tameka Alexander, ASL Consultant; Martín Morales, Language Access and Cultural Competency Specialist; Taniale Sanchez, Event Developer Outreach Specialist; Marquis Quinton, Emergency Services Coordinator; George Gonzalez, CST III; Ismeth Estrada, CST I; Gregory Harrison, Consumer Advocate; Stephen Donahue, Consumer Advocate.

Vendors: Sofia Benitez, 24hr. Home Care; Mary Rose Khan, Mesa Verde Home; Gohar Khan, Mesa Verde Home; Noel Esho, Mercyland Home; Tina Beth, Arc School of Hope; Chris Pike, School of Hope.

Interpreters: Raven Taylor (ASL); Marlene Gaines (ASL); Gerardo Ruiz (Spanish).

Other Agencies: Jens Sorensen, DRC; Esteban Ortiz, SCDD; Katherine Connolly, DOR.

C.B.O.s in attendance

- Autism Society Inland Empire
 - Beth Burt, Clara Garcia, and Virginia Sosa – Colaboración, Liderazgo, Abogacía, Servicio y Educación (C.L.A.S.E.)
- Familias First
 - Victor Campos – Creating Leadership Among Parents (CLAP) SAE grant project
- Padres con Ganas
 - Martha Barragan – Genuine, Animate, Navigate, Assist, Succeed (GANAS.)

Stakeholder attendance included community members, clients, parents/caregivers, vendors, and IRC staff. Number of stakeholder attendees = 33

The presentation included common regional center acronyms, important POS disparity timelines, information on POS expenditures, IRC Client and staff growth, the Community Engagement Unit, current SAE and CBO projects, POS disparity data, barriers and tools, ongoing SAE objectives, projected goals, how to stay connected, public input, announcement, and links to the annual POS survey.

You may review the English 2021/2022 POS disparity data at: <https://www.inlandrc.org/wp-content/uploads/2022/12/IRC-POS-Data-Reports-21-22-English.pdf>

You may review the English POS Purchase of Service Presentation – English <https://youtu.be/5xkl98PCniw>



You may review the English POS Purchase of Service Presentation – ASL
<https://www.youtube.com/watch?v=mvD4-wZvOro>



**Fiscal Year 2020-2021
Service Access and Equity Presentation Stakeholder Meeting Notes
Purchase of Service Public Input
February 15, 2022 – Spanish session
11:00am to 12:30 PM**

Attended by:

Vince Toms, Director of Community Services; Kurtis Franklin, Director of IT and Administrative Services; CJ Cook, Community Engagement Program Manager; Maria Rodriguez, Cultural Specialist; Estefania Peña, D/HH Cultural Specialist; Martín Morales, Language Access and Cultural Competency Specialist; Taniale Sanchez, Event Developer Outreach Specialist; Marquis Quinton, Emergency Services Coordinator; George Gonzalez, CST III; Ismeth Estrada, CST I.

Interpreters: Gerardo Ruiz (Spanish)

Other Agencies: DRC and OCRA were invited but did not attend; SCDD was invited but did not attend.

C.B.O.s in attendance

- Autism Society Inland Empire
 - Beth Burt, Clara Garcia, and Virginia Sosa – Colaboración, Liderazgo, Abogacía, Servicio y Educación (CLASE) which in English means, collaboration, leadership, advocacy, service, and education
- Familias First
 - Victor Campos – Creating Leadership Among Parents (CLAP) SAE grant project
- Padres con Ganas
 - Martha Barragan and Maria Martinez – Genuine, Animate, Navigate, Assist, Succeed (GANAS)
- Ives Torres Foundation
 - Isabel Torres and Araceli Gil - Padres Con Poder

Stakeholder attendance included community members, clients, parents/caregivers, vendors, and IRC staff. Number of stakeholder attendees = 25

Presentation included common regional center acronyms, important POS disparity timelines, information on POS Expenditures, IRC Client and staff growth, the Community Engagement Unit, current SAE and CBO projects, POS disparity data, barriers and tools, ongoing SAE objectives, projected goals, how to stay connected, public input, announcement, and links to the annual POS survey.

You may review the Spanish 2021/2022 POS disparity data at: <https://www.inlandrc.org/wp-content/uploads/2022/12/IRC-POS-Data-Reports-21-22-Spanish.pdf>

You may review the Spanish POS Presentación de la Compra de Servicios – Español <https://youtu.be/J7e6ShJu88M>



Issues Identified and feedback from SAE Stakeholder Virtual Meetings, Public Input Surveys, and presentation of POS disparity data to various groups in the IRC community.

01/26/23 Input from "Hang Out" attendees:

- Client expressed transportation is an issue with the vendor providing transportation.

01/27/2023 Input from C.L.A.S.E. Leaders:

- More staff/caseworkers are needed.
- IRC must work on sharing resources/services/families.
- IRC should vendorize with providers that have GPS tracking service.
- The vendorization process is complex and long.
- The application for the services is difficult.
- Getting a child back to IRC is problematic if the child ages out or leaves the school system.
- CLASE members mentioned that they need guidelines for services and the interpretation of the information by judges; the interpretation of the law sometimes differs from what is written. Clients have an additional barrier to understanding complex language, even in their spoken language, which adds another layer/barrier.
- CLASE member mentioned crisis services, insufficient services, and what kind of support exists; she heard the same concerns from different groups. Mentioned additional services, one in particular for regional service Clients with developmental disabilities. The primary concern is what they can do when Regional Centers are closed.
- added not only resources but needing more services due to limited vendors are the challenges.
- Mentioned respite care; service may be approved but unavailable.
- Added that it is essential to compare IRC with other regional centers regarding POS.
- CLASE leaders submitted concerns in writing as well- Letter is attached to this report.

02/14/23 Input from "Disparity Link" attendees:

- I have many families who are comparing what other regional centers fund and what we don't fund, etcetera, especially because they're either coming from that other regional center or have some sort of connection to that regional center. One of the things I hear most is art therapy or music classes, specifically with San Gabriel/Pomona Regional Center. It's happened in the past with daycare and RCOC when funding daycare wasn't available; until about a year ago when we started funding it. It's just that comparison and why are these regional centers funding it and IRC is not. I just heard it again yesterday: music classes, art classes, and therapy at San Gabriel/Pomona Regional Center. CSC sent flyers to Clients on the contact email list to take the POS Public Input Meeting survey.

