

**DEPARTMENT OF DEVELOPMENTAL SERVICES REGIONAL CENTER PURCHASE OF SERVICE  
PUBLIC MEETINGS SUMMARY, RECOMMENDATIONS AND PLAN TO PROMOTE EQUITY AND  
REDUCE DISPARITIES ANNUAL REPORT TEMPLATE.**

As indicated in Welfare and Institutions (W&I) Code §4519.5(e)-(f), regional centers are required to hold public stakeholder meetings within three months of posting their annual purchase of service data on their websites. Regional centers submit an annual report to the Department of Developmental Services (Department) by May 31st. The Department shall provide feedback to the regional centers on the Annual Report, prior to its posting by August 31st. The following pages include the required components of the annual report and W&I Code citations. For your consideration are a list of questions that may assist you when preparing the Annual Report in addition to the inclusion of your regional center's public meeting notes, public comments, presentation materials and a plan with recommendations for reducing disparity.

**Regional center name:** **Golden Gate Regional Center**

**Person filling out report:** **Arianna Cruz-Sellu**

**Date of completion:** **5/12/2023**

W&I Code §4519.5 (e)

"...each regional center shall meet with stakeholders in one or more public meetings regarding the (purchase of service) data... consider the language needs of the community and shall schedule the meetings at times and locations designed to result in a high turnout by the public and underserved communities."

**1. How many meetings did your regional center conduct?**

- 1
- 2
- 3
- 4
- 5+

**2. Did your regional center hold at least one meeting by March 31st? **Yes****

**3. How were the meetings scheduled to accommodate community participation? Select all that apply.**

- Webinar (e.g. GoToMeeting, YouTube)
- Virtual platform (e.g. Zoom)
- In-person
- Hybrid
- Other

If "Other" selected enter here.

**PROPER MEETING NOTIFICATION**

W&I Code §4519.5(e)

"...regional centers shall inform the department of the scheduling of those public meetings 30 days prior to the meeting. Notice of the meetings shall also be posted on the regional center's internet

website 30 days prior to the meeting and shall be sent to individual stakeholders and groups representing underserved communities in a timely manner."

**4. Was the Department informed at least 30 days prior to ALL meetings? **Yes****

**5. How was the Department informed?**

- Liaison direct email
- OCO email
- Telephone
- Through indirect notification (RC meetings, eblast, social media)

**6. Were notices of ALL meetings held, posted on the regional center's website 30 days prior to each meeting(s)? **Yes****

**7. Select the best option that represents when individual stakeholders and groups representing underserved communities were informed?**

- 30 days or more
- 3 weeks' notice
- 2 weeks' notice
- 1 week notice
- Less than 1 week
- Underserved communities were not specifically informed of the meeting(s)

**8. What outreach efforts were utilized to inform individual stakeholders and groups representing underserved communities of the meetings(s)? Select all that apply.**

- Newsletter/Eblast
- POS meeting specific email
- Public meeting
- Social media
- Community partners
- Website (e.g. event page or calendar)
- Blog post
- Everbridge or another type of automated phone recording
- Mail
- Text
- Phone call by RC staff
- Other

If "Other" selected enter here.

## **CULTURALLY AND LINGUISTICALLY APPROPRIATE**

W&I Code §4519.5(e)

"The regional center shall provide participants of these meetings with the data and any associated information related to improvements in the provision of developmental services to underserved communities and shall conduct a discussion of the data and the associated information in a manner

that is culturally and linguistically appropriate for that community, including providing alternative communication services."

**9. What languages were offered during the meeting(s)? Select all that apply.**

- English
- Spanish
- Mandarin
- Cantonese
- Hmong
- Korean
- Vietnamese
- ASL
- Other

If "Other" selected enter here.

**10. Did the meeting(s) include any of the following? Select all that apply.**

- Meeting(s) held in several languages
- Closed captioning provided
- Materials were provided in several languages
- Information was presented in plain language (i.e. easy to understand)
- Other

If "Other" selected enter here.

**11. Describe how the cultural and linguistic needs of the communities were considered.**

The top threshold languages used by GGRC community members are Spanish and Cantonese, that is why those were two of the languages that interpretation was provided for. The flyer announcing the public meeting were made available in both Chinese and Spanish. Chinese and Spanish versions of the PowerPoint presentation were also made available.

**ACTIONS TO IMPROVE PUBLIC ATTENDANCE AND PARTICIPATION**

W&I Code §4519.5(f)(1)(A)

"Actions the regional center took to improve public attendance and participation at stakeholder meetings, including, but not limited to, attendance and participation by underserved communities."

**12. Was the goal or purpose of the meeting communicated? If so, describe how?**

Yes, the purpose of the meeting was made clear in the introduction as well as in a slide that described the purpose of the public meeting and the legislation it's rooted in.

**13. What methods were used to provide an environment that allowed attendees to feel comfortable and interact with each other? Select all that apply.**

- Allowed for small group conversations
- Introduced staff in attendance
- Allowed attendees to introduce themselves
- Provided chat rooms (e.g. zoom chat function)
- Chat feature was enabled
- Regional center for public comment
- Provided opportunities to ask questions
- Other

If "Other" selected enter here.

