



Alta California

Regional Center



2022-2025 STRATEGIC PLAN

Welcome

To Our ACRC Family,

Community inclusion and engagement is the hallmark of Alta California Regional Center. Thank you to all that participated in creating this three and a half year strategic plan. Your input from the client & family survey, as well as your participation in various meetings throughout the year, has helped to create this plan.

The Strategic Plan includes the following four Strategic Focus Areas:

Client and Family Supports – feedback from clients and families emphasized the importance of greater flexibility and person-centered services when supporting individuals who reside in home settings. Providing linkage to available community resources was also highlighted.

Employment – this remains a top priority for California as well as for our regional center. Clients want to work and to contribute in meaningful ways. They want opportunities to plan and prepare for employment while in school and they are looking to our regional center to create those possibilities.

Housing and Living Options – identifying different kinds of housing and living options that people can afford that are accessible and in communities where people want to live. In addition, developing innovative measures to address workforce shortages.

Community Inclusion and Engagement – our community shared the importance of inclusion and engagement and what that means to them. Having access to regional center information in their preferred language is critical to supporting choice and opportunities. Enhancing outreach efforts in the communities where people frequent creates visibility and builds trust. Creating intentional and meaningful connections across our catchment area will expand our service foot print.

The ACRC Board of Directors and staff are pleased to present our Strategic Performance Plan. We thank our community for their commitment to the planning process and for providing vital input that helped to shape the framework of this plan.



Lori Banales
Executive Director



Rita Walker
Board President

Our Mission

Alta California Regional Center creates partnerships to support all eligible individuals with developmental disabilities, children at risk, and their families in choosing services and supports through individual lifelong planning as a means to achieve healthy and productive lives in their own communities.

Our Vision

A community where individuals with developmental disabilities are valued members who are treated with dignity and respect.

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STRATEGIC FOCUS AREA 1

CLIENT AND FAMILY SUPPORT

Focus area definition:

The regional center will explore greater flexibility and more family-centered services and supports so that people with intellectual/developmental disabilities can continue to live at home and be supported in ways that make sense for them.

Community input:

- Families need help to identify community resources.
- Families want to find people to support them that they trust and who understand their language and culture.
- There is a growing need to attract and retain a direct support workforce that represents a variety of cultures and languages.
- Families seek greater flexibility to design support that works for their family.



What we want to achieve:

Clients and families receive support in ways that work for them. This may include greater flexibility within existing services and new, innovative service options.

How will we measure our progress?

| Metric | Baseline Dec. 2021 | 6 Months 2022 | Year 1 2023 | Year 2 2024 | Year 3 2025 |
|--|--------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Number and percent of minors living with families (includes living with own family, with foster family or with guardian) PC* | 12,876 99.64% | x 99.64% - 100% | x 99.64% - 100% | x 99.64% - 100% | x 99.64% - 100% |
| Number of people utilizing Participant-Directed Services | 307 | 322 5% over prior year | 338 5% over prior year | 355 5% over prior year | 373 5% over prior year |
| Number of people participating in Self-Determination Program | 41 | 43 5% over prior year | 45 5% over prior year | 47 5% over prior year | 49 5% over prior year |
| Number of new services and/or service providers created to address unique needs of clients and families served | 82 | 86 5% over prior year | 90 5% over prior year | 95 5% over prior year | 100 5% over prior year |

PC*= Performance Contract Measure

CLIENT AND FAMILY SUPPORT CONTINUED

Goal One

Deliver information and communications in multiple ways to be more responsive and more accessible (in different languages, in community locations, in more accessible formats, in person, digital, etc.). Prioritize the updating and translating of information about Participant-Directed Services and Self-Determination.

