

FY 2017/18 DISPARITY FUNDING APPLICATION

Note: Please complete this form for **each** proposed project. Please refer to the application instructions for clarification for any of the following questions.

Please check the box that describes your organization		
<input type="checkbox"/> Regional Center	<input checked="" type="checkbox"/> CBO, 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3)

A. Grantee Information

1. Name of Organization/Group	2. Date
Children's Hospital Los Angeles (USC UCEDD)	11/3/2017
3. Primary Contact (Name)	
Christine Mirzaian, MD, MPH	
4. Mailing Address	
4650 Sunset Blvd MS #76, Los Angeles, CA 90027	
5. E-mail Address	6. Phone Number
cmirzaian@chla.usc.edu	818-445-3027
7. Brief Description of the Organization/Group (organization type, group mission, etc.). Please include details about the organization/group's vision and how it ties to the targeted population.	
<p>Organization: Children's Hospital Los Angeles (CHLA), The University of Southern California (USC) University Center for Excellence in Developmental Disabilities (UCEDD) at CHLA EIN: 95-1690977</p> <p>The mission of CHLA is to create hope and build healthier futures. The USC UCEDD at CHLA has served the developmental disabilities (DD) community for over 50 years. The mission of the USC UCEDD is to provide leadership in strengthening family-centered, culturally-competent services and systems for the benefit of individuals with, or at risk for, developmental, behavioral and/or special health care needs and their families in partnership with those who utilize the services.</p> <p>The USC UCEDD is based at Children's Hospital Los Angeles (CHLA), which is the largest pediatric hospital in Southern California and serves a large number of underserved and medically complex children and young adults with DD. Primary care for many of these individuals takes place in the co-located Federally Qualified Health Center (FQHC), the AltaMed General Pediatrics Clinic at CHLA.</p> <p>The mission of AltaMed, our partner organization, is to eliminate disparities in health care access and outcomes by providing superior quality health and human services through an integrated world-class delivery system for Latino, multi-ethnic and underserved communities in Southern California.</p> <p>The AltaMed General Pediatrics Clinic at CHLA serves approximately 25,000 children and young adults per year, the majority of families served have incomes at or below the</p>	

FY 2017/18 DISPARITY FUNDING APPLICATION

federal poverty level, and 75% are Hispanic and 52% are Spanish speaking. Twenty percent of these children and young adults have or are at risk for DD.

B. Project Information

1. Project title

Parent Navigators in a General Pediatrics Clinic to Reduce Purchase of Service Disparities

2. Describe how the target population is an underserved population.

The target population is Hispanic children and young adults (ages 0-21) with or at risk for DD that are served in the AltaMed General Pediatrics Clinic at CHLA; most of these individuals are underserved and their family incomes are at or below the federal poverty level. The Regional Centers that serve the great majority of these patients include the South Central Los Angeles Regional Center, the Frank D. Lanterman Regional Center, and the Eastern Los Angeles Regional Center.

2015-2016 purchase of service data reveal disparities in expenditures for Hispanic consumers. At the Lanterman Regional center, 45% of all consumers (5,519) were Hispanic, yet this group accounted for only 31% (\$40,801,384) of total expenditures. White customers, who comprise about 28% of all consumers (3266) accounted for 42% (\$55,445,921) of all dollars spent. Looking at per capita expenditures, this equates to about \$9000 more being spent on white consumers compared to Hispanic consumers. Similarly, at the Eastern Los Angeles Regional center, Hispanic consumers comprise about 71% (8,943) of all consumers while white consumers comprise about 10%. However for total expenditures, 59% (\$100,198,591) was spent on Hispanic consumers versus 22% (\$37,423,017) for white consumers. This again accounts for a per capita difference of \$17,650 between the two groups with the most significant difference noted for ages 3 years and above. Finally, at South Central Los Angeles Regional center, Hispanic consumers comprise about 65% of all consumers (10,751), yet they accounted for only 41% of total expenditures (\$67,677,363). Conversely, white consumers accounted for 3% (551) of all consumers and 10% (\$17,039,129) of all dollars spent. As such there is an approximately \$25,000 per capita difference in expenditures between white and Hispanic consumers. With regard to individuals with no services at South Central Regional Center, 19% of total eligible consumers did not receive services. Of this 19%, 71% were Hispanic.