**14. Based on attendance did you observe any of the following? Select all that apply.**

- Attendees engaged in public comment
- Innovative ideas suggested by attendees
- Diverse perspectives shared by attendees
- Attendees requested additional explanation/clarification on the information shared
- Other

If "Other" selected enter here.

**15. Overall, how many individuals from the public attended the meeting(s)? Select best estimate.**

- None
- Less than 20
- 20-50
- 50-100
- 100-200
- 200+

**16. What efforts did the regional center take to improve public attendance and participation, including any new strategies? Select all that apply.**

- Collaborated with community partners
- Offered focus groups
- Offered meetings in multiple languages
- Offered multiple meeting opportunities
- Outreach through group meetings
- Outreach via flyers/public service announcements/social media
- Provided translated materials
- Shared via Everbridge
- Offered meetings virtually
- Offered meetings during non-business hours or on weekends
- Not applicable
- Other

In addition to public meetings, the GGRC Cultural Diversity Specialist attended self advocacy groups, support groups, and service provider groups to present the information that was shared in the public meetings. Presented at Friends of the Children with Special Needs Cantonese Support Group and Mandarin Support Group, Support for

Families' Black Family Support Group, GGRC's Self Advocate Training Group, and GGRC's Service Provider Advisory Committee.

**17. Who were the meeting(s) attendees? Select all that apply.**

- Self-advocates
- Parents/family members
- Regional Center staff
- Board members
- Community advocates
- Community based organizations
- Department staff
- Other

If "Other" selected enter here.

**18. List the names of the partner agencies, community partners, and community-based organizations that participated in the meeting(s).**

Integrated Community Services (an SAE grantee) gave a presentation about the progress of their work.

**COPIES OF MINUTES AND ATTENDEE COMMENTS**

W&I Code §4519.5(f)(1)(B)

"Copies of minutes from the meeting and attendee comments"

**19. Does your submission include a copy of the meeting minutes (notes) and a copy of the raw attendee comments? [Yes](#)**

**20. Which of the following themes reflect what attendees expressed as important, challenges and barriers faced? Select as top concern, concern or not a concern for each.**

	Top Concern	Concern	Not a concern
Regional center services satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case management satisfaction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lack of RC knowledge/service options	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lack of community trainings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Concern with language and cultural competency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC/staff training concerns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Caseload concerns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication/outreach concerns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lack of regional center trust	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unmet needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service accessibility concerns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rates and vendorization concerns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vendor concerns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lack of community, RC, and other stakeholder collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Need for advocacy training and support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**21. Were there any additional topics or themes mentioned in the meeting(s) that are not listed in question 20? Please list and indicate if they were a top concern (mentioned by multiple people).**

A top concern that was identified was community members not feeling that their social worker understands all the services that they have a right to. Another top concern that came up is the access to services which are culturally competent and linguistically accessible. People are often not able to find service providers who speak the language that they do.

**IDENTIFIED DISPARITIES IN THE POS DATA**

W&I Code §4519.5(f)(1)(C)

"Whether the data...indicate a need to reduce disparities in the purchase of services among consumers in the regional center's catchment area."

**22. Briefly describe the type of disparities that were identified and discussed (e.g. by race/ethnicity, primary language, residence, age, diagnosis, etc.)**

It is clear within the data that there are disparities. Decrease in spending on Hispanic community members was discussed. Services were rarely created with the most marginalized in mind. Black, LatinX and Chinese community members all communicated that services provided by vendors are in some way not provided with their unique cultural experiences in mind.

**REGIONAL CENTER'S RECOMMENDATIONS AND PLANS TO PROMOTE EQUITY AND REDUCE DISPARITIES**

W&I Code §4519.5(f)(1)(C)

"...If the data do indicate that need, the regional center's recommendations and plan to promote equity, and reduce disparities, in the purchase of services."

**23. Besides holding the POS annual meeting(s) what other venues were utilized to gather information to develop the regional center's recommendations and plans to promote equity and reduce disparities? Select all that apply.**

- Other regional center meetings
- Feedback requested from support groups
- Recommendations from focus groups
- Surveys
- Call for public input (e.g. social media, eblasts, website)
- Other

If "Other" selected enter here.