| Actions | Resources |
|---|--|
| <p>YEAR 1</p> <p>a. Educate regional center staff about participant-directed services and self-determination.</p> <ul style="list-style-type: none"> • Identify a workgroup of interested staff and stakeholders to develop the content. • Develop content and materials based on what exists and what is needed. • Share information with service coordinators and clients and families. <p>b. Update and translate Service Guides into multiple languages.</p> <p>c. Develop a method for collecting preferences for receiving information, including preferred language, format, and method of delivery.</p> <p>d. Collect preferences identified by clients and families.</p> <p>e. Engage in social media platforms.</p> | <p>Director, Case Management</p> <p>Participant Choice Specialists</p> <p>Training Manager</p> <p>Cultural Specialist</p> <p>Deaf and Hard of Hearing Specialist</p> <p>Training Manager</p> <p>CFO (SANDIS)</p> <p>SANDIS Coordinator</p> <p>Social Media Coordinator</p> |
| <p>YEAR 2</p> <p>f. Based on preferences provide information regarding participant-directed services and self-determination in preferred language and format.</p> <p>g. Continue to translate remaining Service Guides to multiple languages.</p> | <p>Training Manager</p> <p>SANDIS Coordinator</p> <p>Service Coordinators</p> |
| <p>YEAR 3</p> <p>h. Continue to implement communication strategy.</p> | <p>Director, Case Management</p> |

CLIENT AND FAMILY SUPPORT CONTINUED

Goal Two

Conduct informational sessions to educate community partners about what the regional center is and what services are provided.

| Actions | | Resources |
|---------------------|---|------------------|
| YEAR 1 | a. Compile contacts for community partner organizations to connect with networks. | Training Manager |
| | b. Extend invitations to provide an overview of regional center services. | Training Manager |
| | c. Increase the number of presentations that were initiated by the regional center. | Training Manager |
| YEAR 2 and 3 | d. Continue to expand the number of community partners reached through informational presentations. | Training Manager |
| | e. Modify outreach plan based on feedback. | |



Focus Area Definition:

People who wish to work have the support they need, when they need it, and in the way they want it.

Community input:

- People want meaningful work.
- There is a need for more job opportunities and internships that support individual interests.
- There is a need for employment support for young adults, age 18-22 years old, in integrated community settings.
- Transportation needs can present barriers to employment.
- Service providers seek innovative ways to move beyond sub-minimum wage and increase integrated, competitive employment opportunities.



What we want to achieve:

Those who wish to work are employed, or preparing for employment, in an area that interests them.

How will we measure our progress?

| Metric | Baseline Dec. 2021 | 6 Months 2022 | Year 1 2023 | Year 2 2024 | Year 3 2025 |
|---|--------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Number of people engaging in Competitive Integrated Employment (CIE) following participation in a Paid Internship Program PC* | 14 | 17 20% over prior year | 20 20% over prior year | 24 20% over prior year | 29 20% over prior year |
| Number and percent of clients, ages 16-64 with earned income PC* | 1959 11.25% (2020) | x 11.81% 5% over prior year | x 12.40% 5% over prior year | x 13.02% 5% over prior year | x 13.67% 5% over prior year |
| Number of participants in Paid Internship Program PC* | 76 | 91 20% over prior year | 109 20% over prior year | 131 20% over prior year | 157 20% over prior year |
| Number of individuals accessing Tailored Day Service with focus on employment and/or higher education. | 284 | 298 5% over prior year | 313 5% over prior year | 329 5% over prior year | 345 5% over prior year |

PC*= Performance Contract Measure

EMPLOYMENT CONTINUED

Goal One

Make training about employment resources more accessible to clients and service coordinators.

| Actions | | Resources |
|---------------------|---|--|
| YEAR 1 | a. Create a training plan and targeted outreach plan. <ul style="list-style-type: none"> • Create fliers to distribute information through newsletter and social media. • Create hashtags as a way to help people connect to these topics. • Develop an informational resource to share with clients and families. b. Deliver quarterly training in different locations, including regional center and vendor locations. Proposed topics might include: <ul style="list-style-type: none"> • Employment and benefits • Employment options (Tailored Day Services, Paid Internships, Competitive Employment Opportunities) • How the Department of Rehabilitation can support employment goals • Making the transition from high school to meaningful employment | Client Employment Specialist Social Media Coordinator |
| YEAR 2 and 3 | c. Modify topics based on input. d. Continue to offer quarterly training events. | Client Employment Specialist |

Goal Two

Increase the number of employers that hire people with intellectual/developmental disabilities.

| Actions | | Resources |
|---------------|--|---|
| YEAR 1 | a. Collaborate with regional center employment specialists across the state to explore successful strategies for employer outreach, training, support, and addressing other barriers to employment such as transportation. b. Establish a group of service providers and employers to help increase employment opportunities. c. Develop a plan to support employers through outreach, training, and acknowledgement. d. Plan a social media campaign that features employers providing success stories and top tips. | Client Employment Specialist Day and Employment Program Specialist Social Media Coordinator |
| YEAR 2 | e. Implement the employer support plan and social media campaign. | Client Employment Specialist |
| YEAR 3 | f. Use the social media resources to educate and engage additional employers and families about what is possible. | Client Employment Specialist Social Media Coordinator |