02/15/2023 Input from the live Spanish POS Public Input Meeting (11:00 AM – 12:30 PM): Positive statements:



- I have seen changes in the last ten years. More resources are accessible in our language (Spanish). The new positions at IRC were created with us in mind. The website is better and is serving in Spanish. There is an increase in Spanish-speaking staff.
- I have seen more resources available in Spanish. The newsletter is available for easy download, and we can conveniently read it at our own time. It needs more promotion, but I like that it is available. Also, the website has more resources, and we can find them in our language.
- Appreciates staff taking concerns seriously and mentioned that more material is available in Spanish. We are now able to be at the table and have a conversation on how to help our communities.
- We continue to have conversations about the disparities.

Feedback:

- I feel the parents know about the program but do not know what children have. If they could be together to connect and events where parents can say what is really happening and what to do when something is happening with the child. Parents know the information, and it can be very confusing; they don't know how to get there or explain what is going on with the family and understand the condition of the child. How to understand why the parent does not understand the condition.
- I am a facilitator for C.L.A.S.E., a group of 43 leaders, 19 groups to empower the leaders; they are invited to the table. The goal was to be a part of the table. There are no programs or services, specifically respite and program or behavioral programs, or services for crisis. We want to know what is available to families. Need more data about available services. There are locations that are not getting services because there are no providers. How does IRC compare to the other Regional Centers?
- We learned that even though we have a lot of information, we are missing the information for the parents. The second layer is for parents to know how to make an informed decision. There is a lot of confusion. In our program, we focus on helping parents to understand and make informed decisions. Parents sometimes do not have the education level, sometimes not even elementary school. If we had the guidelines, and the policies, we can help the families. We can use that vocabulary so that the service provider can understand the child's needs. During the pandemic we could not assist families in understanding; I.R.C. faced a difficult challenge; we need a system that works, so parents have direct communication when they need it.
- Technology is a big problem for our families; this room should be full with parents that can help us offer solutions; if families cannot navigate the web, how are they going to know and connect with similar activities; if families do not have the understanding, is there something that can be done as far as workshops related to technology for parents at their level. Families struggle and don't feel well about connecting to the web and finding resources; technology is a big problem. We need to find solutions to help families that struggle with technology.
- I am the leader of A.S.I.E. and the group of C.L.A.S.E., and I am here to hear what is going on in their areas. I agree with all they said. Vendor application should be easier and uniform state-wide; it is a state-wide issue; IRC does not have enough vendors; not enough services available in certain areas.



- We need clear guidelines and what is needed. Having a new vendor application across the state. A much easier application, not the more than 40 pages we currently have. To give other vendors the opportunity to come to I.R.C. from other regional centers.
- There are a lot of needs. We need new and innovative programs; we are here to make something new and try to do something different, but we continue to do the same thing. To put volunteers; to create a program to help Hispanic families. English, we sometimes translate it to Spanish, and it does not translate well. Families don't know what to do with their child. They need other programs. There are a lot of resources but not education.
- IRC: Announced the 1:40 unit; explained that the unit is taking clients from \$0-\$1900; for families with no purchase of services; each coordinator can only have 40 cases; individualized training; focused on parents' level of understanding; we break the information on smaller parts; looking at the needs; mini workshop about fair hearings; the last workshop was about Notice of Action; and also, about their rights are. If you have families with zero or very few services, we are open to receiving them.

02/15/2023 Input from the live English POS Public Input Meeting:

Positive statements:

- Parents being aware of the services to help them connect with the services, willingness to try something different.
- Appreciates how supportive IRC has been.
- Client shared about IRC helping with transportation.
- Client shared about working on projects for CAC/disaster preparedness, Self Determination, and social recreation.
- Client share about is participation in multiple activities, including grassroots; he has seen personal growth; client feels he has a purpose.
- Hispanic leaders are now at the table and participating in the conversation.
- IRC is hiring staff to serve the community.
- New parent support group in Blythe.
- In-person events are back.
- Appreciates the POS meeting is back in person.

Feedback:

- IRC needs the STAR program or something similar for more intense crisis-type services.
- IRC needs descriptors added to the commons services.
- IRC needs POS guidelines.
- As a parent of a client and also leading ASIE; we want to speak what our Latino and Spanish speaking clients want; our number one need; innovative services; families in crisis; behavioral programs; not enough services; a vendor application that is easier and uniform; simplifying vendor process will make other services accessible; website access needs improvement; technology is hard to use and navigate; Spanish-speaking is difficult; families need whole care; guidelines for each service code; sometimes we need to simplify the language.



- I'm the facilitator for CLASE; we support leaders and work with them to bring our voice to the table; where is the data on the capacity reserve; subpopulations not been served; comparison with data from other regional centers; not enough support for mental health crisis; we need assistance with advocacy; limited resources for adult clients with severe issues; we need those services for them; new vendor application that is easier, consistent and uniform.
- We wanted to share, bring awareness what it takes in providing the support to getting into actually connecting the services; that is just in the paper; it is a lengthy process; our program is individualized; we provide one-on-one consultations primarily to monolingual Spanish-speaking families; a lot of the information is inaccessible; we present it in a way that parents can understand; but families still have trouble making decisions; we share with them what they need to do to make an informed decision. We have experience working with families in their first language, they speak a dialect, and Spanish their second; we work with them, roleplaying, and they were able to achieve their progress. After 40 consultations, they were able to get only three services.
- It is interesting to hear how individuals can reach progress. My main goal is to focus on behavior; one of the things I get a chance to do is work with the families. I hear out what is missing; they want to be handheld; they want those professionals; at the same time, they want their own time; it is something of great value; sometimes, we have to go out of our way and find resources. The information has to be sent in different ways; for example, text, prerecorded message, snail mail, email, web, etc. For IRC, it makes sense because the area is large; having that wide range of information is important; knowing the name of the regional center is important. Families cannot express clearly what regional center they belong to; they will say the one in Riverside or the one in San Bernardino. They do not know it is Inland Regional Center that they belong to. Having access to some basic information is important, and increasing professional interaction is also important. Families understand they may have to call the CSC, but they appreciate the interaction with IRC staff. Any program or information that the CBO can have access to and we can share with the community would be great.
- I serve people that are on the spectrum; IRC needs a licensed therapist that can guide on how to access services; IRC should work with IEHP to develop a list of services in the area; it is not fair to parents just to receive the information. As a parent, my child her need is social rec programs; we don't have anything in the area; not age appropriate; other states and cities like Miami, Savannah, Georgia, etc., have plenty of programs; but no college assistance programs for clients in the IRC catchment area; I want to see IRC working with local universities and colleges. She wants a place to hang out. Where is the employment part; independent living programs are not allowed to help with that; independent living skills do not have a lot to do with my child; more camps are needed, even if they are day camps. I don't have issues with the staff or the people who provide the services, for example the personal assistant; the services and many of the programs are outdated. Another thing IRC needs is to have adaptive sports that she can participate in. IRC needs creative and innovative programs.
- It takes a team to work on addressing disparities; one of the things that we do when we work with the police departments; there is a program when a crisis arises; a solution that I propose is to provide crisis intervention 24/7. Covid affected codes due to subcodes; we need to standardize codes to expedite services. I propose that the vendorization process is



digitally available through an app; that application will be structured numerically; that way is received in the same order given to the vendor; it also helps with the review of the program on the IRC side.