In our experience, many of the families of patients we serve in the AltaMed General Pediatrics Clinic at CHLA struggle with getting connected to the regional center. Families will often report difficulties calling the regional center, filling out forms or applications, and have difficulty receiving desired and/or recommended services. We see families face challenges at two particular time points. The first is when a child is being referred for

FY 2017/18 DISPARITY FUNDING APPLICATION

Early Start services due to concern for developmental delay. Studies show that approximately 60-80% of children referred to early intervention do not complete an evaluation (Moore 2017). Studied barriers include communication problems with pediatricians, parents not understanding the referral process, and practical barriers such as parents losing the phone number to call, or early intervention providers having trouble reaching parents (Jimenez 2012). This published research is supported by our clinical experience. The second particularly challenging time for families is when a young adult, who is a regional center client and/or regional center eligible is aging out of the school system and transitioning out of pediatric care; families express particular stress about this transition and are often unsure about supports the regional center can offer during that time. In addition, we see many families of children who are regional center clients and are unaware of the services available to support their child in the community.

These families frequently ask their pediatricians for help in navigating the regional center system and in obtaining services. Pediatricians are often unsure on how best to advise families who report difficulty getting connected to the regional center or receiving services. Therefore, we propose an innovative model to incorporate two full-time Parent Navigators co-located in our general pediatrics clinic to support and connect families to the regional center, overcome challenges with logistical issues, such as making phone calls or filling out paperwork, and coach families on how to self-advocate for necessary services from the regional center as well as other community agencies. The Parent Navigators will serve as a liaison between the regional center and the client's primary care provider. We will serve individuals ages 0 - 21 years and their families. Given the large number of patients that our clinic serves, this project has the potential of impacting 5000 children and young adults with DD or at risk for developmental delays.

References: Moore C, Zamora I, Patel Gera M, Williams M. Developmental screening and referrals: Assessing the influence of provider specialty, training, and interagency communication. *Clinical Pediatrics* 2017;56(11) 1040-1047

Jimenez ME, Barg FK, Guevara JP, Gerdes M, et al. Barriers to evaluation for early intervention services: parent and early intervention employee perspectives. *Academic Pediatrics* 2012;12:551-557

3. Describe the project and its goals/objectives. **Complete the Schedule of Development/Activities Worksheet (Attachment C) and include with your application.*

The project's goal is to reduce purchase of service disparities in Hispanic individuals ages 0-21 years by providing two full-time, co-located Parent Navigators in the AltaMed General Pediatrics Clinic at CHLA to assist families in connecting to the regional center system and advocating for services for already eligible clients.

Objective 1: Increase the number of Hispanic children/young adults who are referred to

FY 2017/18 DISPARITY FUNDING APPLICATION

the regional center for Early Start or DD services in years 1 and 2.

Objective 2: Increase the number of Hispanic children/young adults referred to Early Start or DD services who receive an evaluation in years 1 and 2.

Objective 3: Increase the number of services that Hispanic children/young adults who are clients of the regional center are receiving in years 1 and 2.

Objective 4: Increase the satisfaction with services received by Hispanic families with children/young adults who are clients of the regional center in years 1 and 2.

Objective 5: Decrease purchase of service disparities for Hispanic consumers ages 0-21 served by the South Central Los Angeles Regional Center, the Lanterman Regional Center, and the Eastern Los Angeles Regional Center in years 1 and 2.

As stated above, in our clinical experience working the AltaMed General Pediatrics Clinic, we have many families (60-80%) who struggle with the initial intake process when they are referred to the regional center due to concern that their child has developmental delay. Families report difficulty making phone calls or receiving a call back, difficulty filling out forms or applications if needed, and difficulty scheduling an evaluation. In addition, we find that families are often unsatisfied with regional center services, as they report either not receiving services, or wanting additional services but being unaware of how to obtain them. We also see families who are experiencing a difficult time during transition of their young-adult child with DD out of the school and pediatric care system who are unaware of which services the regional center can offer them at that time. The project aims to address many of the barriers that these families face by providing Parent Navigators who will be specially trained by our Parent Specialist in accessing regional center services and providing direct support to families. These Parent Navigators will be able to support families in successfully connecting to the regional center for an evaluation, support completion of any required forms or applications, connect with regional center service coordinators, and coach families on how to improve self-advocacy skills in seeking services, such as preparing families for Individual Program Plan (IPP) meetings. In addition, with co-location, the Parent Navigators will be important liaisons with the client's primary care provider in our clinic and can connect to additional support already provided either in our clinic or throughout the Children's Hospital.

