

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
Learning Rights Law Center	11/3/2017
3. Primary Contact (Name)	
Aaron Bicart	
4. Mailing Address	
205 S. Broadway Suite 808, Los Angeles, CA 90012	
5. E-mail Address	6. Phone Number
aaron@learningrights.org	213-542-7291
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>Learning Rights Law Center seeks to achieve education equity for low-income and disadvantaged students in the public education system in the greater Los Angeles area. We change the lives of at-risk students who have disabilities, including developmental disabilities, by providing free legal services, education advocacy, and community training. The majority of these students are immigrants, from non-English speaking families, and minorities. We believe that every child has a right to learn, regardless of race, income, or neighborhood, and advocate to make that a reality. The focus of our advocacy is to get children with disabilities the education services and related supports they need to succeed in school. This includes home and after school rehabilitative services, such as Regional Center services, that may impact a child's development and learning. The purpose of our education training and community outreach programs is to empower families to help themselves and one another. Our vision is a world in which all children may pursue a meaningful and equitable education that provides them with a brighter future and the means to become successful adults.</p>	

B. Project Information

1. Project title
Community Support Groups
2. Describe how the target population is an underserved population.

FY 2017/18 DISPARITY FUNDING APPLICATION

Learning Rights includes among its constituents children with disabilities (birth through age 22), as well as their parents or other family members. Our clients come from economically-marginalized communities in Ventura County (Oxnard), San Bernardino County (Fontana), and throughout the 8 Service Planning Areas (SPAs) of Los Angeles County. Most of the residents in these areas are monolingual Spanish speakers. Learning Rights serves families who live at or below 250% of the federal poverty guidelines, with a focus on those who are below 125% of poverty guidelines. Clients are 10% African-American; 6% Caucasian; 71% Latino; 3% Asian/Pacific Islander; 1% Native American and 9% other. The low-income status of Learning Rights' clients and their difficulty receiving a high-quality education services are very closely related. In California, high schools with high-poverty students lose nearly two weeks of learning time annually because of teacher absences, emergency lockdowns and other disruptions compared with their more affluent peers in other schools. Low-income students are also nearly three times more likely than affluent peers to suffer stress from violence, immigration, caring for family members, lack of healthcare, hunger and unstable housing. Learning Rights' clients with disabilities have additional challenges as a result of their disabilities. More than 100,000 students in Los Angeles County have disabilities ranging from autism and dyslexia to cerebral palsy and deafness. In 2016, a large majority of Learning Rights' clients had one or more disabilities, and more than 50% of them had Autism Spectrum Disorder. Nearly 40% of students with disabilities do not graduate from high school, however, 85% of them are estimated to be capable of it. Clients seek out our services as a direct result of the current system's failure to serve them and their communities.

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

Our Community Support Groups are the result of our award-winning Training Individuals for Grassroots Education Reform (TIGER) Classes that we have held for over a decade. The year-long TIGER program educates parents of children with disabilities on the services available to them, their rights as parents, and the power of advocating on behalf of their children. Some TIGER parents form Community Support Groups, where they can gather parents in their community to learn, share, and support one another through the process of raising a child with a disability. Support Groups are often the first time a parent meets other parents who are struggling with the same issues, and can be the first time they hear about resources that exist to help themselves or their child. Because of their participation in the program, parents benefit from increased knowledge of their children's rights and, as a result, children receive the services and support they deserve - paving the way to a brighter future.

The Community Support Group leaders are the heart of our Support Group program and function much like Promotoras. These parents take the knowledge they've received and

FY 2017/18 DISPARITY FUNDING APPLICATION

work to affect change not only for their own children with disabilities, but for people within their community who may not know where to begin getting help for their child. Community Support Groups meet at least once a month, and are attended by at least one member of the Learning Rights staff: our Community Engagement & Policy Director, our TIGER Coordinator, our Psychoeducational Consultant, or even one of our Co-Executive Directors.

A Community Support Group meeting traditionally includes an introduction from new members, a sharing of community resources (upcoming local health fair, public library event, enrollment deadlines), a training session on a topic of the community's choosing, and concludes with each family sharing their ongoing struggles. Learning Rights currently provides support in the form of resources and training. The Community Group leaders train first in our TIGER program, where they gain the knowledge and confidence to lead others. Group leaders then meet with Learning Rights staff bi-monthly to discuss and plan their meetings, but also for leadership development and capacity training. As a result, Group leaders are better prepared to leverage technology and conduct impactful meetings. The average TIGER parent has a 3rd-grade level education or equivalent, but with the support of Learning Rights many of these parents are leading members of their community and ensuring that children get access to the services they need. Learning Rights also has staff members give presentations at Support Group meetings, on a wide range of topics from special-education law to parenting advice for those who have children with developmental disabilities.