- I am a chair of a local committee; IRC need to focus on family, not just person-centered care. My child is affected with autism; she is studying at the university; on paper, she is supposed to have a personal assistant; I have a family member that is ill in another country; my child has behaviors and limited services; no support groups that serve my child. Since covid, he has not received access to in-person interaction; day programs should not have movies unless once a week; watching movies is not a solution; having activities is important. Disparity when it comes to Hispanic is not the language; I believe it is visibility; services are not adapted or updated; no adaptive sports; activities are not accessible in all the regions; there is not enough staff that can provide services.
- I'm a clients' rights advocate and attorney: one thing I want to point out is about eligibility; there is a tendency with Regional Centers that if a client has a certain disability, they may receive an ineligible determination. If it takes a legal group to provide a response for a Fair Hearing, what does it take for people that cannot make an argument on their own? Simplifying this process is beneficial to reduce disparities.
- I have a daughter with high function autism. I would like to add to your parents and home family surveys that Riverside families with high function autism children and young adults need a transparency in availability of vendors and plan or blue prints that can improve the high function autism diagnosis to a better outcome that this wonderful individuals can blend into society and be able to have a successful work and career and be able to work in the community and enjoy an independent life.

Additional data from the POS surveys received from Stakeholders: Unredacted.

- This is a two-way street. CSC need to do a better job stating what is out there, and parent, clients need to go when the funds are set aside for them.
- More art and TV programs. Share vendors between each Regional Center. DDS needs to better support the RCs- stop unfunded mandates.
- No, SDP doesn't make clients prepared for the world. It creates parents who pick on behalf of their child. It seems to be dominated by disgruntled parents who think it defunds the RCs.
- I have a respite, but I was told by my child's PM that my adult child, who lives with me, can't be my provider. This turned out to be a bold face lie. I had to educate myself to get what I needed.
- Stop giving money to these so-called community-based programs that are not able to solve the problem. One came up to me at an event and told me she was using DDS money to defund the regional center.

Self-Determination how can we connect you? Unredacted.

- No, too complex, doesn't help my child be more self-sufficient. Catters to parents not clients.
- Implement the data findings, brings the services and support that per data are necessary.



- That there be more agencies providing services in areas that are not close to the regional center.
- Continue to consider having translation or bilingual staff.
- To stay in touch.
- Provide more information to families through their coordinators.
- No staff available in my area

After reviewing the data, what specific area of the data is most important to you?

The majority of the survey participants stated that the POS data itself could be more understandable. It was noted that some languages/cultures receive less in authorized services. The participants in the survey also identified clear differences in expenditure by diagnosis.

Do you use respite care? If not, please explain why.

The results of the survey indicated a mistrust in the respite service providers. Based on public feedback, this could be attributed to cultural or linguistic barriers. Also, many survey participants stated they do not need respite care or need to understand the services better.

Are you aware of our Community-Based Organization that helps you connect with an Inland Regional Center-funded service?

YES- 14

NO-8

Have you heard of the Self-Determination Program?

YES-17

NO-2

After the POS Public Input Meeting in Spanish- 16 new surveys came in and all responses reflect that they did not read the data.

After the POS Public Input Meeting in English –22 new surveys came in and all responses reflect that they did not read the data.

Based on the survey results, IRC will begin to aid with the following:

1. Training on- Advocating with Data
2. Training on- Providing constructive public input
3. Training on- Understanding Common Services
 - a. Respite
 - b. Self-Determination
4. Training on- Utilization of technology
5. Host a pre-POS meetings with CLASE leaders (January 2024)
6. IRC will begin to update the common services list
7. Host an CBO IRC 101 class in April 2023
8. Host POS focus groups prior to the in-person POS meeting
9. FY23/23 POS meeting- in-person with a Zoom option



Strategies for Service Access and Equity Assurance Plan Implementation Cultural Specialist

- Focuses on the underserved populations identified in the POS Disparity Data: Spanish-speaking clients, Hispanic clients, Black/African American clients, and clients with a primary diagnosis of Autism.
- Plays a significant role in IRC's Disparity Data process and facilitates the POS Data community input meetings where data findings are presented in both English and Spanish and ASL.
- Cultural Specialist continues to foster relationships with IRC Case Management units to help identify trends in POS from the case management perspective and attends IRC Board Meetings and VAC meetings to stay up to date with changes and important discussions.
- Cultural Specialist sustains and grows the two intra-agency groups that meet monthly: CBO Collaborative and Disparity Link.
- Continues to be the liaison for the CBOs who receive an SAE grant from DDS.
- Participates in the ARCA Cultural Specialist Group meetings that take place bi-monthly.
- Continues to be part of the Grassroots Day Team.
- Continues to provide SAE training for new IRC staff in a live lab platform.
- Continues to attend Cultural Specialist and DDS monthly meetings.
- Continues to attend Cultural Specialists, DDS, and CBO combined meetings.
- Cultural Specialist uses the LACC Grant Vantage software to report required semi-annual financial and performance reports to DDS.
- Completed the Cultural Competency – A Tool for Equity SAE Grant Project and submitted required quarterly financial and performance reports to DDS via the Grant Vantage software.

Deaf and Hard of Hearing Cultural Specialist

Deaf and Hard of Hearing Clients and families deserve comprehensive and equitable access to services, programs, and opportunities. With that in mind:

- IRC strives to implement equity and inclusive efforts to reduce communication barriers and disparities in access experienced by many Deaf, Deafblind, and Hard-of-Hearing people.
- The **Deaf and Hard of Hearing (D/HH) Cultural Specialist** works collaboratively with community service providers to address the various needs of the Deaf Community by ensuring their access to and use of services and supports is effective and satisfactory.
- The D/HH Cultural Specialist will continue overseeing the expansion of deaf service resources, supporting Clients who have been diagnosed with reduced hearing levels, providing training and expertise to regional center staff, and coordinating with the Department of Developmental Services (DDS) on statewide efforts.
- In the upcoming year, the D/HH Cultural Specialist will continue working with Clients to ensure support from family members, preserve their identity, and adhere to their culture while communicating with family members in their native language.
- Additionally, will work on developing an outreach program for the group, providing education about deaf culture, language, and other topics, enhancing information



dissemination to stakeholders, families, vendors, IRC's Executive team, and staff through analyzing Purchase of Service data alongside the IRC's Cultural Specialist.