**24. Will your report show how the prior year's recommendations and plan were implemented? Yes**

## **GGRC Purchase of Service Public Meeting Report FY 2122 – conducted 2023**

GGRC Plan for Reducing POS Disparity:

- Listening Sessions for Latin/x/Hispanic, Black, Native American and Asian identities.
- Outreach Events for Latin/x/Hispanic, Black, Native American and Asian identities.
- Deaf+ and Spanish Language Conference
- Structuring Language interpretation
- Education and Orientation Social Work and curriculum development

Golden Gate Regional Center has various upcoming projects to address the disparities that are made clear by the Purchase of Service Disparity data. In discussing the work being done to address disparities it must also be said that there are limits to the Purchase of Service Disparity data. Recently we hosted an LGBTQIA+ Listening Session, to engage community members in discussions of how we can better address needs. Additionally, we have hosted 4 Deaf+ Community Roundtables, with 82 participants to date. While the need for the projects is not made clear by the POS Disparity data, they still are necessary in addressing service disparities. We are looking to schedule more listening sessions for members of underserved communities. Some examples of marginalized identities we will be looking to engage in feedback are Latin/x/Hispanic, Black, Native American and Asian identities. Our GGRC Outreach and Engagement Unit has been building capacity since adding the three positions of Outreach and Engagement Manager, Outreach Specialist, and Administrative Assistant. This capacity building helps to ensure that we can truly address disparities sustainably. This sustainability will allow us to organize more outreach events for Latin/x/Hispanic, Black, Native American and Asian community members. Another way we will be building sustainability is through a more comprehensive structure for language interpretation and translation. Part of this work will also include expanding our interpretation service partners and holding interpreters to a standard that will ensure interpretation efficacy. The Education and Orientation Unit, led by the Supervising Social Worker, have begun their work this fiscal year. They are actively working towards engaging underserved community members in understanding the services that they have a right to. The Supervisor position is built in support for social workers and also lead curriculum development.



# POS Service Access & Equity

Public Meeting  
FY 2021-2022

**ARIANNA CRUZ-SELLU**  
**CULTURAL DIVERSITY SPECIALIST**

# LANGUAGE INTERPRETATION INSTRUCTIONS

1. 要收聽西班牙文或廣東話翻譯，您必須使用電腦連線至網站 **zoom.us**，或使用裝有**Zoom**應用程式的平板、**iOS** 電話或 **Android** 電話。僅電話接入者無法收聽翻譯。
2. 看到「**English/ Spanish/ Cantonese Interpretation Available**」後，按一下地球圖示。
3. 選擇您需要的語言。
4. 按一下「**Mute Original Audio**」（關閉原始音訊），可關閉英文版。

1. Para oír la interpretación al español o cantonés es necesario conectarse a **zoom.us** por computadora o mediante una tableta, **iOS** o **Android** con la aplicación de Zoom. No se podrá oír la interpretación solo por teléfono.
2. Haga clic en el ícono del globo terráqueo cuando se indique “**English/ Spanish/ Cantonese Interpretation Available**” (“Interpretación disponible de inglés a español y cantonés”).
3. Seleccione el idioma de su preferencia.
4. Podrá silenciar la versión en inglés haciendo clic en “**Mute Original Audio**” (“Silenciar audio original”) aquí.

1. To hear the Spanish or Cantonese translation, you must connect on a computer to **zoom.us**, or a tablet, **iOS**, or **Android** with the **Zoom App**. You will not be able to hear the translation by telephone alone.
2. Click on the globe icon when prompted with “**English/ Spanish/ Cantonese Interpretation Available**.”
3. Select your preferred language.
4. You can mute the English version by clicking “**Mute Original Audio**” here.

# ASL INTERPRETATION INSTRUCTIONS

Only the presenters and ASL interpreters will be sharing video

Participants who require ASL interpretation should pin the ASL interpreter's video in the live session to view the interpreter larger. To do this:

1. Make sure you are in speaker view (one large video feed with smaller video feeds above it, this should be the layout by default). If not in speaker view, click "**Speaker View**" icon (picture).
2. Right-click on interpreter's video and select "**Pin Video.**"

Los participantes que requieran interpretación a ASL deberán destacar el video del intérprete de ASL en la sesión en vivo para poder verlo en primer plano. Para hacer esto:

1. Asegúrese de estar en la modalidad de **Speaker View** (Ver al orador activo), es decir, una señal de video grande con señales de video más pequeñas por encima de ella; esta debe ser la configuración predeterminada. Si no está en la modalidad de Speaker View, haga clic en el ícono de "Speaker View", cuyo símbolo figura en la imagen inferior.
2. Haga clic con el lado derecho en el video del intérprete y seleccione "**Pin Video**" (Destacar video).

與會者如需要美國手語翻譯，在會議過程中應釘選美國手語譯員的視訊，以檢視更大的譯員視訊。釘選方法：

1. 確保您處於發言者視圖（有一個大視訊，上方是較小的視訊畫面；這應該是默認配置）。如不處於發言者視圖，請按一下「**Speaker View**」圖示（圖片）。
2. 以滑鼠右鍵按一下譯員的視訊，選擇「**Pin Video**」。

# OVERVIEW

- What is the Regional Center?
- Purpose of the Public Meeting
- Terms & Demographic Data Breakdown
- POS Demographics Data
- Current Service Access and Equity Projects
- Language Access and Cultural Competency Initiatives
- Integrated Community Services Presentation

## WHAT DOES GOLDEN GATE REGIONAL CENTER DO?

- Golden Gate Regional Center (GGRC) is 1 of 21 Regional Centers in California serving San Francisco, San Mateo, and Marin County. GGRC provides services and supports for people with developmental disabilities.
- In addition to case management, GGRC funded services includes but are not limited to independent living supports, respite & personal assistance, day program, and transportation.
- GGRC is the “payer of last resort” –generic resources are identified and used before GGRC can authorize a service.