EMPLOYMENT CONTINUED

Goal Three

Enhance collaboration with school districts through memorandum of understanding (MOU) to support transition.

| Actions | | Resources |
|---------------|---|---|
| YEAR 1 | <ul style="list-style-type: none"> a. Collaborate with Special Education Local Plan Area (SELPA) liaisons to train and reorient each other to the agreements within our joint MOU. b. Develop a plan to increase awareness amongst ACRC Service Coordinators and SELPAs to support dually served clients/students in transition planning. Recognize that earlier is better when engaging in these conversations by the age of 15. c. Develop a system to identify timelines for transition planning to ensure no client/student’s transition planning is missed. | Client Employment Specialist Social Media Coordinator |
| YEAR 2 | <ul style="list-style-type: none"> d. Collaborate with SELPAs to monitor the implementation of our partnership agreement to ensure clients/students are given access to CIE training, job coaching, and job placement opportunities. | Client Employment Specialist |
| YEAR 3 | <ul style="list-style-type: none"> e. Create a campaign to highlight the successes of our partnership and to educate and engage others about what is possible. | Client Employment Specialist Day and Employment Program Specialist Social Media Coordinator |



Focus Area Definition:

Home settings where individuals with developmental disabilities choose to live.

Community input:

- There is a shortage of affordable housing in communities where people want to live.
- Housing that is available is not always accessible.
- There is a shortage of support professionals to assist at home.
- There is a need to support clients and families to plan for long term future housing needs.



What we want to achieve:

- More ACRC clients will be able to access affordable housing including set aside units.
- More ACRC clients will have caregiver succession plans in place that describe living arrangements and desired supports .

How will we measure our progress?

| Metric | Baseline Dec. 2021 | 6 Months 2022 | Year 1 2023 | Year 2 2024 | Year 3 2025 |
|---|--|---------------------------------------|------------------|------------------|------------------|
| Number of people living in set-aside housing units developed by the regional center | 0 No set aside units developed by the regional center | 15 people | 15 people | 36 people | 36 people |
| Number and percent of adults living in home settings (includes independent living, supported living, adult family home agency homes, and with parents or guardians) PC* | 11,870 85.24% | x 85.70% | x 86.20% | x 86.70% | x 87.20% |
| Number of people who have expressed their plan and exercised choice of their living options through caregiver succession planning | Initiated data gathering Nov. 2021 | Establish baseline and annual targets | To be determined | To be determined | To be determined |

PC*= Performance Contract Measure

HOUSING CONTINUED

Goal One

Diversify strategies that focus on affordable housing efforts and collaborate with families who are interested in creating affordable housing for their own families.

| Actions | Resources |
|--|--|
| a. Further define the ACRC Housing/Community Liaison role to be a resource for families to develop personal housing options (ADU's, lot splitting, etc) and navigate housing options that are supported by the regional center. | Director, Community Services |
| b. Deliver information sessions for families about options for providing housing for a family member, such as Adult Dwelling Unit (ADU). | Director, Community Services Housing Specialist |
| c. Explore options for building family collaboratives to co-purchase housing. | Director, Community Services |
| d. Advocate with other entities to: <ul style="list-style-type: none"> Expand the time available to apply for Section 8 housing voucher. Advocate for incentives, such as tax breaks, for families to create ADU's for family members. | Director, Community Services |

Goal Two

Increase the number of people who have expressed their plan and exercised choice of their living options through caregiver succession planning.

| Actions | Resources |
|--|------------------------------|
| a. Collaborate with stakeholders, clients, family members, advocates and service providers to develop training materials for service coordinators regarding engaging clients and families about caregiver succession planning. | Director, Community Services |
| b. Implement coordinated planning initiative. | Director, Community Services |



**STRATEGIC
FOCUS AREA 4**

COMMUNITY INCLUSION AND ENGAGEMENT

Focus Area Definition:

ACRC provides information about eligibility, services, and supports to clients, families, and community partners. ACRC also seeks collaborative opportunities to learn and educate about the changing needs of the community.