The first 3 months of the project will involve hiring Parents Navigators and developing materials to advertise their services, as well as presenting at staff meetings to ensure all are aware of the project and resources. The project will be overseen by the Project Director, who is a pediatrician who works closely with families in the general pediatrics clinic. The Project Coordinator will help coordinate logistics and work on developing materials, and the Project Evaluator will work with analyzing data, evaluating the project's effectiveness, and disseminating results. In addition, a Parent and Peer Advisory

FY 2017/18 DISPARITY FUNDING APPLICATION

Committee will be formed to help inform project activities, and meet monthly throughout the project period. Parent Navigators will be trained by the Parent Specialist and begin providing direct services to families in Quarter 2, 3 months into the project, and services will be expected to ramp up and be fully running by Quarter 3 and continue into Quarter 4. Every 3 months, the Parent Navigators will follow-up with each family served to ensure that an evaluation has taken place for those referred to the regional center, and determine if any service needs exist for those who are already clients. In addition, by the end of Quarter 2, materials to help guide both pediatricians and families through the regional center process will be created and translated into Spanish. Materials will be reviewed and updated throughout the project period.

Given the large number of individuals (5000) that this project could potentially serve, being able to continue to provide Parent Navigators for an additional year (2 years total) would greatly increase the capacity of individuals and families served and provide important benefits to this community. If this project demonstrates efficacy in assisting our patient population with obtaining regional center services over a 2 year period, it has the potential to be sustainable by being integrated into the general operating budget of the clinic in the future, as well as replicated in other clinical settings. Please see Attachment C (Schedule of Development/Activities Worksheet) for further details, as well as Attachment E (Budget Worksheet) for resource requirements.

4. How will the project address and incorporate the input of the community it aims to serve?

Input from the community has occurred through one-on-one interactions with our patients' families who report difficulty accessing regional center services on a daily basis. As aforementioned, many families report difficulties making phone calls, filling out applications and forms, and report uncertainty about which services are available through the regional center and how to advocate for desired services. Providing Parent Navigators who can work directly with families and assist in making phone calls, filling out paperwork, and provide direct counseling and coaching prior to IPP meetings will help meet the needs of this community.

In addition, formal community input was obtained by presenting the project proposal to the USC UCEDD's Consumer Advisory Committee (CAC), where it was warmly received and excellent feedback was provided. Our CAC consists of 24 members, 75% of which are consumers or family members of consumers and represent the ethnic diversity of our community, including members who are Latino. In addition, our CAC includes representatives from the Lanterman, South Central Los Angeles, and Eastern Los Angeles Regional Centers. Input from our CAC will continue to be sought during quarterly meetings during the project period.

In addition, part of our project will entail forming a Parent and Peer Advisory Committee. This committee will consist of 5 members, each of which is either a parent of a child with

FY 2017/18 DISPARITY FUNDING APPLICATION

DD or a young adult with DD (a peer). This committee will meet monthly with the Project Director, Project Coordinator, the Parent Specialist, and the Parent Navigator to provide input regarding project activities and identify unmet needs and next steps.

5. Describe how the project's effectiveness will be measured. What type of data will be collected (qualitative or quantitative)?* *Complete the Project Measures Worksheet (Attachment D) and include with your application.*

The project's effectiveness will be measured by both qualitative and quantitative measures. Each time a family accesses our Parent Navigator; they will be asked to fill out a form that will ask the following questions (translated into Spanish):

- 1) Age of child:
- 2) Zip code and assigned regional center (if known):
- 3) Have you made contact with the regional center in the past? Why or why not?
- 4) Have you had any difficulty making contact with the regional center? Why or why not?
- 5) Has your child been evaluated at the regional center? Why or why not?
- 6) Was your child determined to be eligible for regional center services? Why or why not?
- 7) What services is your child receiving?
- 8) Are there any needed services which your child is not receiving? Why or why not?
- 9) On a scale of 0-10, 0 being not satisfied at all and 10 being fully satisfied, how satisfied are you with the services your child is receiving through the regional center?
- 10) What additional questions do you have today?

These forms will be collected from each family upon each interaction with the Parent Navigators. Every 3 months, the Parent Navigators will contact each family and ask follow-up questions to determine if evaluation has occurred, if additional services were added, and if the family is satisfied with services.

