

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROPOSAL COVER PAGE**

Note: Complete this form for **each** proposed project. Please refer to the Proposal Submission Instructions for clarification for any of the following questions.

Section I. Grantee Information and Cover Sheet

Please check the box that describes your organization		
<input type="checkbox"/> Regional Center (RC)	<input checked="" type="checkbox"/> Community Based Organization (CBO), 501(c)(3)	<input type="checkbox"/> CBO, non-501(c)(3) <input type="checkbox"/> EIN or <input type="checkbox"/> No EIN

a. Name of organization/Group	b. Date
Learning Rights Law Center	10/08/2018
c. Primary contact (Name)	
Aaron Bicar	
d. Mailing address	
205 S. Broadway Suite 808	
e. Primary e-mail address	f. Primary phone number
aaron@learningrights.org	213-542-7291
g. Secondary contact email address	h. Secondary contact phone number
ines@learningrights.org	213-542-1828
i. Brief description of the organization/group (organization type, group mission, etc.).	
<p>Learning Rights 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.</p>	

Section II. Proposal Summary

a. Project title	Training, Information, and Advocacy Project
b. Total amount requested	\$ 146,278
c. Projected number of individuals impacted	5,120
d. Duration of project (months)	12 months Start date: 01/01/19 End date: 12/31/19
e. RC(s) in the project catchment area(s)	NLACRC, ELARC, SCLARC, Harbor, Westside, Lanterman, Inland Target zip code(s) for Los Angeles County*: Groups take place at 90804, 90241, 90230, 90042, and in Fontana at 92335.

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f. Did your organization receive funding for a project in FY 2017/18?	<input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No <i>**If yes, provide the grant number and answer questions "f1" and "f2." If no, skip to question "g."</i>
f1. What is the current status of your project?	Grant # (CBOs only): 36 Our current project is near completion. Our 2018 project focused on our Community Support Groups - whose attendance is primarily Spanish-speaking Hispanic parents - and provided resources and presentations on their local Regional Center's services, how to access services, and what to do if you have been denied or provided inadequate services. We have thus far presented to 245 unique parents. Additionally, we conducted intakes for parents at the Community Groups to provide brief legal services and provide referrals to the Regional Center. The intake have resulted in 6 referrals. Finally, we had 24 parents attend a workshop on Regional Centers at our Town Hall event.
f2. How is this proposal different from your current project?	To improve upon the success of our 2018 project, we will be expanding it to include training, information, and advocacy activities for additional parents and for Regional Center Service Coordinators, to strengthen the bridge between consumers and their service coordinators. We will be developing materials on transition-age (16-22+) consumers for Community Group parents whose children are close to (or already have) aged out of the education system. We will continue to make presentations and instruct parents on Regional Center services at the CSGs. Additionally, we will be taking our trainings and materials to other organizations' parent groups to get our materials in as many potential consumers' hands as possible. We will be adding a Regional Center-focused self-advocacy training to our TIGER Training program, and we will be training Regional Center service coordinators on education law and advocacy for generic services, so that they can better help their consumers secure them.
g. Will you be working with one or more CBO(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No
h. Will the project require aggregate data from the RC(s)?	<input type="checkbox"/> Yes*** <input checked="" type="checkbox"/> No

*Zip code information for Los Angeles County can be found at:

<https://www.dds.ca.gov/RC/regionMap.cfm?view=laCounty>

***If yes, please provide letter(s) indicating that the CBO(s) and/or RC(s) have reviewed the proposal and are in support of collaboration.

