

ACDL's Special Education Advocacy Project (SEAP)

1. Executive summary that is no longer than one page

This project will focus on empowering students with developmental disabilities, along with their caregivers, to understand their rights in the special education system. The project will provide assistance and resources to Arizona children and young adults with developmental disabilities, giving priority to youth who have been impacted by the foster care system and/or the juvenile justice system, as well as students who have been impacted by the COVID-19 pandemic. The project will provide trainings to students with developmental disabilities and their caregivers about their legal rights in the special education system. It will also offer individualized advocacy services, such as telephonic consultations, attendance at Individualized Education Program (IEP) meetings and mediations, and assistance with special education dispute resolution. Finally, this project will develop educational materials and resources relating to the special education system for Arizona's students with developmental disabilities.

2. Describe the project in detail, elaborating on the need or scope of the problem and how this project is meant to address it. What DDPC Goal does this address

THE NEED

Over 140,000 Arizona school-aged children have one or more disabilities, representing about 12% of the enrolled student population. Children and youth with disabilities who are denied individualized education programs (IEPs) or whose IEPs are not implemented appropriately are extremely disadvantaged in their ability to receive an education, achieve independence, and integrate into the community.

Research suggests that children with disabilities are three to four times as likely as other children to be abused or neglected. The presence of a developmental disability in addition to other adverse circumstances, such as exposure to physical and/or sexual abuse and caregiver instability, increases the risk of emotional and behavioral difficulties and adverse educational outcomes. Children with disabilities are disproportionately represented in foster care, with twice as many students eligible for special education in foster care as in the general population. Additionally, individuals with developmental disabilities account for about 33% of children living in juvenile justice facilities. This is almost double the percentage of children who have developmental disabilities in the general population. Although they are entitled to services and supports, Arizona children

with disabilities who are in foster care or the juvenile justice system are routinely denied necessary accommodations and end up in worse learning environments because they lack consistent educational advocates.

Due to COVID-19, schools in Arizona have been closed for in-person learning since mid-March 2020, with schools only beginning to reopen for in-person services in the last few weeks. Districts and charters are supposed to be providing distance learning opportunities to all students, including students with disabilities. What we have seen for students with disabilities during this time are major discrepancies from school to school in what is being offered; the impact of lack of access to technology for low-income students and students in rural areas; the ineffectiveness of remote learning and telehealth for students with profound developmental disabilities; misunderstandings from schools and charters about what is expected of them during this time; and attempts by schools to undercut the rights of students with disabilities.

TARGET POPULATION

K-12 students with developmental disabilities who are eligible for or should be eligible for special education services, with an emphasis on students who have been impacted by the foster care and/or juvenile justice systems.

HOW PROJECT WILL ADDRESS THE NEED

This project will focus on empowering students with developmental disabilities, along with their caregivers, to understand their rights in the special education system. These rights include the right of students with developmental disabilities to be educated alongside their nondisabled peers to the greatest extent appropriate, a concept described in federal law as “the least restrictive environment.” They also include the right to be included in school activities and provided educational services free from discrimination or discipline on the basis of disability, the right to not be subjected to restraint/seclusion practices that deny them access to a free and appropriate public education, and the right to individualized transition services. For those students who have been denied access to a free and appropriate public education during COVID-19 school closures, this also includes the right to compensatory education services to make up for what was denied while schools were closed.

Additionally, this project will focus on assisting students with developmental disabilities whose access to appropriate special education and related services has been negatively impacted by the COVID-19 pandemic, resultant school closures, and the transition to virtual learning environments. Across the state, we have seen major discrepancies from school to school in what is being offered; the negative impact of lack of access to technology for low-income students and students in rural areas; the ineffectiveness of remote learning and telehealth for students with profound developmental disabilities, as well as for students with

mental health and behavioral health challenges; misunderstandings from schools and charters about what is expected of them during this time; and attempts by schools to undercut the rights of students with disabilities.

The project will accomplish this goal in three ways: 1) by providing virtual and, when safe, in-person training to students and caregivers on their special education rights; 2) by developing and publishing written and online resources for students and caregivers related to special education law and self-advocacy, in various languages and modalities to increase accessibility; 3) by providing individualized consultations, technical assistance, and referrals to students with developmental disabilities, with priority given to children who have been impacted by the foster care system and/or the juvenile justice system.