## DISPARITY & CULTURAL RESPONSIVENESS

- Disparity: *Any difference in the quality of services that is NOT due to differences in needs or preferences*
  - Discussion of Purchase of Service (POS) disparities in the GGRC's Public Meeting refers to the differences in receiving and using services between white people and people of other racial or ethnic groups.
- Equity: *the quality of being fair or impartial, providing services which meet community members where they are*
- Cultural Competency: *the ability to understand and provide services to people while taking into consideration their cultural and linguistic background*

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## EQUALITY



## EQUITY



## JUSTICE



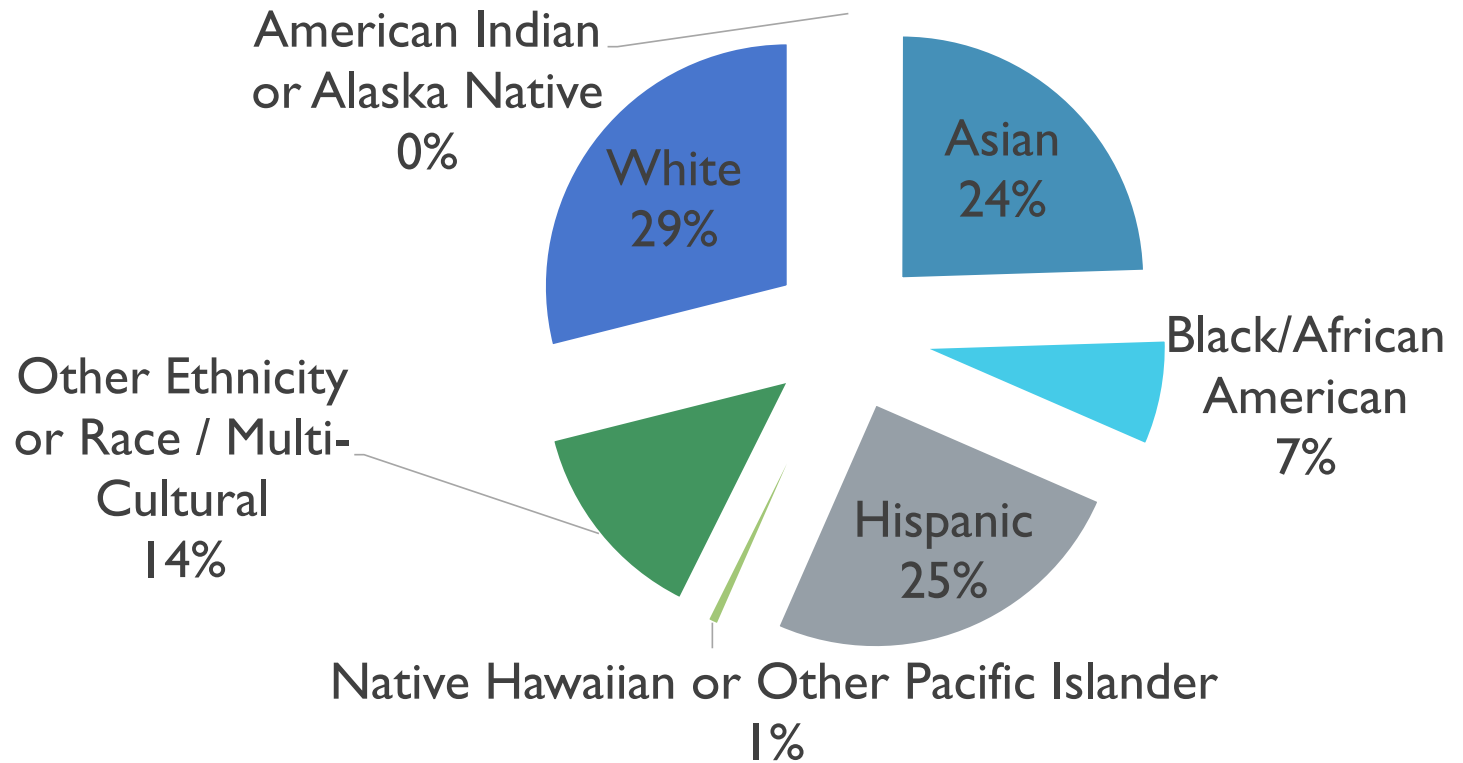
## QUESTIONS?

- How did that image make you feel?
- How could difference (such as race, culture, gender, orientation etc.) create barriers to accessing services?
- Has there been a time you noticed GGRC was not culturally responsive? What do you think could be done differently?