Community input:

- People want to access regional center Information in their preferred languages and in their communities.
- The community wants the regional center to continue to collaborate with more agencies to learn from each other and educate the community about different resources.



What we want to achieve:

The regional center has meaningful partnerships and connections with the diverse communities it serves. As a result, clients, families, and staff are better informed about the resources in their community. There will be an increase in use of regional center services by clients from communities that have been underserved.

How will we measure our progress?

| Metric | Baseline Dec. 2021 | 6 Months 2022 | Year 1 2023 | Year 2 2024 | Year 3 2025 |
|--|-----------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Percent of total annual purchase of service expenditures by individual’s ethnicity and age: <ul style="list-style-type: none"> • Birth to age two inclusive • Age three to twenty-one • Age twenty-two and older PC* | See table page 16 | Meet or exceed state wide average |
| Number of agency-wide educational & outreach events with community partners | 23 | 25 10% over prior year | 28 10% over prior year | 31 10% over prior year | 34 10% over prior year |

PC*= Performance Contract Measure

COMMUNITY INCLUSION AND ENGAGEMENT CONTINUED

Goal One

Create a bigger presence in the community to build relationships and share resources with members of the community. Prioritize having meetings at community locations, increasing the outreach team, and continuing to make connections with more community agencies.

| Actions | | Resources |
|---------------|---|---|
| YEAR 1 | a. Identify staff who want to participate and lead outreach efforts. b. Determine criteria for prioritizing outreach events. c. Identify events for participation based on established criteria. d. Create an outreach plan that is aligned with guidelines of the Department to prioritize languages requested by more than 50 people. <ul style="list-style-type: none"> • Establish a rolling schedule of outreach and information sharing (both planned and responsive to requests) • Identify specific community organizations and stakeholders to prioritize each year. • Reach out to regional ACRC offices to identify local priorities and organizations • Dedicate staff role to community engagement / social media | Training Manager Cultural Specialist |
| | e. Continue to attend events and open houses of service providers. | |
| | f. Continue to attend fairs and cultural events in the community. | |
| YEAR 2 | g. Continue to implement an outreach plan based on year 2 priorities. | Training Manager |
| YEAR 3 | h. Co-host cultural event, at a community partner venue, to establish the regional center as a community partner. | Cultural Specialist |

Goal Two

Educate community partners about what the regional center is and what services are provided.

| Actions | | Resources |
|---------------------|---|------------------|
| YEAR 1 | a. Compile contacts for community partner organizations to connect with networks. | Training Manager |
| | b. Extend invitations to provide an overview of regional center services. | Training Manager |
| | c. Increase the variety of outreach activities initiated by the regional center to organizations that are likely to make referrals to the regional center. (This might include and not be limited to medical professionals, school districts, Child Protective Services, Adult Protective Services, court system, mental health professionals and family resource centers). | Training Manager |
| YEAR 2 and 3 | d. Continue to expand the number of community partners reached through informational presentations. | Training Manager |
| | e. Modify outreach plan based on feedback. | |

COMMUNITY INCLUSION AND ENGAGEMENT CONTINUED

Goal Three

Produce a series of short videos of information about the regional center, in multiple languages.

| Actions | | Resources |
|--|--|--------------------------|
| YEAR 1 a. Plan and begin production of a series of short (1-3 minutes) informational videos that cover a variety of regional center topics. Produce in 10 languages. <ul style="list-style-type: none"> Identify workgroup Determine the media platforms to be used Determine the topics to be featured and the hashtags to be used to promote on social platforms Secure resources needed to produce videos | | Social Media Coordinator |
| YEAR 2 b. Roll out first portion of videos. c. Continue production of remaining videos in 10 languages (ASL, Arabic, Cantonese, Spanish, Hmong, Farsi, Persian, Russian, Vietnamese, and English). | | Social Media Coordinator |
| YEAR 3 Track data to learn about the reach of social media. Continue to amplify series as a continuous resource. | | Training Manager |



GLOSSARY

Baseline

Data starting points used for comparisons.

Caregiver succession plan

A plan to provide support when the primary caregiver is no longer able to.

Competitive integrated employment

When a person works with and is paid the same as employees without disabilities.

Community partners

Any group that ACRC collaborates with including but not limited to service providers, parent groups, client advocacy groups, schools and other agencies.