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Attachment A-2

**FY 2018/19 DISPARITY FUNDS PROGRAM
PROJECT INFORMATION**

1. Project title
Training, Information, and Advocacy Project
2. Select the target group(s) the project intends to serve and provide a description of each group. Check all that apply.
<input checked="" type="checkbox"/> Ethnicity: Hispanic <input checked="" type="checkbox"/> Language(s): Spanish <input checked="" type="checkbox"/> Age group(s): Parents of children age 3-22+ <input checked="" type="checkbox"/> Socioeconomic: Low-income (an emphasis on parents with income below 125% of the Federal Poverty Level) <input type="checkbox"/> Other:
3. Which area(s) of focus does the project meet? Check all that apply.
<input checked="" type="checkbox"/> 1. Increase access to information about services available through the RC system and processes to receiving those services. <input type="checkbox"/> 2. Provide assistance during the intake process. <input checked="" type="checkbox"/> 3. Empower consumers to advocate for needed services. <input type="checkbox"/> 4. Increase access to services that meet the cultural and linguistic needs of consumers and their families. <input type="checkbox"/> 5. Other (explain):
4. Project Type. Check all that apply.
<input type="checkbox"/> Translation (equipment, translator services, translating brochures or materials, etc.) <input checked="" type="checkbox"/> Outreach (community events, website or social media design, materials, etc.) <input type="checkbox"/> Workforce capacity (staff training, incentives for bilingual employees, etc.) <input checked="" type="checkbox"/> Parent education (online or in person trainings, workshops, etc.) <input type="checkbox"/> Promotores (para professionals to help develop relationships and trust with the Regional Center) <input type="checkbox"/> Family/consumer support services (1:1 coaching, enhanced case management, service navigation, etc.) <input checked="" type="checkbox"/> Other: Training and technical assistance for Regional Center Service Coordinators
5. What experience does the organization/group have working with the target population?
<p>Learning Rights has thirteen years of experience providing self-advocacy training, counsel and advice, and legal representation to low-income Southern Californians with education access issues. Learning Rights includes among its constituency students with disabilities (birth through age 22), as well as their parents and other family members. Our clients come from economically-marginalized communities in Ventura County (Oxnard), San Bernardino County (Fontana), Riverside, and all 8 Service Planning Areas of Los Angeles County. Learning Rights serves families who live at or below 250% of the Federal Poverty Level (FPL), with a focus on those who are below 125% of the FPL. Clients are approximately 76% Hispanic, 7% Multiracial, 6% African American, 5% Asian American, 3% Native American, 3% White. Approximately 70% of clients are monolingual Spanish speakers.</p>

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PROJECT INFORMATION**

6. Explain how the target population(s) are underserved using POS data or other data as supporting evidence.

Learning Rights evaluated 2017 POS data from four Regional Centers that we worked closely with in 2018; NLACRC, ELARC, SCLARC, and Harbor. These four RCs authorized an average of \$23,760 more per capita to White consumers than to Hispanic consumers. For consumers over age 22, that disparity grows to \$26,394. Spanish speakers experience a similar disparity. English-speaking consumers above age 22 received \$13,894 more authorized services per capita than Spanish-speakers at Harbor Regional Center. At SCLARC, English-speaking consumers above age 22 received \$18,942 more authorized services than Spanish-speakers. Just as concerning are disparities in the utilization of services between English-speaking and Spanish-speaking consumers. At NLACRC, only 14% of eligible English-speakers had no purchase of services in 2017, but 23% of Spanish-speakers had no purchase of services.

7. How will the project address the identified POS disparity?

From analyzing POS data, it is clear that Hispanic consumers, and Spanish speakers in particular, require additional support to receive equitable services from the Regional Center system. Learning Rights will address this disparity with a four-pronged approach that expands upon the work of our 2017 Disparity Funds Program Project.

First, Learning Rights will continue to support our Community Support Groups, providing resources and materials on Regional Center services. In particular, we will be developing materials and conducting presentations that focus on transition-aged consumers (16-22+). Many of our most engaged Community Support Group parents have been active members of the groups for many years, and their children have aged out of the education system. These parents requested more information and materials on receiving services from Regional Center after their child has transitioned out of school. As revealed in the POS data, gaps are particularly evident between Hispanic and White per capita authorized services for consumers above age 22. By providing additional information on their rights to parents whose children are close to transitioning out of school or whose children are now adults, we will help reduce the gap in both utilization rates and the gap in the amount of authorized services. Learning Rights will conduct 50 Community Support Group meetings across our 5 different locations in 2019 (Downey, Westside, Highland Park, Long Beach, and Fontana). The meetings will be conducted monthly, for at least 10 of the 12 months of the year (many Community Groups take June and July off as a summer break). We expect the total attendance from these 50 meetings to surpass 1,000 parents. Community Group Meetings are conducted in Spanish by native Spanish speakers, and almost all attendees are Hispanic Spanish-speaking parents. However we also provide interpreters and wireless headsets for parents who do not speak Spanish. Early in the year, we will survey parents at all 5 groups about their interactions with the Regional Center in the prior three months, ask them to evaluate their confidence in navigating the Regional Center system, and ask whether they know if they are eligible to receive services. We will conduct a similar survey towards the end of the year, and expect an increase in parents' confidence in navigating the system, their knowledge of eligibility, and most importantly the amount of interaction they have had within the past three months. These results would indicate that our parents are truly growing more engaged with their local Regional Center and are better prepared to secure services for their children or family members. Learning Rights will also include a series of workshops at our annual Town Hall focused on services for young adults, including panels on transition, college, and Regional Center resources for consumers ages 22+. This will provide another opportunity for parents to engage with us and our resources.