Trainings

During the year of funding, ACDL will provide the target population with 10 unique know-your-rights trainings, each covering different content. Because of uncertainty related to the COVID-19 pandemic, we will plan to provide each of these trainings in a virtual format, using Zoom or similar technology. We will record these trainings and make them available for asynchronous viewing in order to increase accessibility and viewership. In order to make these trainings engaging and interactive, we will strive to utilize tools such as instant polling questions, small breakout rooms, and collaborative software through which participants can work together to develop a product they can take with them after the training.

Although all trainings will be focused on information about the special education rights of the project's target population of K-12 students with developmental disabilities who have been impacted by foster care, the juvenile justice system, and/or COVID-19, some trainings will have appeal to a broader audience and may be marketed more widely (e.g., a training on school discipline may also be of interest to students who do not have developmental disabilities or who have not been impacted by foster care, juvenile justice, or COVID). Conversely, some trainings may be more focused on certain subsets of the target population (e.g., a training specifically on the rights of students with disabilities residing in a juvenile detention facility). Additionally, some trainings may be marketed toward a specific geographic location or population (e.g., a training in partnership with the Native American Disability Law Center targeting students with developmental disabilities who live on the Navajo or Hopi reservations in the Four Corners area; a training tailored for Court Appointed Special Advocates (CASAs) who represent the interests of foster children in the dependency court process; etc.). The trainings will not be restricted to only certain types of attendees—anyone with interest will be welcome to participate. However, the content and intended audience will influence where and how we advertise these events.

We anticipate providing the following trainings:

- November 2020 – Special Education 101 (for Dependency Court Judges)
- November 2020 – Disability-Related Behaviors During Distance Learning (for caregivers and individuals)
- December 2020 – Special Education Rights of Foster/Delinquent Children (for juvenile public defenders, GALs, and children’s attorneys)
- January 2021 – Resolving Special Education Disputes (for caregivers, individuals)
- February 2021 – Special Education Rights of Foster Children (for CASAs)
- March 2021 – School Discipline of Students with Disabilities (for caregivers, individuals)
- April 2021 – Special Education Rights in Juvenile Detention (for individual students housed at Adobe Mountain School)
- May 2021 – Special Education 101 (for Gila River Indian Community)
- June 2021 – Special Education 101 (in collaboration with Native American Disability Law Center, for Native American students living in the Four Corners region)
- July 2021 -- Special Education Rights of Foster Children (with DCS Office of Licensing and Regulation, to be presented to all licensed foster care providers and group home owners)

If these trainings are completed as scheduled above, and there is additional time in the grant year, we will aim to schedule and complete additional trainings.

Resources

During the year of funding, ACDL will provide the target population with 10 self-advocacy resources related to special education. These resources will be translated into and made available in multiple languages, including ASL through video interpretation. The resources we anticipate creating are listed below:

- Quarter 1
 - 10-15 minute video overview of the special education system in Arizona (referral, evaluation, eligibility determination, IEP creation, reevaluation)
 - How to Prepare for an IEP Meeting (Checklist/Tips)
 - Written guide – special education considerations for foster children
- Quarter 2
 - 10-15 minute video overview of Section 504, process for getting a 504 plan, difference between 504 plan and IEP
 - Written guide – disputing decisions regarding a child’s 504 plan (right to impartial hearing, etc.)
- Quarter 3

- 10-15 minute video – how to read and understand your child’s IEP
- Written guide on informal discipline (early sent-homes, shortened school days, homebound placement) and how best to advocate for it to stop
- Written guide or infographic – rights and rules related to restraint/seclusion in schools
- Written guide – how to assert claims of disability-related bullying/harassment in school
- **Quarter 4**
 - 10-15 minute video overview of IDEA dispute resolution options (independent educational evaluations, facilitated IEP, state complaints, mediation, due process, OCR complaint)
 - Written guide – how to prepare for special education mediation

If there is additional time within the funding year, ACDL will continue to develop and publish resources that will help the target population to self-advocate in special education proceedings.