- D/HH Cultural Specialist will continue to provide training to IRC staff, vendors, and community partners about effective communication and accommodations.

Cultural Specialist Community Connections

- Virtudes Especiales, a virtual Spanish parent support group in collaboration with Disability Rights California (DRC). In 2022, a variety of trainings was offered on a quarterly basis on Zoom.

January 12, 2022	What are the Regional Centers	DRC
April 13, 2022	Supplemental Security Income	DRC
July 12, 2022	Alternatives to Conservatorship	DRC
October 18, 2022	Employment and Transition Service Options and Processes	DRC
December 5, 2022	Employment and Transition Service Options and Processes	DRC

The Cultural Specialist attended the following trainings in 2021/2022

- IRC New Staff Training follow-up lab
- Cultural Proficiency series 3-3
- IRC Vendor Advisory Committee
- Grant Vantage LMS training
- LACC Measures/expenses/transactions training with DDS
- SAE Programs and training with DDS.
- Self Determination Program Part II
- IRC Culturally Sensitive webinar
- NLACRC Implicit Bias
- Culture of Poverty with CLASE
- Tailored to Thrive: Flexible Supports Through Tailored Day Services
- IRC Social Recreation Training
- 24-Hour Homecare Social Recreation Training
- Deaf Sensitivity Training
- Transitioning Black and Latinx families in Early Start
- Tailored to Thrive: Workforce Stability Webinar
- DRC Employment and Transition Service Options and Processes



Service Access and Equity efforts in collaboration with CBOs CLAP, CLASE, GANAS, PBC

ASIE C.L.A.S.E – (ongoing S.A.E. project)

In 2021, CBO, ASIE, resumed CLASE (Colaboración, Liderazgo, Abogacía, Servicio y Educación), a DDS-funded SAE project which, in English, means collaboration, leadership, advocacy, service, and education. The CLASE project is a Community of Practice Model that brings together community leaders, including IRC's Cultural Specialists, who serve the Latino/Spanish speaking ID/DD community across both Riverside and San Bernardino counties. Year five of CLASE continues strongly with a year of curriculum development and teaching of intensive leadership and advocacy training. Trainings focus on key skills for advocacy and collaboration while addressing cultural and linguistic differences in the Inland Empire Hispanic community and leaders who serve the Inland Empire Hispanic ID/DD community. Additionally, CLASE is using its four phases to formalize its structure to a self-sustaining independent collaborative. The overall objective of CLASE is for participants to become an effective catalyst for system change and disrupters of social injustices and racial inequalities. Year five of CLASE included 50 - with an average attendance of 30 - leaders per training and 42 active leaders. IRC continues looking forward to the partnership with Autism Society Inland Empire (ASIE) and the positive impact CLASE leaders will continue to make in the IRC community.

IRC Community Service Division provided training and answered the question to CLASE they are as follows:

Accessing IRC services

- Common services
- Navigating
- Procedures for complaints (why)
- What advisory committees exist. Do we want a parent advisory committee?
- Early start/provisional eligibility

Specialized Services

- What is happening with social rec.
- Medi-Cal waivers
- Behavioral Services
- Medication review
- Crisis

Board and IRC Organization

- How to apply to become a board member.
- Types of boards (working, governing, fundraising)
- Expectations of board members.
- Org chart

What Information Do You Have to Legally Give to Regional Center (public charge)

- CLASE portal
- Draft New Resources review.
- What are the barriers for Latino and Spanish-speaking families to access RC services today?
- POS presentation meeting on Jan 24, 2023, to provide the disparities within IRC.
- Find an interpreter in Coachella Valley and ask CLASE for referrals in that area.



Our CBOs with SAE projects funded by DDS are Familias First with their CLAP project, Padres Con Ganas with their GANAS project, and Access Non-Profit Center with their PBC project. CLAP stands for creating leadership among parents and offers a series of four educational and empowering sessions that are culturally tailored for the I.R.C. Latino community. GANAS stands for Genuine, Animate, Navigate, Assist, Succeed and offers educational and empowering workshops, 1:1 consultation, and support groups that apply BCBA principles and that are culturally tailored for Hispanic caregivers in the Coachella Valley. PBC stands for Parenting Black Children and offers educational and empowering workshops and a parent support group that is culturally tailored for the Black/African American IRC community. IRC partners with CBOs to assist with connecting and informing underserved families, with the goal of linking clients with little to no POS to the services that they need. CBOs provide a unique and frequent parent-to-parent service model to IRC families. Their programs empower and educate families about IRC services and generic services available in the community. CBOs have demonstrated the ability to bridge missing information and mistrust between IRC and the families it serves.

IRC's Cultural Specialist sought participation information from the CBOs on the progress in meeting the disparities in the community; the charts below explain all the workshops they provided to IRC's community.

CLAP Workshops Series - English

August 16, 2022 - September 6, 2022

Workshop Name	
Crossing the Bridge from Early Intervention to School Age Services	
Giving a Voice to My Child: The Parent - RC Relationship	
So, What Services and Resources Are Available Anyway?	
How do I cross the Bridge and Apply What I Learned?	
Workshop attendees	59

GANAS Workshops

April 1, 2022 - December 2, 2022,

Workshop Name	Attendees English Workshop	Attendees Spanish Workshop	Total Attendees by Workshop
Communication	13	24	37
Data	3	10	13
ABA Therapy	8	14	22
IPP Document	5	29	34
Total GANAS Workshop attendees			106

CLAP Workshops Series - Spanish

October 4, 2022 - October 25, 2022

Workshop Name	
Alcanzando Un Mejor Futuro Para Mi Hijo	
El Padre, El Mejor Abogado	
El Poder De Estar Informado: Servicios y Recursos	
Aplicando Mis Nuevas Habilidades De Liderazgo	
Workshop attendees	52

GANAS Skills Groups

Skills Group Date	Attendees
05/26/2022	10
06/23/2022	8
07/07/2022	6
07/21/2022	7
09/22/2022	8
11/03/2022	8
Total Skill Groups attendees	47

Total Attendees to English & Spanish Workshops	111
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Total of 1:1 (One-on-One) Consultations: 268; 225 of the 1:1 consultations are follow-ups with the same parents returning for support multiple times.

PBC

The PBC project provided the IRC's Black/African American community with numerous educational and empowering workshops in 2022. The PBC project will continue providing



sessions specifically tailored to different cultures in 2023, and it has sessions on cultural humility called "Cultural Humility: Black Voices & Developmental Disabilities" planned. On December 13, 2022, Cultural Specialist sought participation information from PBC to include in the POS report. By January 20, 2023, the requested information was unavailable to Cultural Specialist. Thus, IRC is releasing this report without such data due to the POS being a time-sensitive document and solely describing the organization's workshops and target audience.