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Second, Learning Rights will extend the reach of our materials by providing our presentations to other parent groups and community groups sponsored by other organizations. In 2018, we worked with parents groups in Lynwood, Bellflower, and Lancaster, and in 2019 will make at least 15 total presentations to at least 7 different groups. As SCLARC noted in their March 2018 Town Hall on Purchase of Service Data, "Many families don't understand the role of school districts and their responsibility in providing services." Our presentations will increase parents' knowledge of their rights both at school and with Regional Centers.

To improve parents' advocacy skills in regards to Regional Center services, Learning Rights will add a one-month section to our TIGER Training curriculum that focuses on the self-advocacy skills needed for both the IFSP and IPP processes. Learning Rights' year-long TIGER classes focus on IEP advocacy and self-advocacy skills that apply to interactions with the school system. The new component will focus on applying those same skills to interactions with Regional Centers. We will add this class as a part of our Beginning TIGER curriculum, and the training sessions will take place in the latter half of the year. We will survey parents after they have completed the training on their satisfaction with the project activity and their preparedness to engage in self-advocacy activities within the Regional Center system. We expect that parents who are trained in self-advocacy will be more confident when conducting IFSP and IPPs, and will be capable of reducing the gap between Hispanic and White parents in per capita authorized services.

Finally, Learning Rights will conduct trainings and provide technical assistance to Regional Center Service Coordinators (SCs) on special education law. With our assistance, SCs will be able to help their consumers advocate at IEP meetings and secure vital generic resources from schools. Spanish-speaking parents in particular are more likely to encounter barriers in the school system as they advocate for their students with disabilities. SC support in these activities will help build bridges between consumers and their SCs. We have conducted 3 such trainings this year for ELARC and Harbor Regional Center, and provided technical assistance on special education issues. This component of the project would be a more formalized version of these trainings - we expect to conduct at least 4 trainings in 2019. As a Regional Center noted in one of our meetings this year, "consumers have told us they want us as an active partner in their lives as they secure both generic and Regional Center services". Our trainings and technical assistance will allow SCs to take a more active role in assisting parents that need help navigating the school system. This should reduce the Hispanic-White gap in authorized services by helping parents secure generic services and working closer with SCs to develop a picture of the overall services required for their family.

Throughout the grant period, Learning Rights will utilize our Community Ambassadors to conduct outreach activities across Southern California. Community Ambassadors attend community events and conferences on Learning Rights' behalf, and bring with them our materials and resources. Outreach activities are a chance for parents engaged in disability, education, and Regional Center activities to hear about our work and our programs, and attracts new members to Community Support Group meetings.

8. How is the proposed project unique or different from a current effort (e.g., strategies, activities, goal) in this catchment area? If the project is similar to a current effort, how will the proposed project expand on the current effort?

Our Training, Information, and Advocacy Project will expand on our 2018 Community Support Group Project, by adding additional training and presentation activities and by developing new

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materials and resources. Learning Rights is the only organization in Southern California whose mission is solely to improve education equity through legal advocacy, no other organization has the expertise in special education law required to conduct our program activities. We are specialists in education law and its impact on persons with disabilities, and we are excited to add additional training, information, and advocacy for Spanish-speaking Hispanic Regional Center consumers.

9. How did your organization collect input from the community and/or target population to design the project?

The Training, Information, and Advocacy Project was developed in direct response to community input from our 2018 Community Support Group Project activities. Parents provided feedback via surveys to our staff, as well as participated in a parent leader conference to solicit their thoughts on the grant activities. They identified information on Regional Center services for their older children as one of their top priorities for next year's program activities. Additionally, parents and other organizations from nearby communities reached out to Learning Rights after hearing about our presentations on Regional Center services. In response, we conducted a few trainings with nearby groups, and we will be looking to expand those services in 2019 as part of the TIA Project. Our parents in our TIGER self-advocacy training program also asked us directly for information on Regional Center services and help with self-advocacy in the IFSP and IPP process. This input led to the Regional Center self-advocacy training that will be added to the TIGER curriculum. Finally, our work with Regional Centers throughout the year has resulted in numerous technical assistance calls and request for training directly from Regional Center Service Coordinators. We are happy to provide a more formal series of trainings next year for Regional Centers to improve their relationships with Spanish-speaking consumers and to increase these consumers' access to both generic and Regional Center services.