Technical Assistance

This project will provide special education assistance to Arizona students with developmental disabilities. The level of technical assistance provided will vary. Some individuals will be provided with basic technical assistance by our dedicated intake advocate and/or intake attorney. Basic technical assistance will include providing the individual with general special education information over the phone, sending the individual resources and guides applicable to their particular situation, and referring the individual to relevant agencies and providers. Other individuals will be selected, based on the egregiousness and complexity of their special education issue as well as whether they match our priority population of youth impacted by the foster care or juvenile justice systems, for complex technical assistance from a senior advocate or attorney. This complex technical assistance will include things like legal consultations, tailored legal information letters, attendance at IEP or 504 plan meetings, advocacy communications with schools, attendance at mediations, and assistance with drafting and filing administrative complaints.

The project will provide basic technical assistance to at least 75 Arizona students with developmental disabilities. The project will provide complex technical assistance to at least 30 Arizona students with developmental disabilities.

We anticipate at least 25 of the students who receive basic technical assistance will be students impacted by the foster care or juvenile justice systems. We anticipate at least 10 of the students who receive complex technical assistance will be students impacted by the foster care or juvenile justice systems.

This project addresses the following DDPC goals:

Goal 3, Objectives 2 & 3: Inclusion

- This project will increase inclusion of students with developmental disabilities in school environments and activities and will advocate that students with developmental disabilities to be taught alongside their nondisabled peers to the greatest extent appropriate.

3. Who are the other community partners.

Over the past two years, ACDL has developed expertise in the unique legal needs of children with disabilities in foster care or touched by the foster care system as well as justice involved youth. ACDL has partnered with other Arizona nonprofit organizations, including Advocacy 31 Nine, FosterEd, VOICES for CASA Children, Black Mothers Forum, the Arizona Center for Law in the Public Interest, the ACLU of Arizona, the Native American Disability Law Center, and the Arizona Center for African American Resources, to expand the reach and impact of our work on behalf of children with disabilities in foster care. We have also collaborated with state agency stakeholders, such as the Arizona Department of Child Safety, the Arizona Department of Education, and the Arizona Administrative Office of the Courts, to train service providers and address systemic problems. These partnerships will continue and expand during this project.

4. What data will be tracked and monitored and reported to the DDPC.

ACDL will track the following data points and will share this data at regular intervals with the DDPC:

- **Trainings**
 - Number and subject of trainings
 - Goal: At least 10 total virtual trainings
 - Number of attendees at each training
 - Goal: An average of 15 attendees at each training
 - Number of resources/materials shared at each training
 - Goal: An average of 5 resources/materials shared with each attendee at each training

- **Resources**
 - Number and type of resources developed
 - Goal: 10 new resources as described above
 - Number of resources translated/made accessible for individuals with various language and disability-related needs

- **Goal: All new resources will be made highly accessible, and at least 20 existing ACDL resources will be translated/interpreted/reformatted to improve accessibility**
- **Technical Assistance**
 - **Number of individuals with developmental disabilities provided technical assistance, noting:**
 - **Level of services provided (basic technical assistance or complex technical assistance)**
 - **Additional description of the specific services within the category (for example: special education eligibility, special education placement, special education services, school discipline, graduation, transition, etc.)**
 - **Goal: Provide at least 75 individuals with basic technical assistance and provide at least 30 individuals with complex technical assistance.**
 - **We anticipate at least 33% of all technical assistance will be provided to students with developmental disabilities who have been impacted by the foster care or juvenile justice system.**

5. Why does the DDPC need to fund this project; how will this be sustained beyond DDPC funding

ACDL is the federally designated protection and advocacy system for the state of Arizona. Protection and advocacy systems (P&As) throughout the United States ensure that the human and civil rights of persons with disabilities are protected under multiple federally funded programs, including one focused on serving individuals with developmental disabilities. As a result, ACDL will always be able to provide services to children with developmental disabilities through its federal grants. However, as we do not have a funding stream dedicated to special education, it is difficult for our attorneys/staff to engage in targeted work, like this project, without outside support. With help from the DDPC, this project will provide these desperately-needed services to a wide array of children in Arizona with developmental disabilities.