Other SAE-related efforts associated with the Cultural Specialist Role

We at IRC are committed to maintaining our efforts to safeguard the I/DD community; to do this, we must continue with our efforts to innovate new positions to help us meet those needs.

1:40 Enhance Service Coordination Unit: IRC has a new case management program called Enhanced Service Coordination. This is a team of ten (10) Enhanced Service Coordinators led by a Program Manager, and each coordinator will have 40 cases on their caseload. The families on these caseloads will have been identified as having little to no services and who need additional 1:1 support with accessing services. Enhanced Service Coordination is a temporary and voluntary program with four components: enrollment, education, engagement, and empowerment. This program aims to improve service access and delivery for underserved populations, provide focused support and increased service coordination, and provide families with information and tools to navigate the various systems in California that are intended to serve them.

Emergency Services Coordinator (ESC.) Our clients with intellectual/developmental disabilities (I/DD) are at an elevated risk of being harmed in a natural or man-made disaster. They need a better way to stay informed, secure, and ready. To address these emergency planning and response disparities, the Department of Developmental Services (DDS) allocated funding to all Regional Centers, including IRC. The Emergency Services Coordinator (ESC) oversees the following:

- ESC acts as a liaison between all twenty-one Regional Centers, municipal and state agencies, and other local responding agencies, offering mutual aid and assistance to other Regional Centers.
- Preparing IRC employees, partners, customers, and families for emergencies and disasters, both natural and man-made, is the focus of some of our activities.
- Prepare for planned outages or shutoffs that might affect IRC Clients; the ESC also works with regional utility providers.
- Education, prevention, and response are the most critical elements.
- We support Clients in different ways through education in emergency preparedness.

The Language Access and Cultural Competency funding provided by DDS.

The Language Access and Cultural Competency (LACC) Specialist will support the expansion of all language resources, will provide training and expertise to regional center staff, and will coordinate with the Department of Developmental Services (DDS) on language access activities and efforts. The LACC efforts will include hiring six (6) Parent Ambassadors in Low-frequency languages, including American Sign language, Arabic, Mandarin Chinese, Tagalog, Vietnamese, and Spanish.



- DEI
- Surveys
- Focus Groups
- Conference
- ASL Consultant
- Interpreting Marketing Materials

SAE Lab for IRC New Staff

In 2023, the Cultural Specialist will continue to meet with newly hired employees for the SAE lab. The reason for this lab is to learn what Service Access and Equity is within Inland Regional Center and the consumers it serves. This lab explains the POS expenditures, the disparities efforts, the contributing factors, and barriers to SAE. It gives tools to ensure equity, and how as part of the IRC team, they can join SAE efforts. The lab is scheduled multiple times throughout the year.

CBO Collaborative

The CBO Collaborative, a monthly meeting that brings together your Service Coordinators, the Cultural Specialist, and the CBOs who have a DDS funded SAE grant project to connect with IRC's underserved families, continues moving forward and has begun its fourth year. The CBO Collaborative serves as a team building platform to share success stories and discuss solutions to barriers that affect families that are difficult to reach and connect with much needed services. Typical attendance in 2022 for the CBO Collaborative ranged from 15 to 104 participants per meeting.

Disparity Link

Disparity Link, the team of IRC staff from various departments and the Cultural Specialist continue to meet monthly and have begun their fourth year. This team discusses "all things disparity" including updates, SAE news, and success and challenges related to underserved families. This team shares resources and discusses solutions to trending barriers affecting IRC's underserved families. Each member of Disparity Link shares the information discussed at the monthly meeting with the rest of their colleagues and Program Manager. The intent is to help distribute the latest and most accurate SAE information across all departments at IRC. Typical attendance in 2022 for Disparity Link ranged from 10-18 participants.

Outreach and Partnerships: Community Engagement Unit

Inland Regional Center has a Community Engagement unit. This team includes two Consumer Support Technicians, three Consumer Advocates, a Public Relations Specialist, a Cultural Specialist, an Emergency Services Coordinator, Events Developer and Outreach Specialist, and is led by a Program Manager. This team is growing and is currently working on filling positions for the LACC project. The Community Engagement team attends outreaches throughout Riverside and San Bernardino counties to meet clients and families and spread the word about who, how, and why IRC serves. Many of our outreach opportunities come from IRC's partnerships in the community. IRC strives to build relationships with Community Partners serving the ID/DD community in Riverside and San Bernardino County. The following is a list of IRC's community partners:

- Access Non-Profit Center



- Autism Society Inland Empire (ASIE)
- Disability Rights California (DRC)
- Familias First
- Office of Clients' Rights Advocacy (OCRA)
- Padres Con Ganas
- San Bernardino County Sheriff's Department
- Parent Support Groups
 - Blythe - Heart2Heart
 - Coachella Valley - NES Padres Empoderados Por La Inclusión
 - Corona - Padres Con Poder
 - Fontana - Angeles Especiales
 - Moreno Valley - Broad Spectrum Broader Minds
 - San Bernardino - Angeles Con Futuro & Padres Excepcionales
 - Victorville - Somos Una Voz

Communication: IRC Website, Newsletter, and social media

IRC has an English and Spanish website that is managed, updated, and overseen by the Community Engagement Unit. We invite and encourage everyone to view IRC's website using these links:

- English – <https://www.inlandrc.org/>
- Spanish – <https://www.inandrc.org/es/>

The IRC monthly newsletter, IRC Access. Subscribe to our newsletter using the following link: <https://www.inlandrc.org/sign-up/>

IRC's Social Media presence includes Facebook, Instagram, and Twitter:

Facebook – 10,404 people like our page and an additional 10,899 follow our page.

<https://www.facebook.com/InlandRegionalCenter/>

Instagram - 2,337 followers.

<https://www.instagram.com/inlandregionalcenter/>

Twitter - 1,095 followers.