At the end of years 1 and 2, data will be analyzed to determine the following:

- 1) How many children were referred to the regional center with assistance from Parent Navigators?
- 2) How many children/young adults who were referred to the regional center through the Parent Navigators received an evaluation?
- 3) How many children/young adults whose families worked with the Parent Navigators experienced an increase in regional center services?
- 4) How many families of children/young adults who are clients of the regional center who worked with the Parent Navigators reported an increase in satisfaction with services received?
- 5) How much did purchase of service disparities for Hispanic consumers ages 0-21 served by the South Central Los Angeles Regional Center, the Lanterman Regional Center, and the Eastern Los Angeles Regional Center decrease?

FY 2017/18 DISPARITY FUNDING APPLICATION

Results of analysis will be disseminated to advocate for sustaining and replicating this model.

Please refer to Project Measures Worksheet (Attachment D) for further details regarding how the project's effectiveness will be measured.

6. Where will your project be implemented (counties, cities, neighborhoods, etc.)?

The project will be implemented at the AltaMed General Pediatrics Clinic at CHLA, which serves patients residing in zip-codes primarily served by the South Central Los Angeles Regional Center, the Lanterman Regional Center, and the Eastern Los Angeles Regional Center.

The project will connect with the target population naturally given large number of underserved Hispanic clients with DD and who are at risk for DD who receive primary care in the AltaMed General Pediatrics Clinic. This clinic is highly utilized with frequent patient visits (84,000 visits per year) therefore there will be many opportunities for patients and their families to meet with the Parent Navigators, and their location within clinic will be convenient for families. Patients and their families will be notified of the Parent Navigator services both through their primary pediatrician, and through advertisements that will be visible in the clinic.

7. Project Type

- Outreach (community events, child find, seminars, etc.)
 Education (workshops, trainings, support groups, etc.)
 Promotores (parent liaisons, mentors, cultural brokers, etc.),
 Other:

8. Estimated number of people the project will reach/impact

5000

9. Timeline of project (start and end dates)

1/1/2018-12/31/2019

10. Amount requested **Please complete the Budget Worksheet (Attachment D) and include with your submission.*

\$ 241052

10a. Funding frequency (check one):

Annual Cost** or One-time Cost

** Please include any related documents that will provide evidence of strategies, measures, and data that will be used to evaluate effectiveness of the program.*

*** Future funding is not guaranteed for projects that require an ongoing, annual cost.*

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

Project Title: Parent Navigators in a General Pediatrics Clinic to Reduce Purchase of Service Disparities									
Objective: The project's goal is to reduce purchase of service disparities in Hispanic individuals ages 0-21 years by providing two full-time, co-located Parent Navigators in the AltaMed General Pediatrics Clinic at CHLA to assist families in connecting to the regional center system and advocating for services for already eligible clients.									
Issue(s) being addressed: Hispanic, particularly Spanish-speaking, families face barriers connecting to the regional center, including making phone calls, filling out applications and/or providing needed paperwork, or scheduling an evaluation. In addition, many families of children who are regional center clients report that either they are not receiving services, or that they are unsatisfied with services received; many families are unsure which services they can ask for and how to advocate for desired services.									
		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Execute grant agreement with DD	Project Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Hire a Parent Navigator	Project Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Obtain computer for Parent Navigator	Project Coordinator	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Develop intake form for families to complete when visiting Parent Navigator, and send for translation into Spanish	Project Evaluator	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

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		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Identify members to serve on the Parent and Peer Advisory Committee	Project Director, Parent Specialist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create materials to be posted in clinic notifying families of Parent Navigator Services, send for translation into Spanish	Project Director, Project Coordinator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertise Parent Navigator Program: post advertising materials in clinic, present at staff meetings, send out periodic emails.	Project Director, Project Coordinator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Create informational materials that both pediatricians and families can refer to guiding through regional center process, send for translation into Spanish; periodically update materials	Project Director, Project Coordinator, Parent Specialist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all key staff and activities, and identify the quarter that each activity will occur. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment C-1 for a sample worksheet.*