DISPARITY FUNDING PROPOSAL – SCHEDULE OF DEVELOPMENT/ACTIVITIES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. 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: Training, Information, and Advocacy Project									
		2018	2019				2020		
		Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Activity	Staff	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	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Execute Grant Agreement with DDS	Co-Executive Director, Litigation and Advocacy	<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"/>
Update/refresh existing Regional Center materials	TIGER Manager	<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"/>
Prepare promotional flyers, resource worksheets, and make calls for Community Support Group Meetings	TIGER Coordinator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop materials and resources for transition-aged (16-22+) consumers and their families	TIGER Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop curriculum and materials for training on self-advocacy within the Regional Center system	TIGER Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct monthly Community Support	TIGER Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Training, Information, and Advocacy Project									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		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	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Group Meetings in Downey, Westside, Highland Park, Long Beach, and Fontana for 10 of the 12 months of the year, for a total of 50 meetings									
Conduct outreach events and activities to bring new parents to Community Support Groups	Community Ambassadors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend any meetings with Regional Centers to coordinate Disparity Funds Program grants with other organizations and RCs	Community Engagement Director	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 proposal. 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: Training, Information, and Advocacy Project									
		2018	2019				2020		
		Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Activity	Staff	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	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
Provide technical assistance to Regional Center Service Coordinators who request it	Community Engagement Director	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct at least 15 presentations to at least 7 other community groups and parent organizations	TIGER Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct trainings for Regional Center Service Coordinators (at least 4 total)	Community Engagement Director	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct Town Hall workshops	TIGER Manager and TIGER Coordinator	<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 Regional Center self-advocacy training at 8 TIGER classes	TIGER Coordinator	<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"/>
Prepare and submit quarterly and final reports to DDS	Community Engagement Director	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Title: Training, Information, and Advocacy Project									
		2018	2019				2020		
Activity	Staff	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
		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	1/1/20-3/30/20	7/1/19-9/30/19	10/1/19-12/31/19
		<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 – PROJECT MEASURES WORKSHEET

Completed worksheets shall be submitted with the funding proposal. Check the types of qualitative and quantitative outcome measures you will use. For each type, describe the activity to be measured and the data collection method. 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: Training, Information, and Advocacy		
Measures of Outcomes	Type of Measure(s). Check all that apply.	Activity To Be Measured; Data Collection Method
	<input checked="" type="checkbox"/> Count	<p>Conduct 50 Community Support Group meetings. Conduct presentations on Regional Center services at these meetings for at least 1,000 total attendees (tracked via attendance sheets and head counts).</p> <p>Conduct at least 15 presentations to at least 7 different community organizations or parent groups, and track attendance via attendance sheets and head counts.</p> <p>Conduct Regional Center self-advocacy training at 8 TIGER Class locations to at least 120 total attendees (tracked via attendance sheets).</p> <p>Conduct at least 4 trainings on special education law for Regional Center Service Coordinators at (one each at ELARC, SCLARC, NLACRC, and Harbor Regional Center), and track attendance via attendance sheets.</p>
	<input type="checkbox"/> POS	
	<input checked="" type="checkbox"/> Pre/post survey/assessment	Survey parents at all 5 Community Support Groups at the beginning and end of 2019 on interactions with Regional Center, their knowledge of their eligibility and services, and their confidence in navigating the

		<p>system. We expect to see an increase in the number of parents who have interacted with their Regional Center in the previous three months, an increase in the number of parents who are receiving services from the Regional Center, and an increase in the number of parents who feel confident navigating the Regional Center system.</p> <p>Survey parents involved in the Regional Center self-advocacy TIGER class after their class to estimate their confidence in approaching the Regional Center system and their preparedness to engage in self-advocacy activities</p>
	<input type="checkbox"/> Stakeholder feedback	
	<input checked="" type="checkbox"/> Materials	Development of resources for transition age (16-22+) consumers and their families.
	<input type="checkbox"/> Other: PLEASE DESCRIBE:	

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. Full time equivalent (FTE) typically means 40 hours per week. For example, .5FTE means 20 hours per week.