<https://twitter.com/inlandregional>

Training

IRC's Training and Development Unit began offering virtual training to new and current IRC staff, IRC Service Providers, IRC Consumers, and families. The following is a list reflecting these efforts:

Staff Training

- Cultural Proficiency (3 separate sessions)
- Implicit Bias Training
- Provisional Eligibility
- New Staff Training (approximately 350 new staff hired and trained in 2022)
- Medi-Cal Training
- Working with Families and School Districts



- Disability Rights California and OCRA.
- Health and Safety Training
- Social Recreation Training
- FMS Training
- Representative Payee Basics
- Atlas Deployment and Training (All Staff)
- Transition Services
- Alternatives to Conservatorship
- Oral Health for IRC Consumers
- Self Determination (Part 1)
- Self Determination (Part 2)
- Disaster Preparedness for Clients
- Electronic Visit Verification – What CSCs Need to Know
- Deaf Sensitivity Training
- Epilepsy and First Aid Training

Community Partners

- Developmental Disabilities Training for Law Enforcement (6 Sessions; approximately 450+ total officers attended)
- Riverside University Health – IRC Trainings (4 Sessions)
- Department of Behavioral Health (5 Sessions)
- Autism Society Inland Empire (3 different session)
- SELPA Trainings on IRC Services/Eligibility (3 total)
- Support Group IRC Trainings (CLASE, various CBOs)
- Unified School Districts

Service Providers

- Introduction of the LMS: Goal is to provide higher quality training that we regulate and can tailor to the specific needs of our vendor population.
- Open Paid Training Modules
- California Labor Laws
- Disaster Preparedness
- Disability Rights California and OCRA
- Service Access and Equity for Vendors
- Tailored Day Services
- P&I Training for Providers

Consumers and Families Training

- New Parent Orientation to RC (12 times throughout the year)
- Sex Education for Minors (6 times during the year)
- Sex Education for Adults (6 times during the year)
- Sex Education for Parents and Caregivers (6 times during the year)



- Alternatives to Conservatorship
- Self-Determination Advisory Committee (10 times during the year)
- Self-Determination Program Orientation (5 in person and then move to an LMS format where it is always available)
- Medi-Cal training

Grassroots Day 2022 - <https://www.inlandrc.org/2022/04/06/your-grassroots-day-team-2022/>

Grassroots Day 2021 - <https://www.inlandrc.org/2021/04/23/irc-attends-virtual-grassroots-day/>

Challenges and Barriers related to SAE.

POS disparity data highlights

In previous years, IRC's service access and equity efforts focused on four major areas, clients with a primary diagnosis of Autism, Clients whose primary language is Spanish, Clients of Hispanic Ethnicity, and Black/African American Clients. In 2022, IRC partnered with CBO, Access Non-Profit Center, who joined IRC's efforts with their Parenting Black Children program which focuses their service access and equity efforts on underserved Black/African American families. The information presented on this slide summarizes the data for the SAE focus groups:

Autism

The 2021/2022 POS data shows that IRC served 15,620 clients with a primary diagnosis of Autism, 10,196 clients received services, in one year, there was a growth of 1,491 new clients with a primary diagnosis of Autism and Clients with no POS was 5,424 or 34.7% did not receive services purchased by IRC. When the data is compared to fiscal year 2020/2021- 2021/2022, the disparity gap increased by 2.06%.

Black/AA.

The POS data for fiscal year 2021/2022 shows that IRC served 4,268 Black/ African American clients, 3,142 clients received services and in one year, there was a growth of 152 new clients that identified as Black/African American. Clients with No POS was 1,126 or 26.4% of clients who did not receive services purchased by IRC. Data compared to the previous year shows a decrease in disparity by -2.22%

Hispanic

The 2021/2022 POS data shows that IRC served 18,084 clients of Hispanic Ethnicity, 12,805 clients received services and in one year, there was a growth of 1,709 new clients that identified as Hispanic. Clients with no POS was 5,279 or 29.2% of clients who did not receive services purchased by IRC. Data compared to the previous year shows that the disparity decreased by -1.02%.

Monolingual Spanish Speakers

The 2021/2022 POS data shows that IRC served 8,304 clients whose primary language is Spanish, 6,254 clients received services and in one year, there was a growth of 1709 new clients whose primary language is Spanish. Clients with no POS was 2,050 or 24.7% of clients who did not receive services purchases by IRC. When compared to data from the previous year, the disparity gap increased by 2.92%.



When looking at Hispanic and monolingual Spanish disparity data, it's important to understand that clients who identify their ethnicity as Hispanic are not necessarily Spanish speaking clients and many Hispanics identify their primary language as English. English speaking Hispanics may be bilingual or may in fact not speak Spanish at all.

Fiscal year 2021/2022 data shows that disparity gaps increased across all clients regardless of ethnicity, age, or diagnosis. It is important to note that IRC's service access and equity efforts including CBO partnerships focus on serving all clients regardless of age, ethnicity, primary language, and diagnosis. There is a lot of work to be done in relation to underserved clients and IRC will continue to gear its SAE programs, efforts, and partnerships towards closing the disparity gap.

Autism

- Total Clients: **15,620**
- New Clients (2021-2022): **1,491**
- Clients with No POS: **5,424** or **34.7%**
- Disparity: **2.06%** (Increase)

Black/African-American

- Total Clients: **4,268**
- New Clients (2021-2022): **152**
- Clients with No POS: **1,126** or **26.40%**
- Disparity: **-2.22%** (Decrease)

Hispanic

- Total Clients: **18,084**
- New Clients (2021-2022): **1709**
- Clients with No POS: **5,279** or **29.20%**
- Disparity: **-1.02%** (Decrease)

Monolingual Spanish-Speaking

- Total Clients: **8,304**
- New Clients (2021-2022): **490**
- Client with No POS: **2,050** or **24.70%**
- Disparity: **2.92%** (Increase)

English Reports

2020-2021 <https://www.inlandrc.org/wp-content/uploads/2022/05/POS-SAE-Report-FY-20-21-FINAL-R.pdf>

2019-2020- <https://www.inlandrc.org/wp-content/uploads/2021/09/POS-SAE-Report-FY-2019-2020-FINAL.pdf>

2018-2019- <https://www.inlandrc.org/wp-content/uploads/2020/07/FINAL-POS-Disparity-Report-FY-2018-2019.pdf>

Spanish Report

2020-2021 - <https://www.inlandrc.org/wp-content/uploads/2022/05/POS-SAE-Report-FY-20-21-FINAL-Spanish.pdf>



2019-2020 - https://www.inlandrc.org/wp-content/uploads/2021/09/POS-SAE-Report-FY-19-20-FINAL-002_Spanish.pdf

2018-2019 - <https://www.inlandrc.org/wp-content/uploads/2020/07/FINAL-POS-Disparity-Report-FY-2018-2019.pdf>

Expenditure data highlights

In the fiscal year 2021/2022, IRC utilized over 633 million dollars to purchase client services. These funds include services for clients of all ages, all ethnicities across both Riverside and San Bernardino counties. The POS report is available, and we highly encourage everyone to review the report in its entirety. The POS report includes data that shows expenditures by age, ethnicity, diagnosis, primary language, and residence. The POS report also breaks down the number and percentage of clients that received services purchased by IRC and the number and percentage of clients who did not. You can find the report by visiting our website at inlandrc.org, click on the Accountability tab, find the transparency section, open the Purchase of Service tab where you will find the POS Disparity Data posted by year.