The project will be able to outlast the one year of funding from the DDPC because after the first year, the project may pursue funding from other sources to offset programmatic costs. The results the project will achieve during its first year will provide us with attractive and convincing data to share with future private and public funders about the impact and efficacy of the program.

Furthermore, the project will focus not just on providing technical assistance to

individuals, but also on training and resource creation. As a result of the trainings, Arizona families and service providers will be better equipped to understand their rights, self-advocate, and find community resources that can help. The resources that are created during the year of funding, including written and online resources, will continue to provide information and support to individuals with developmental disabilities long after DDPC's funding for this project ends.

Additionally, ACDL will invite legal interns from Arizona State University and the University of Arizona to work with us on the project. Exposing law students to this type of work will help inspire a new generation of attorneys to pursue a career in public interest law or to dedicate pro bono time to advancing the cause of disability rights in our state.

6. Who are the key staff and their backgrounds/experience

Attorneys

Amanda Glass, Staff Attorney

- **Role:** Amanda will provide complex technical assistance to students with developmental disabilities, including providing consultation and legal advice, drafting and submitting complaints, and representing students in mediation and informal negotiations. Amanda will also provide education to the public by providing virtual trainings on the rights of students with DD in special education. Amanda will provide consultation and support for other ACDL staff working under this grant.
- **Background:** Amanda has been at the Arizona Center for Disability Law for two years. During that time, she has worked exclusively in the area of special education, focusing primarily on serving children with disabilities who have been impacted by Arizona's child welfare system. She developed a number of working relationships with service providers and practitioners who work with this population across the state of Arizona.

Jessica Jansepar-Ross, Consulting Attorney

- **Role:** Jessica will lead ACDL's outreach efforts under this grant. Jessica will develop new special education self-advocacy resources and materials, including written guides, simple one-page resources and infographics, and video/audio resources. Jessica will plan and coordinate virtual trainings and presentations. Jessica may provide limited complex technical assistance to individual students and caregivers.
- **Background:** Jessica Jansepar Ross has served as an attorney consultant for the Arizona Center for Disability Law (ACDL) for nearly two years.

Previously, she was a staff attorney with ACDL from 2014-2019. In her practice, she works extensively on special education issues, to include providing special education advocacy assistance, developing educational materials, and providing trainings on special education and other disability-related issues to people with disabilities and community members throughout the state.

Julie Corty, Intake Attorney

- **Role:** Julie will provide support and supervision to advocate Martha Leon as she conducts telephonic intake interviews and provides basic technical assistance to individuals with developmental disabilities and their caregivers.
- **Background:** Julia Corty has a J.D and an LLM in Indigenous People's Law and Policy from The University of Arizona College of Law. She is admitted to the Arizona bar has over twenty years of experience as a lawyer. Her practice areas have included disability law, civil law and criminal law. She also serves as a faculty member for the National Association for Trial Advocacy.

Maya Abela, Supervisory Attorney

- **Role:** Maya will provide support to ACDL staff working under this grant, including consultations regarding complex technical assistance and review of newly developed outreach materials.
- **Background:** Maya has been at the Arizona Center for Disability Law for 5 years, working in a supervisory capacity for the past year and half, and as a Staff Attorney prior to that. Special education was one of her practice areas as a staff attorney, and she continues to work with attorney and advocacy staff on special education cases and systemic issues.

Rose Daly-Rooney, Legal Director

- **Role:** Rose will provide support to ACDL staff working under this grant, including consultations regarding complex technical assistance and review of newly developed outreach materials.
- **Background:** Rose has served as an expert legal advocate for Arizonans with disabilities for over twenty years. Prior to attending law school, she worked as a special education advocate at ACDL's predecessor, the Arizona Center for Law in the Public Interest (ACLPI). She began her legal career as a Skadden Fellow with ACLPI in 1994. Rose was then hired on and worked at ACDL until 2006, first as a staff attorney, and later as a supervisor of the Employment and Fair Housing unit. In 2006, Rose became

an Assistant Attorney General in the Civil Rights Division of the Arizona Attorney General's Office. She returned to ACDL in 2015 in the role of legal director. As legal director, she has provided direct legal representation to special education students and supervised ACDL attorneys and advocates handling education cases.