Organization Name
Learning Rights Law Center
Project Title
Training, Information, and Advocacy Project
Project Duration (start and end date)
Start Date: 01/01/19 End Date: 12/31/19 Number of Months: 12

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: Janeen Steel Title/Position: Co-Executive Director, Litigation & Advocacy <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.02	\$2760	\$	\$
Name: Rodolfo Estrada Title/Position: Community Engagement Director <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.05	\$4773	\$	\$
Name: N/A Title/Position: TIGER Manager <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.75	\$64688	\$	\$
Name: Carmen Reynaga Title/Position: TIGER Coordinator <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input checked="" type="checkbox"/> Full Time Equivalent (FTE): 0.25	\$14053	\$	\$
Name: N/A Title/Position: Community Ambassadors <input checked="" type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE):	\$24840	\$	\$
Name: Title/Position: <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE):	\$	\$	\$
Name: Title/Position: <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE):	\$	\$	\$
Salary/Wages and Benefits Total	\$111113	\$	\$

Operating Expenses			
Laptop	\$750	\$	\$
Printer	\$300	\$	\$
Interpreter Transmitters	\$900	\$	\$
Interpretation Headsets	\$3000	\$	\$
Snacks	\$1250	\$	\$
Translators	\$4000	\$	\$
Printing of Instructional Materials	\$1200	\$	\$
Operating Expenses Total	\$see E1_2	\$	\$

Administrative Expenses (Indirect costs, up to 15%)			
IT Support	\$1500	\$	\$
Office Rent	\$8000	\$	\$
Office Supplies	\$1000	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$10500	\$	\$
Project Budget Total	\$see E1_2	\$	\$

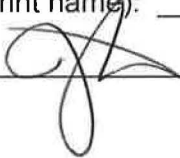
*As applicable. If the period for year 2 is less than 12 months, provide budget for the amount of months that services will be provided.

Proposer (applicant):

Authorized by (print name):

Jaween Steel

Signature:



Date:

1/9/19

Sub-grantee (subcontractor):**

Authorized by (print name):

Signature:

Date:

**As applicable

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. Full time equivalent (FTE) typically means 40 hours per week. For example, .5FTE means 20 hours per week.

Organization Name		
Learning Rights Law Center		
Project Title		
Training, Information, and Advocacy Project		
Project Duration (start and end date)		
Start Date: 01/01/19	End Date: 12/31/19	Number of Months: 12

Description	Year 1 Annual Cost	Year 2 Annual Cost*	Total Cost
Salary/Wages and Benefits			
Name: <input type="text"/> Title/Position: <input type="text"/> <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Name: <input type="text"/> Title/Position: <input type="text"/> <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Name: <input type="text"/> Title/Position: <input type="text"/> <input type="checkbox"/> Existing Position or <input checked="" type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Name: <input type="text"/> Title/Position: <input type="text"/> <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Name: <input type="text"/> Title/Position: <input type="text"/> <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Name: <input type="text"/> Title/Position: <input type="text"/> <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Name: <input type="text"/> Title/Position: <input type="text"/> <input type="checkbox"/> Existing Position or <input type="checkbox"/> New Position <input type="checkbox"/> Full Time Equivalent (FTE): <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Salary/Wages and Benefits Total	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>

Operating Expenses			
Town Hall	\$4500	\$	\$
Mileage	\$1000	\$	\$
One Call Now (phone software)	\$1165	\$	\$
TIGER Teachers	\$1600	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Operating Expenses Total	\$19665	\$	\$

Administrative Expenses (Indirect costs, up to 15%)			
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$
Administrative Expenses Total	\$	\$	\$
Project Budget Total	\$141278	\$	\$

*As applicable. If the period for year 2 is less than 12 months, provide budget for the amount of months that services will be provided.

Proposer (applicant):

Authorized by (print name):

Signature: _____

Date: _____

Sub-grantee (subcontractor):**

Authorized by (print name): _____

Signature: _____

Date: _____

**As applicable

PROJECT BUDGET NARRATIVE WORKSHEET

The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment E-1).