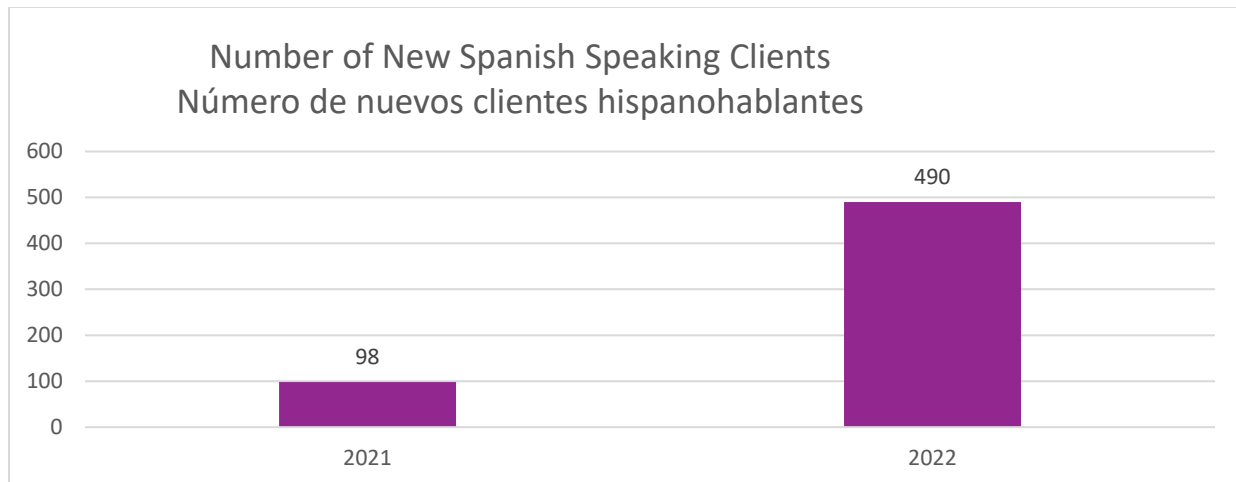
Data English - <https://www.inlandrc.org/wp-content/uploads/2022/05/POS-SAE-Report-FY-20-21-FINAL-R.pdf>

Data Spanish - <https://www.inlandrc.org/wp-content/uploads/2022/05/POS-SAE-Report-FY-20-21-FINAL-Spanish.pdf>

Other Data Related to Service Access and Equity

According to POS data, IRC's largest disparity group is Hispanic, ages 3-21. Hispanic clients ages 3-21 per capita expenditures were \$6,122 compared to \$6,286 per capita expenditures for White clients, a difference of \$164 per client. The Hispanic cohort, all ages, utilized 56.4% of their authorized services compared to 49.8% utilization of authorized services by White clients; however, Hispanic clients of all ages per capita authorized services were \$9,795 compared to \$12,384 per capita authorized services for White clients; a difference of \$ 2,589 per client.

Clients that identify their primary language as Spanish are IRC's second largest group served, with a total of 8,304 clients in POS data (2021-2022) which was an increase of 490 new clients from POS data (2020-2021) which was 7,814. Looking at POS data over the past two years, the number of clients who identify Spanish as their primary language has increased to 490 new cases in one year. Here is a representation of this cohort:



Client Growth and Staff Growth

According to the DDS POS report, in December of 2021, IRC had 45,242 open cases throughout both Riverside and San Bernardino counties. As of December 2022, IRC has 48,247 cases open throughout both counties, with an average of 250 new cases per month. This is a growth of 3005 in one year.

According to the HR Department at IRC, during the fiscal year 2021/2022, IRC had 787 staff; as of December 2022, IRC had 904 staff; this is an increase of 117 staff members in one year. If you or someone you know are interested in joining IRC's team, and for more information about career opportunities and how to apply, please visit IRC's website at:

<https://www.inlandrc.org/careers/>

IRC Community and IRC Systemic Challenges and Barriers

Although things are improving in our society and within IRC community, the challenges and barriers associated with the increase in disparity continue to be affected by COVID-19.

The 2020/2021 data also shows that all ethnicities, all ages, and all diagnoses were impacted by the same likely barriers, which include but are not limited to:

- Vendors closed their businesses and could not provide services
- Higher than normal caseloads and unanticipated IRC staff turnover
- In 2020/2021, staying connected relied greatly on technology, in which many families did not have access to or the proper knowledge on how to utilize it
- Lack of understanding of IRC services, the RC system, eligibility criteria, and the appeal process
- Transportation and Childcare
- Communication with the Service Coordinator with cases being transferred to a new Service Coordinator
- High caseload ratio, staff turnover, and growth in new and transfer cases.
- Large geographic area, border towns and rural regions, and lack of vendors

Reports of families having difficulty communicating with their Service Coordinator are less common now than in past years but are still a barrier among families that do not speak



English or do not use email. The pandemic continues to be a barrier for IRC families and has impacted IRC and generic service delivery. As an agency, IRC faces barriers such as the caseload ratio. Our Service Coordinators are managing caseloads higher than what is stated in the Lanterman Act. Most Service Coordinators at IRC carry a caseload of 70-85 and some carry 90-110 clients. Our continuous growth in new and transfer cases makes it challenging for IRC to hire enough staff to cover the over 48,247 active cases we currently have. The large geographic area that IRC covers, which includes both Riverside and San Bernardino counties - a total of over 27,000 square miles - is often challenged by a lack of contracted vendors to provide services in rural and less populated areas.

The barrier of median rates has been lessened, and we will be working to create innovative programs over the next few years to lower the disparity. We encourage the IRC community to join IRC's efforts to attract more services for clients, specifically those living in rural and lower populated areas, to continue the conversation by contacting their local and state legislators.

2021/2022 Goals Completed and Related to Service Access and Equity

- A 6-hour Implicit Bias Training was delivered to IRC Staff in May 2022.
- The Cultural Competency – A Tool for Equity SAE Grant Project ended on May 31, 2022. This project aimed to surround our clients with culturally proficient individuals and raise awareness of the importance of cultural competency when providing case management services. In 2022, multiple trainings were delivered to different audiences, including IRC services providers, IRC staff, IRC adult clients, parents who have a child with an open case with IRC, the San Bernardino County Department of Child Support Services, and the San Bernardino County Department of Public Health.
- The Cultural Specialist has started a new parent support group in the community in the city of Blythe called Heart 2 Heart.
- The Community Engagement Team filled and developed the Cultural Specialist Deaf and Hard of Hearing position: <https://www.inlandrc.org/2022/04/12/inland-regional-centers-new-deaf-and-hard-of-hearing-cultural-specialist/>
- The Community Engagement team filled and developed the Emergency Services Coordinator position: <https://www.inlandrc.org/2022/04/22/emergency-services-coordinator-esc-marquis-quinton/>

2023-2024 Projected Goals Related to Service Access and Equity

- Future Cultural Competency training will continue to be scheduled for IRC Staff, Service Providers, and IRC's Board of Trustees.
- The Cultural Specialist will continue to host and grow the Virtudes Especiales, IRC's virtual Spanish parent support group.
- The Cultural Specialist, in collaboration with IRC's Training and Development Unit, will continue delivering an overview of disparity called "Service Access and Equity" to all newly hired staff.
- IRC will continue attending outreach events and providing training to the IRC community and community partners. IRC will continue to build new partnerships throughout its catchment area that focus on connecting with current and potential IRC families.