Advocates

Renaldo Fowler, Senior Staff Advocate

- **Role:** Renaldo will provide support to ACDL staff working under this grant, including consultations regarding complex technical assistance and review of newly developed outreach materials. Renaldo may also provide limited complex technical assistance to individual students.
- **Background:** Renaldo is a Senior Staff Advocate with the Arizona Center for Disability Law (ACDL) where he has been employed since 1984. Renaldo joined ACDL following his graduation from Arizona State University and has worked in the disability advocacy field for the past 35 years. Presently, he is working extensively with laws affecting students with disabilities within the educational system. He has been a voice in the state regarding racial discrimination in student discipline, as well as the disproportionality and over identification of African Americans students in special education. Renaldo has successfully developed numerous trainings related to special education and positive behavior supports relating to restraint and seclusion in schools. Renaldo is also co-founder of the African American Conference on Disabilities (AACD). The AACD is the only comprehensive conference in the United States that addresses the intersection between race and disability. In January 2014, Renaldo was promoted to Coordinator of the Help America Vote Act, Protection and Advocacy Voting Access program (PAVA). The purpose of PAVA, is to ensure persons with disabilities have an opportunity to cast a private and independent vote and have full participation in the electoral process for individuals with disabilities, including registering to vote, casting a vote and accessing polling places.

Martha Leon, Advocate

- **Role:** Martha will conduct telephonic intakes for callers who fit within the parameters of the grant. Martha will collect needed demographic information regarding the caller, as well as the facts of the special education situation. When appropriate, Martha will provide basic technical assistance to individual students and caregivers.
- **Background:** Martha has been a Short Term Assistance Team Advocate of the Arizona Center for Disability Law for over 12 years. Martha provides students with disabilities and their families with advocacy assistance,

including trainings about their special education rights and needs, both in English and Spanish. For several years, Martha provided Spanish Language Training for the Legal Options Manual and served as the Director of the Protection & Advocacy Traumatic Brain Injury project for several years.

Martha has been advocated for or provided services to disadvantaged and vulnerable children and adults for the past 25 years. Martha began her career as a bilingual teacher with Head Start for children with severe disabilities. She later became an employee with the State of Arizona as a Foster Care Coordinator, and then became a Jobs Program Trainer with the Department of Economic Security where she helped individuals transition from welfare to the workforce, often considering disability-related issues to find the best possible placements.

Administration

Administrative staff

- ACDL administrative staff will assist attorneys and advocates in their work on this project by developing and maintaining client files, processing paperwork, scheduling appointments, and mailing of special education materials.

Legal Interns

- Each semester (fall, spring, and summer), ACDL retains legal interns from Arizona State University Law School and the University of Arizona Law School. These interns are unpaid, but may earn law school credit for their practical experiences in ACDL’s office. These interns may provide in-kind support for this project by assisting attorneys and advocates with their work developing trainings, creating resources, and providing technical assistance to individuals.

7. Provide a one year implementation plan

Quarter 1	Quarter 2	Quarter 3	Quarter 4	ANNUAL TOTAL
<ul style="list-style-type: none"> • Provide basic technical assistance to at least 20 students and caregivers • Provide complex technical assistance to at least 8 individuals with 	<ul style="list-style-type: none"> • Provide basic technical assistance to at least 20 students and caregivers • Provide complex technical assistance to at least 8 individuals with 	<ul style="list-style-type: none"> • Provide basic technical assistance to at least 20 students and caregivers • Provide complex technical assistance to at least 8 individuals with 	<ul style="list-style-type: none"> • Provide basic technical assistance to at least 15 students and caregivers • Provide complex technical assistance to at least 6 individuals with 	<ul style="list-style-type: none"> • Basic Technical Assistance for 75 individuals • Complex Technical Assistance for 30 individuals • 10 trainings