With the help of the Department of Developmental Services, we will expand our Support Groups to specifically include presentations about local Regional Centers, survey our parents on their knowledge about services from Regional Centers (pre and post tests), and conduct intakes on-site to do a needs assessment for issues that require Regional Center services or advocacy. Additionally, we want to continue our outreach efforts that engaged with the Los Angeles community at over 80 events in 2017, and interacted with over 4,000 community members. As a result, our current relationships with these communities will be leveraged to increase the amount of intakes among Latinos at local Regional Centers. Additionally, our surveys will be able to evaluate the impact of their services.

Note: Because of tribal autonomy, much of our outreach to AI communities will be through the Torres-Martinez Tribal TANF, with whom we have an existing relationship. This grant will allow us to train tribal stakeholders about Regional Center eligibility, services, and disputes/appeals, to increase their capacity to identify Regional Center issues and make appropriate referrals.

FY 2017/18 DISPARITY FUNDING APPLICATION

Goal #1 -- 4,000 parents of students with disabilities will receive resources/in-person information about Regional Center eligibility, services, and appeals processes at community fairs and other outreach events. 70% of these parents (2,800) will be Latino, African American or American Indian.

Goal #2 -- We will facilitate 10 Community Group Meetings in each of 5 locations throughout the greater Los Angeles area (locations: Downey, West Los Angeles, Highland Park, Long Beach, Fontana) for a total of 50 Community Group Meetings in 2018.

Goal #3 -- At least 350 parents of children with disabilities will attend a Community Group Meeting. 70% of these (245 parents) will be Latino or American Indian (AI) parents of a child with developmental disabilities. This will result in 539 Latino/AI children with developmental disabilities being served (assumes 2.2 children with disabilities per household).

Goal #4 -- 95% of all Community Group Meeting attendees (90% of 305 = 315) will receive a passing grade on post-test scores when queried on their knowledge about Regional Centers, services, and appeals/disputes processes.

Goal #5 -- We will conduct Know Your Rights Clinics, two at each Community Group location (eg Downey, West Los Angeles, Highland Park, Long Beach, Fontana) for a total of 10 Clinics in 2018. This will result in at least 50 families (5 families per clinic) receiving a needs assessment and step-by-step written action plan to help them resolve any issues around services and supports for their child with a disability.

Goal #6 -- We will convene a Town Hall meeting for over 100 low-income parents of students with disabilities to engage, train, and mobilize around common issues.

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

The Community Support Groups are parent-led, and as such are driven at every step by their priorities and interests. Learning Rights staff meets with the group leaders on a bi-monthly basis to address any concerns that they have, and to help organize and plan upcoming group meetings. The group leaders can shift the focus of their respective groups based on the concerns or specific needs of their community. As such, the parents who partake in the Community Group have a significant amount of influence in everything from the presentations they receive to the topics of the meetings and resources offered.

FY 2017/18 DISPARITY FUNDING APPLICATION

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.	
We will collect both qualitative and quantitative data.	
<p>Quantitative: We will count how many Community Support Groups (goal of 50) we facilitate, as well the number of attendees (goal 350) and their biometrics. We will count how many Know Your Rights Clinics we conduct (goal of 10), as well as the number of children in each household and their biometric data. We will count how many parents and children we directly reach through our over 80 outreach activities, which includes community fairs throughout the greater Los Angeles area (goal of 4,000).</p> <p>Qualitative: Our on-site Know Your Rights Clinic will result in a concrete number of clients referred to their local Regional Center or Consumer Services Advocate with a specific issue. We will track with clients have issues that resolve over the course of the year. Additionally, our quarterly surveys (pre and post tests) will give us raw data about parents' familiarity with their local Regional Center and its services. By the end of the year, we can evaluate the increase in knowledge and services compared to the beginning of 2018. In terms of outreach, additional community engagement will result in measurably larger Community Support Groups that can be referred to their local Regional Center at our quarterly intakes.</p>	
6. Where will your project be implemented (counties, cities, neighborhoods, etc.)?	
Our Community Support Groups cover a majority of Los Angeles County and reach as far as San Bernadino and Riverside counties. The 5 groups meet in Downey, Fontana, Long Beach, Westside, and Highland Park. As a result, our clients will be served at the Westside, Lanterman, San Gabriel, Harbor, Riverside, and San Bernadino Regional Centers.	
7. Project Type	
<input checked="" type="checkbox"/> Outreach (community events, child find, seminars, etc.) <input checked="" type="checkbox"/> Education (workshops, trainings, support groups, etc.) <input checked="" type="checkbox"/> Promotores (parent liaisons, mentors, cultural brokers, etc.), <input type="checkbox"/> Other:	
8. Estimated number of people the project will reach/impact	
350 Community Support Group Members, 4,000 community members through Outreach	
9. Timeline of project (start and end dates)	
01/10/2018-12/21/2018	
10. Amount requested *Please complete the Budget Worksheet (Attachment D) and include with your submission.	10a. Funding frequency (check one):
\$ 90724	<input checked="" type="checkbox"/> Annual Cost** or <input type="checkbox"/> One-time Cost