Organization Name		
Learning Rights Law Center		
Project Title		
Training, Information, and Advocacy Project		
Project Duration (start and end date)		
Start Date: 01/01/19	End Date: 12/31/19	Number of Months: 12

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position: Co-Executive Director, Litigation and Advocacy	This position supervises the work of the Community Engagement Director, and provides guidance on special education law.
Title/Position: Community Engagement Director	This position supervises the work of the TIGER Manager. They evaluate the effectiveness of materials, supervise trainings and presentations, and interacts directly with Regional Centers.
Title/Position: TIGER Manager	The TIGER Manager supervises the TIGER Coordinator, directly conducts presentations at the Community Support Groups, develops materials, and designs our yearly Town Hall.
Title/Position: TIGER Coordinator	This position is responsible for all administrative tasks related to the proper functioning of our Community Support Groups and TIGER trainings.
Title/Position: Community Ambassadors	Perform outreach activities across Southern California, sharing Learning Rights' resources and raising awareness of our project.
Title/Position:	
Title/Position:	

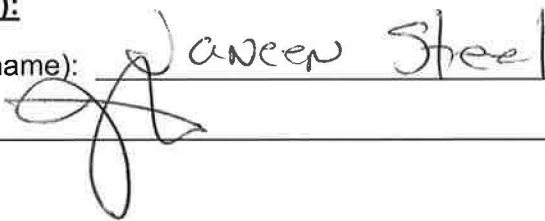
Operating Expenses – Line Item	Description
Laptop	Equipment purchase - for administrative tasks related to Community Support Groups while out of office
Printer	Equipment purchase - for administrative tasks related to Community Support Groups while out of office
Interpreter Transmitters	Equipment purchase - for use at Community Support Groups for English speakers when requested
Interpretation Headsets	Equipment purchase - for use at Community Support Groups for English speakers when requested

Snacks	To provide light refreshment at Community Support Group meetings to improve attention and focus throughout meetings
Translators	To hire independent translators to generate translated copies of all materials produced as part of the project
Printing of Instructional Materials	Printing of all materials, resources, and instructional worksheets related to the Community Support Groups and TIGER trainings

Administrative Expenses – Line Item	Description
IT Support	IT support of in-office computer system and phones
Office Rent	Rent of office space that the Training, Information, and Advocacy Project will utilize
Office Supplies	General office supplies that the Training, Information, and Advocacy Project will utilize

Proposer (applicant):

Authorized by (print name):



Signature: _____

Date: _____

1/9/19

Sub-grantee (subcontractor):**

Authorized by (print name): _____

Signature: _____

Date: _____

**As applicable.

PROJECT BUDGET NARRATIVE WORKSHEET

The items and descriptions in this worksheet must correspond to the items listed in the Budget Worksheet (Attachment E-1).

Organization Name		
Learning Rights Law Center		
Project Title		
Training, Information, and Advocacy Project		
Project Duration (start and end date)		
Start Date: 01/01/19	End Date: 12/31/19	Number of Months: 12

Salary/Wages and Benefits - Line Item	Description of Duties
Title/Position: <input type="text"/>	<input type="text"/>
Title/Position: <input type="text"/>	<input type="text"/>
Title/Position: <input type="text"/>	<input type="text"/>
Title/Position: <input type="text"/>	<input type="text"/>
Title/Position: <input type="text"/>	<input type="text"/>
Title/Position: <input type="text"/>	<input type="text"/>
Title/Position: <input type="text"/>	<input type="text"/>

Operating Expenses – Line Item	Description
Town Hall	Speaking fees, food, drinks, and materials related to hosting Town Hall workshops
Mileage	Mileage reimbursements for staff to attend Community Support Group meetings, TIGER trainings, Service Coordinator trainings, and other remote project activities
One Call Now (phone software)	Used to call all Group attendees with meeting reminders, effectively improves attendance and retention
TIGER Teachers	TIGER Teachers operate as independent contractors, and are paid \$2,500 to teach for the year. The Regional Center self-advocacy class will be one of the 11 classes of the year, so \$200 is approximately 1/11th of their time for the year. They are an indispensable part of the TIGER Program, and offer both professional and personal advocacy experience to our parents.
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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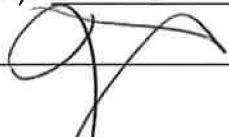
Administrative Expenses – Line Item	Description

Proposer (applicant):

Authorized by (print name):

Jawee Steel

Signature: _____



Date: _____

1/9/19

Sub-grantee (subcontractor):**

Authorized by (print name): _____

Signature: _____

Date: _____

**As applicable.