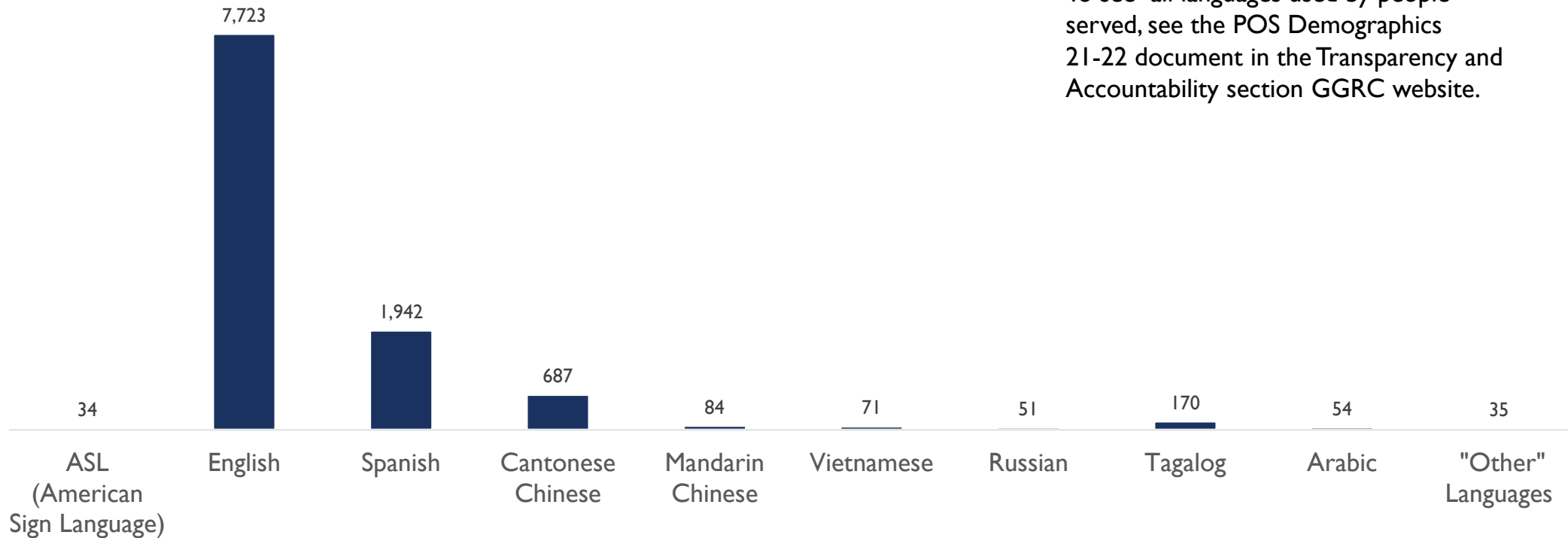
# WHO DO WE SERVE?

## Ethnicities served by GGRC FY 2021-22



## LANGUAGES USED BY GGRC'S COMMUNITY:

This list is not the extent of languages used. To see all languages used by people served, see the POS Demographics 21-22 document in the Transparency and Accountability section GGRC website.



## PURCHASE OF SERVICE DATA TERMS

### ■ Terms:

- FY: Fiscal Year (July-June)
- POS: Purchase of Service – the authorization for a specific service to be provided by a specific company
- Per Capita: Per Person
- Authorization: Cost of services approved
- Expenditures: Cost of services that was paid for by the Regional Center
- Utilization: Percentage of authorized services that have been used

## WHAT DOES POS DATA TRACK?

- Purchase of service (POS) data shows rates of authorization, utilization, and expenditure is based on:
  - Age
  - Race and ethnicity
  - Language
  - Type of developmental disability
  - Residence
  - No POS - those who are eligible, but are not receiving POS funds

## INFORMATION PURCHASE OF SERVICE (POS) DATA DOES NOT TRACK:

(THESE ARE IDENTITIES THAT ARE NOT CURRENTLY TRACKED WITH DATA BUT MAY GIVE INSIGHT ON WHO IS BEING UNDERSERVED BY CURRENT SERVICES)

- Gender identity
- Sexual orientation
- Diagnoses unrelated to qualifying factors
- Income familial or individual
- Documentation status

(Eligibility for regional center services is not impacted by income level or documentation status. While this is information that is not tracked by regional centers it is important to keep in mind that it affects someone's access, ie. fear and shame around accessing services)