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		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
Parent Navigators provide direct services to families of children in the general pediatrics clinic	Parent Navigators	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
Parent/Peer Advisory Committee meets monthly to provide input regarding project activities and identify next steps	Project Director, Project Coordinator, Parent Specialist, Parent Navigators	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
Follow-up with families to ensure	Parent Navigators	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
outcomes of referrals or advocacy for services									
Analyze changes in services received and satisfaction with regional center services over time	Project Evaluator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Analyze changes in purchase of service data in involved regional centers	Project Evaluator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Submit quarterly reports to DDS	Project Director, Project Evaluator	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
Prepare and submit final report to DDS	Project Director, Project Evaluator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Disseminate results in the form of presentation and	Project Director, Project Evaluator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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		2018				2019			
Activity	Staff	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1/1/18-3/31/18	4/1/18-6/30/18	7/1/18-9/30/18	10/1/18-12/31/18	1/1/19-3/31/19	4/1/19-6/30/19	7/1/19-9/30/19	10/1/19-12/31/19
publications									

Note: Monthly intervals may also be used, rather than quarterly as shown in this sample. For projects shorter than 6 months, DDS may require monthly reporting. Please use as many copies of this worksheet as needed

DISPARITY FUNDING PROPOSAL – PROJECT MEASURES WORKSHEET

Completed worksheets shall be submitted with the funding application. List all activities and the qualitative and quantitative measures of outcomes. More than one copy of each worksheet may be submitted if additional space is required. *Please see Attachment D-1 for a sample worksheet.*

Project Title: Parent Navigators in a General Pediatrics Clinic to Reduce Purchase of Service Disparities	
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Activities	<ol style="list-style-type: none"> 1. Date of hire of a Parent Navigator 2. List of materials created for this project, including guides of regional center services for families 3. Dates of presentations and informational emails to advertise project 4. Dates of meetings with Parent/Peer Advisory Committee (monthly starting in quarter 2) 5. Dates of USC UCEDD CAC meetings during which project was discussed 5. Number of Hispanic families who visited the Parent Navigators 6. Total number of encounters of families with the Parent Navigators.
Measures of Outcomes	<ol style="list-style-type: none"> 1. Number of Hispanic children/young adults referred to the regional center through the Parent Navigators. 2. Number of Hispanic children/young adults referred to the regional center through the Parent Navigators who received an evaluation. 3. Number of Hispanic children/young adults who experienced an increase in number of regional center services who were assisted by the Parent Navigators. 4. Number of Hispanic families who experienced an increase in satisfaction with regional center services who were assisted by the Parent Navigators. 5. Change in purchase of service disparities data for Hispanic consumers in involved regional centers.

PROJECT BUDGET WORKSHEET

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed.

Project Title
Parent Navigators in a General Pediatrics Clinic to Reduce Purchase of Service Disparities
Project Duration (start and end date)
1/1/2018 - 12/31/2018

Description	Cost
Salary/Wages and Benefits	
Project Director (0.2 FTE)	\$41453
Project Evaluator (0.1 FTE)	\$17576
Parent Specialist- Consultant (0.1 FTE)	\$11389
2 Parent Navigators (1 FTE each)	\$117610
Project Coordinator (0.133 FTE)	\$11582
Operating Expenses	
Computers for Parent Navigators	\$2000
Office supplies	\$1000
Translation of documents	\$2000
	\$
	\$
Administrative Expenses	
Indirect costs for administrative purposes	\$31442
	\$
	\$
	\$
	\$
Additional Expenses	
Stipend for Parent and Peer Advisory Committee (\$1000/member)	\$5000
	\$
	\$
	\$
	\$
Project Budget Total	\$241052

PROJECT BUDGET WORKSHEET

Budget worksheet should reflect the total amount of funding needed for the duration of the project. More than one worksheet may be submitted if additional space is needed.

Project Title
Parent Navigators in a General Pediatrics Clinic to Reduce Purchase of Service Disparities
Project Duration (start and end date)
1/1/2019 - 12/31/2019

Description	Cost
Salary/Wages and Benefits	
Project Director (0.2 FTE)	\$42696
Project Evaluator (0.1 FTE)	\$18103
Parent Specialist- Consultant (0.1 FTE)	\$11731
2 Parent Navigators (1 FTE each)	\$121139
Project Coordinator (0.13 FTE)	\$11661
Operating Expenses	
Office Supplies	\$1000
	\$
	\$
	\$
	\$
Administrative Expenses	
Indirect costs for administrative purposes	\$31699
	\$
	\$
	\$
	\$
Additional Expenses	
Stipend for Parent and Peer Advisory Committee (\$1000/member)	\$5000
	\$
	\$
	\$
	\$
Project Budget Total	\$243029