- The Community Engagement Team will continue to ensure bilingual communication in English and Spanish through IRC's website, social media platforms, and the monthly electronic newsletter.
- The Cultural Specialist will continue to host and grow the CBO Collaborative.
- The Cultural Specialist will continue to host and grow the Disparity Link team.
- The Grassroots Day Team, including an IRC parent, will attend the annual event which will take place virtually on March 29, 2023.
- The Community Engagement Team will continue to offer a Voter's Registration class every year.
- IRC will continue to collaborate with ongoing and new CBOs with SAE grant projects funded by DDS, with the Cultural Specialist as the CBO Liaison.

Conclusion

Inland Regional Center (IRC) is responsible for serving the largest population in the state of California with over 48,247 open cases. IRC continues to strive to ensure service access and equity for its disparity groups which include Clients with Autism, Black/African American, Hispanic, and Spanish speaking Clients. The diverse needs of each IRC family must be taken into consideration while simultaneously acknowledging and addressing the challenges and barriers that make it difficult to connect with the most vulnerable families. Some of those challenges and barriers are exacerbated by, but not limited to, socioeconomic status, cultural and language barriers, literacy, the unique and diverse needs of each individual Client and family, COVID-19 related consequences, mistrust, fear, barriers associated with communication, lack of understanding of the RC system and appeal process, and the need for innovative and purposeful programs.

IRC will continue to work closely with CBOs who receive SAE grants from DDS. IRC looks forward to the positive impact resulting from these projects. IRC will continue to connect with the community including IRC parents and caregivers, paraprofessionals and professionals who serve mutual Clients of IRC, by providing virtual and in-person trainings, building partnerships, and strengthening existing collaborations.



February 15, 2023

Inland Regional Center
Attn: Dr. CJ Cook
1365 S Waterman Ave
San Bernardino, CA 92408

RE: POS Feedback

Dear Dr. Cook,

We want to thank you and Maria Rodriguez, the IRC Cultural Specialist, for attending our recent CLASE Community of Practice meeting to present the latest POS results. We appreciate the opportunity to give feedback.

The CLASE Community of Practice comprises 43 leaders representing 25 organizations serving the Latino and Spanish-speaking community.

Below is a summary of the feedback given at that meeting.

What is currently working at Inland Regional Center for our families:

1. "The people are nice."
2. "They have informative courses to educate parents."
3. "From an internal perspective, communication is good with caseworkers. I have been able to work well with different coordinators at IRC."
4. "They're taking things seriously, listening to our concerns/complaints. They seem to want to coordinate for a positive change."
5. "I like that they collaborated with Fiesta Educativa to determine the community's needs and provide education."
6. "My perception is that they are increasing their attention with Latinos when you look at the last ten years. They've improved on having Spanish-speaking help available if families need it and increasing information geared toward Spanish-speaking/Latinos."

What is still needed to help our community:

1. The number one theme in our discussion was while we realize there is a worker shortage, families still need critical services and new innovative programs. It's a long process to get assistance, but the next hurdle is that there aren't enough service providers.



- a. No programs for older kids other than respite
 - b. No programs for severe behavior. It was challenging to get services, including respite, for children that have more severe disabilities, anything more than 1-2 diagnoses. They brush it off, saying that you need to get a nurse and that it's also harder to get respite. More doors close due to fear of liability.
 - c. Crisis intervention services. Not enough support for families and individuals with behavioral and/or mental crises. What is available for these families currently? Stabilization Training Assistance Reintegration (STAR) homes and START (Systemic, Therapeutic, Assessment, Resources, and Treatment) Mobile Crisis intervention teams are available in 15 of the 21 Regional Centers – we need in Inland Regional Center.
 - d. Behavioral problems – parents need assistance with advocacy—long wait list for medical services. Schools are not helping, long-wait list. Especially for those who are teens. How are they going to function if they can't control their behavior?
 - e. Severe behaviors – not enough agencies with the training and resources for these families.
2. There needs to be a new vendor application – we need to make it much easier and uniform for all Regional Centers. Easier to recruit new vendors for services. For example, it would be great if IRC could use vendor with a company that has a product that has GPS tracking abilities, such as Angel Sense.
 3. Increase the knowledge of caseworkers and availability of fact sheets or information in English and Spanish helpful information for their family's needs, including:
 - a. Resources and services available – whether it is a Regional Center service (like IHSS or social security).
 - b. A list of all services available through the Regional Center and other agencies (like IHSS, Social Security, etc.)
 - c. Services specifically for young adults transitioning out of high school, including transportation.
 - d. Advise how the Inland Regional Center can help with IEP advocacy. For example, will all caseworkers advocate at IEPs? Will IRC pay for an advocate or attorney if the parent needs one? How much notice does an IRC Caseworker need to attend an IEP – currently, the schools are giving very short notice.



- e. Information on how to access emotional care for families and parents. This may include psychological support, support groups, and additional training.
4. Technology is hard to use for many families. The application for services is not easy/user-friendly because of technology levels. Many Hispanics don't navigate websites well, so the meetings and info listed on IRC's website are not being seen.
5. Family inclusion is essential, IRC should consider siblings. Only one person gets something or gets to do an activity. The disability affects the whole family. Siblings must go along with them for therapies/services, but they get nothing. We need to work on those connections because siblings will be the ones to take care of the disabled person one day when the parents are gone.
6. Need guidelines for each service code. We have the law, but not how IRC interprets these laws and procedures so families can understand if their services fit into that code.

Questions which came up during the discussion:

1. Where is the data on the capacity to serve – are there waiting lists? Are there geographic and sub-populations not being served?
2. How does IRC No POS data compare with other Regional Centers?

Thank you again for including our comments and your partnership in improving the lives of our families.

Sincerely,

Clara Garcia
Director of Programs, Autism Society Inland Empire
Facilitator, CLASE Community of Practice