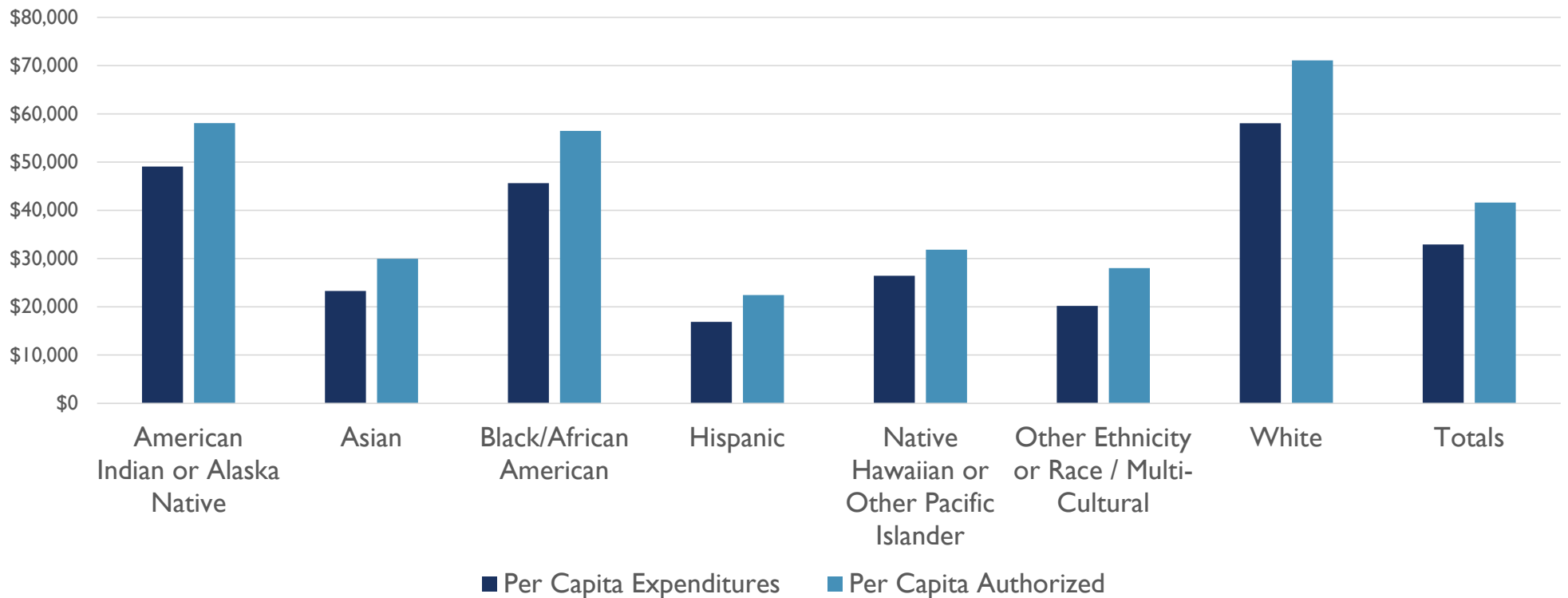
## PURCHASE OF SERVICES (POS) DOES NOT INCLUDE:

- Services coordinated through a generic resource
  - Medicare
  - Medi-Cal
  - Private insurance
  - Supplemental Security Income (SSI)
  - School system
  - Contracted Services
- Social work as a service

## WHAT DOES GGRC DO WITH DATA?

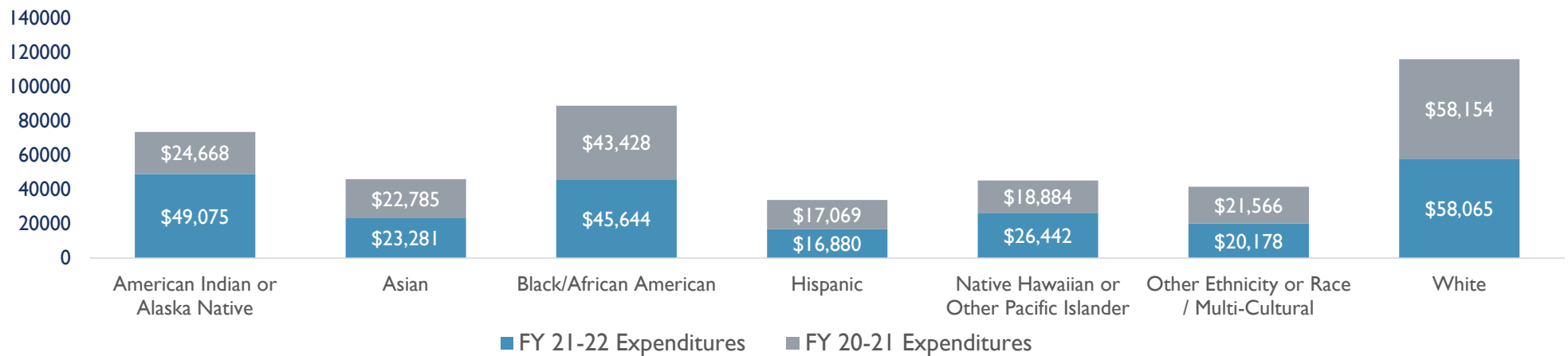
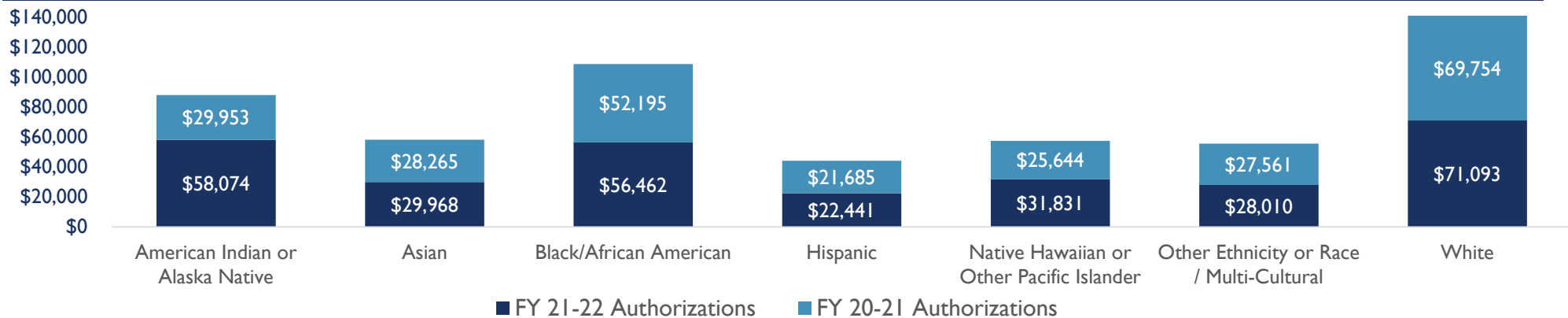
- Informs Home and Community Based Services (HCBS), Language Access & Cultural Competency (LACC) and Service Access and Equity (SAE) Projects
- Opportunity to educate service providers in the community
- Continued relationship building and collaboration with Community Based Organizations to build up generic resource partnerships
- Continue discussions across GGRC departments to inform cross agency work