Community resources

The range of services is available to everyone who lives in that community.

Compliance performance measures

Measures used to determine if the regional center is serving people in the way it is required by law.

Fiscal performance measures

Measures used to determine how well a company is using its available resources in order to generate sustainable revenues and operating income.

Goal

A goal is the desired result that a group of people envision, plan and commit to that will be achieved in a defined amount of time.

Integrated setting

A place in the community where a person with disabilities interacts with non-disabled people.

Metric

A system or standard of measurement used for assessing, comparing, and tracking performance or production.

Memorandum of Understanding (MOU)

This is a document that outlines the working agreements between two parties, such as the regional center and schools.

Objective

An objective is something you plan to achieve. The goal which is believed to be able to be met.

Participant-directed services

People who receive services choose and manage their direct service providers.

Purchase of services expenditures (POS)

The amount of money spent by the regional center to purchase services and how it is distributed between different age, ethnic and diagnosis groups.

SANDIS

San Diego Information System. The software used by regional centers to gather information about the people they serve and the services they are receiving.

Self Determination

This is a voluntary program that provides participants with an individual budget, which they use to purchase the services and supports they need to implement their person-centered plan (PCP) and Individual Program Plan (IPP).

Set aside units

An identified number of housing units that will be held for use by people with a certain level of income or people in a particular group.

Strategic plan

Is a document organizations uses that identifies their goals, the strategies to accomplish those goals and the method used to evaluate progress.

Sub-minimum wage

Refers to a wage paid that is less than minimum wage.

Tailored Day Services

Services that are customized to a person's individual choices and needs, with opportunities for increased integration and inclusion, as well as opportunities for employment/volunteer activities, and to pursue post secondary education.

ALTA REGIONAL CENTER PERCENT OF TOTAL ANNUAL PURCHASE OF SERVICE EXPENDITURES BY ETHNICITY OR RACE FISCAL YEAR 2020-2021

| Ethnicity | Number of Clients | Percent of Clients | Total Expenditures | Percent of Expenditures |
|---|-------------------|--------------------|--------------------|-------------------------|
| For birth to age 2 years, inclusive | | | | |
| American Indian or Alaska Native | 18 | 0.4% | \$22,345 | 0.2% |
| Asian | 501 | 10.8% | \$1863,180 | 13.9% |
| Black/African American | 446 | 9.6% | \$1,125,946 | 8.4% |
| Hispanic | 1022 | 22.0% | \$3,285,686 | 24.6% |
| Native Hawaiian or other Pacific Islander | 22 | 0.5% | \$63,635 | 0.5% |
| Other Ethnicity or race or multi-Cultural | 1035 | 22.3% | \$2,443,025 | 18.3% |
| White | 1597 | 34.4% | \$4,565,788 | 34.2% |
| For age 3 years to 21 years, inclusive | | | | |
| American Indian or Alaska Native | 43 | 0.4% | \$315,631 | 0.5% |
| Asian | 1228 | 11.4% | \$5,072,652 | 8.3% |
| Black/African American | 1166 | 10.8% | \$7,372,551 | 12.0% |
| Hispanic | 2281 | 21.1% | \$11,191,670 | 18.3% |
| Native Hawaiian or other Pacific Islander | 60 | 0.6% | \$200,922 | 0.3% |
| Other Ethnicity or race or multi-Cultural | 1872 | 17.3% | \$11,850,343 | 19.4% |
| White | 4142 | 38.4% | \$25,233,128 | 41.2% |
| For age 22 years and older | | | | |
| American Indian or Alaska Native | 54 | 0.5% | \$1,870,200 | 0.5% |
| Asian | 702 | 6.8% | \$20,643,724 | 5.4% |
| Black/African American | 1473 | 14.3% | \$47,161,423 | 12.3% |
| Hispanic | 1299 | 12.6% | \$32,108,640 | 8.4% |
| Native Hawaiian or other Pacific Islander | 36 | 0.3% | \$619,763 | 0.2% |
| Other Ethnicity or race or multi-Cultural | 845 | 8.2% | \$25,060,933 | 6.6% |
| White | 5914 | 57.3% | \$254,853,177 | 66.7% |

Report pulled from 2022 Performance Contract Plan Attachment A



Alta California
Regional Center

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