FY 2017/18 DISPARITY FUNDING APPLICATION

** 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: Community Support Groups														
Objective: Increase the awareness and use of Regional Center Services among Latino families.														
Issue(s) being addressed: The current disparity regarding RC POS in the Latino community.														
		2018												2019
Activity	Staff	Jan. 1/18	Feb. 2/18	Mar. 3/18	Apr. 4/18	May. 5/18	Jun. 6/18	Jul. 7/18	Aug. 8/18	Sep. 9/18	Oct. 10/18	Nov. 11/18	Dec. 12/18	Jan. 1/19
Conduct intakes at East LA Support Groups	Education Rights Clinic Director, Education Rights Clinic Advocate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct intakes at North LA Support Groups	Education Rights Clinic Director, Education Rights Clinic Advocate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct intakes at West LA Support Groups	Education Rights Clinic Director, Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Director, TIGER Coordinator, Psycho- educational Consultant													
Submit quarterly and final reports	Co- Executive Director	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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: Community Support Groups	
Objective: Increase the awareness and use of Regional Center Services among Latino families.	
Issue(s) being addressed: The current disparity regarding RC POS in the Latino community.	
Activities	<ol style="list-style-type: none"> 1. Date, place and number of participants in intakes at our Community Support Groups 2. Conduct quarterly surveys on parents' knowledge of Regional Centers and their services 3. Date, place and number of community members met at outreach events throughout the year 4. Attend community fairs and outreach events to meet in-person with potential Regional Center eligible families.
Measures of Outcomes	<ol style="list-style-type: none"> 1. Number of parents of students with disabilities to receive in-person information about Regional Center eligibility. 2. Facilitate 50 Community Group Meetings in the greater Los Angeles Area 3. Number of parents of children who attend Community Group meetings. 4. Results of pre and post tests regarding knowledge of Regional Centers 5. Number of referrals made through our Know Your Rights Clinics. 6. Number of participants at Town Hall.

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
Community Support Groups
Project Duration (start and end date)
01/03/2018-12/21/2018

Description	Cost
Salary/Wages and Benefits	
Co-Executive Director (0.01 FTE)	\$1100
Community Engagement & Policy Director (0.05 FTE)	\$3863
TIGER Coordinator (0.08 FTE)	\$3914
Education Rights Clinic Director (0.05 FTE)	\$3039
Education Rights Clinic Advocate (0.05 FTE)	\$2858
Operating Expenses	
Laptops	\$2150
Mileage	\$1311
Printers	\$850
Interpreters	\$3750
Rent of meeting spaces	\$625
Administrative Expenses	
Postage	\$250
Printing	\$1000
	\$
	\$
	\$
Additional Expenses	
Professional Development for Group Leaders	\$2500
Speaker Honorariums	\$1000
Special Education Toolkits for Group Leaders	\$750
Salesforce Client Database	\$2592
One Call Now (automated phone call software)	\$1061
Project Budget Total	\$see E_2

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
Community Support Groups
Project Duration (start and end date)
01/03/2018-12/21/2018

Description	Cost
Salary/Wages and Benefits	
Psychoeducational Consultant (0.08 FTE)	\$5000
Autism Program Director (0.02 FTE)	\$1483
Outreach & Community Engagment Coordinator	\$18540
Community Group Leaders (5 stipends for \$250 per quarter)	\$5000
Benefits (30% staff salary)	\$10439
Operating Expenses	
Business Cards	\$525
Projectors for presentations	\$750
Snacks	\$1750
Interpreter Headsets	\$2400
Office Supplies	\$1055
Administrative Expenses	
	\$
	\$
	\$
	\$
	\$
Additional Expenses	
Survey Monkey	\$420
IT Support	\$1500
Outreach Materials	\$915
Town Hall Workshops	\$8334
	\$
Project Budget Total	\$90724