# AUTHORIZATIONS VS. EXPENDITURES PER CAPITA, FY2021-22, AGES 0 AND UP



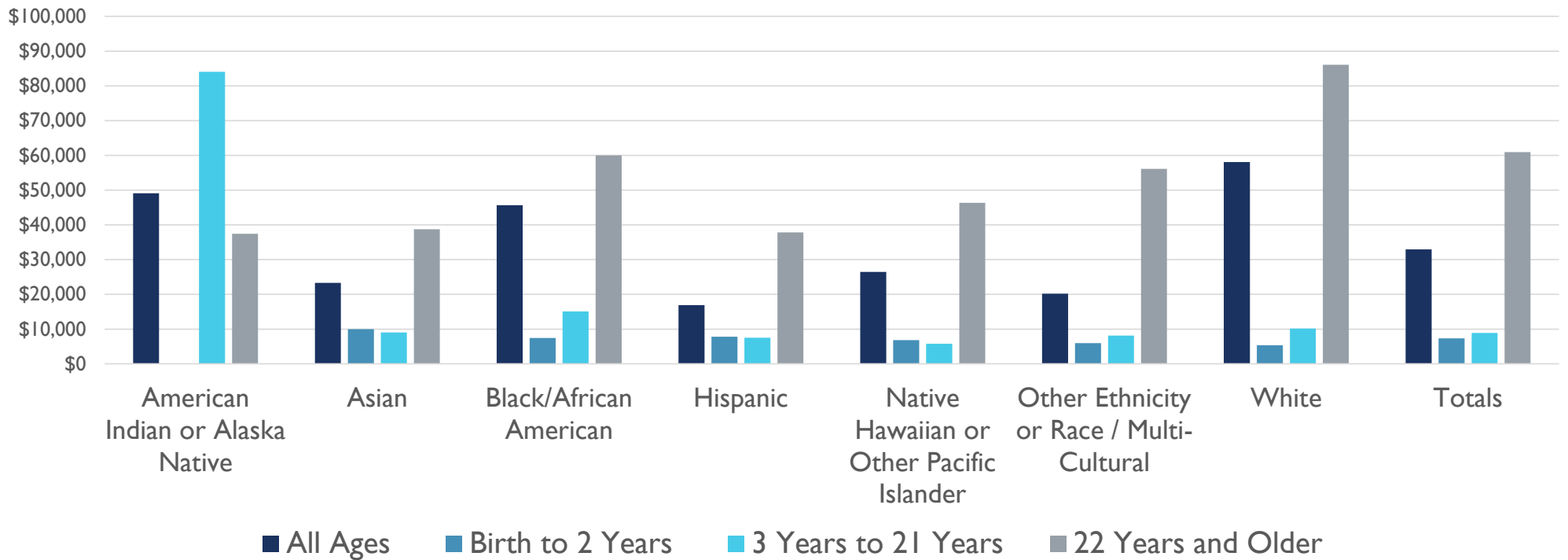


# AUTHORIZED POS & EXPENDITURES PER CAPITA: FY 2021-2022 & FY2020-2021, AGES 0 AND UP

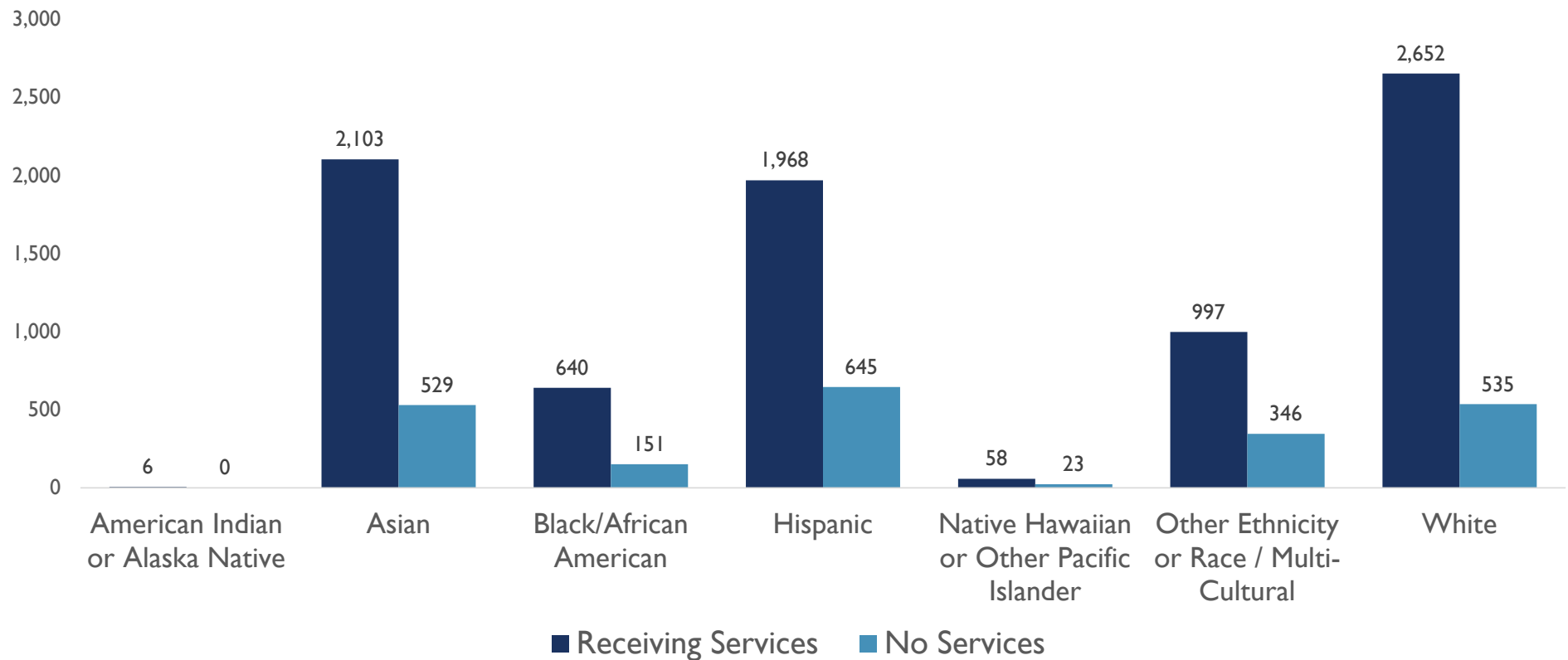


# EXPENDITURES PER CAPITA BY AGE GROUP

Expenditures per Capita by Ethnicity and Age



## INDIVIDUALS SERVED WITHOUT A POS, *AGES 0 AND UP*



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## SERVICE ACCESS & EQUITY (SAE) GRANTEES IN OUR CATCHMENT AREA

- Diversity in Health Training Institute– Asian Resource Network
- PRAGNYA (**P**reparing **R**esources & **A**lliances **G**alvanizing **N**eurodiversit**Y** **A**cculturation ) – Person Enrichment Program
- Support for Families – Building Bridges to Services for San Francisco’s Underserved Language and Cultural Communities



DIVERSITY IN HEALTH  
TRAINING INSTITUTE



SUPPORT FOR FAMILIES  
EDUCATION • EMPOWERMENT • EQUITY

## LANGUAGE ACCESS AND CULTURAL COMPETENCY (LACC)

- \$16.7 million annual funding for regional centers
- to improve and promote Language Access and Cultural Competency to better support the language needs of individuals with developmental disabilities, their caregivers, and their family members
- Annual guaranteed funding, plan needs to be approved by DDS
- Can not supplant any existing efforts or funds for similar purposes
- No more than 50% of funding can be used for staffing

# LACC PLAN

## #1 Outreach Plan Develop/Implement

- Hire LACC funded positions
- Create outreach plan
- Outreach listening sessions
- 9 outreach meetings to diverse communities/community leaders
- Deaf+ outreach w/RCEB
- Native American outreach w/RCEB

## #2 Website Redesign and Advisory Panel

- Identify consultants/conduct assessment of existing site
- Identify Community Advisory panelists
- Translate documents and web content
- Conduct community advisory panel review

## #3 Assess office accessibility & develop response plan

- Identify/install needed emergency response equipment to ensure access (deaf+)
- Review, update, post linguistically accessible signage

## #4 Improve language access to the community

- Identify translation/interpreter expectations for meeting use (eg board, public, etc)
- Increase number of translation/interpreter agencies
  - For POS & Operations use
  - Identify agencies to use for inhouse needs strong in social service language

## QUESTIONS

- What makes it hard to access services?
- Why do you think different people use POS funds differently?
- If you could create any kind of services to meet your needs, what would you envision?
- What do you wish GGRC could do differently to make it easier to use services?

# THANK YOU

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