<p>developmental disabilities</p> <ul style="list-style-type: none"> • Conduct at least three trainings • Develop at least three new special education resources • Modify at least 5 existing special education resources to make them more accessible to a diverse audience 	<p>developmental disabilities</p> <ul style="list-style-type: none"> • Conduct at least three trainings • Develop at least three new special education resources • Modify at least 5 existing special education resources to make them more accessible to a diverse audience 	<p>developmental disabilities</p> <ul style="list-style-type: none"> • Conduct at least three trainings • Develop at least three new special education resources • Modify at least 5 existing special education resources to make them more accessible to a diverse audience • Begin analyzing outcome/impact of project, including review of tracked data points and mapping change effected over course of grant year • Begin planning next steps beyond conclusion of DDPC funding 	<p>developmental disabilities</p> <ul style="list-style-type: none"> • Conduct at least one training • Develop at least one new special education resource • Modify at least 5 existing special education resources to make them more accessible to a diverse audience • Utilize data analysis of impact of project to apply for continued funding from various public and private grant programs • Prepare summary of impact of project to present to DDPC 	<ul style="list-style-type: none"> • 10 new resources • 20 updated resources
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8. Provide a one year budget summary with budget narrative for all costs. Show Match that is 25% cash or in-kind.

See attached.

Budget Request Form

Contractor Name: Arizona Center for Disability Law

Contractor Address: 5025 E. Eashington Street, Suite 202 Phoenix AZ 85034
Street Address City State Zip

Project Name: Special Education Advocacy Project (SEAP).

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	149,155		40,000	189,155
Fringe Benefits	-			-
Supplies / Operating Expenses	1,190			1,190
Travel	2,610			2,610
Rent or Cost of Space	-		32,000	32,000
Contracted Services / Professional Services	41,545			41,545
Administrative / Indirect Costs	5,500			5,500
Total Costs	200,000	-	72,000	272,000

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.



Name of Certifying Official

Chief Executive Officer

Title of Certifying Official

520-327-9547
Phone

jrico@azdisabilitylaw.org
Email



Proposed Budget for Special Education Advocacy Project (SEAP)

Total of Requested Amount: \$200,000

A. Salary Expenses

Title of Position	Salary Expense	Time Associated to Project	Duration of Project	Total Salary Covered by DDRC Project
Jessica Ross-Consulting Attorney	\$42,000	100%	12 months	\$42,000
Administrative/Legal Assistants/Paid Interns	\$40,000	100%	12 months	\$40,000 (In-Kind from ACDL not included in total)
Amanda Glass-Staff Attorney	\$58,000	70%	12 months	\$40,600
Martha Leon-Advocate	\$62,819	80%	12 months	\$50,225
Renaldo Fowler-Senior Staff Advocate	\$62,248	10%	12 months	\$6,224
Maya Abela-Supervisory Attorney	\$82,337	3%	12 months	\$2,470
Rose Daly-Rooney-Legal Director	\$125,290	3%	12 months	\$3,759
Julia Corty-Intake Attorney	\$77,520	3%	12 months	\$3,877
Total	\$535,214			\$149,155

B. Expenses Related to the Project

Type of Expense	Amount Associated to Expense		Total Expenses Covered by Grant
Mileage Reimbursement- Travel to meetings to provide individualized services, meetings with community members and/or special education professional to assist in developing resource materials.	Paid monthly to staff attorney, consulting attorney and senior advocate for technical assistance and consultation visits. Estimated \$150 per month.	12 months	\$1,800
Copying/Printing- Printing and binding of training materials, and resource materials.	\$200 per training materials \$3500 for educational resource to disseminate at trainings, to disseminate at events to encourage attendance at	10 of each training \$2500 flat fee for bulk printing	\$2,000 <u>\$3,500</u> \$5,500



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	trainings, ACDL materials, community update materials.		
Video Production- Video production will be performed by a professional service provider.	Amounts will vary.		\$18,745
Translation/Interpretation Services- Services needed for translation and interpretation for intakes, meetings with individuals, and training sessions, and training and resource materials. ASL, CART, Language translations.	At least 10 students with an average of 10 interactions to include intake, follow-up, IEPs, and mediation meetings \$100 per contact \$640 per for translation of training materials, videos, and resource information. ACDL will consider expenses exceeding the projected amount as an in-kind match.	100 contacts in 12 months 10 trainings 10 resources	\$10,000 \$6,400 \$6,400 \$22,800
Rental Vehicles- Cost of rental vehicles for long distance in state travel related meeting with individuals with developmental disabilities.	Once every two months for technical assistance and consultation visits \$60 per rental	6 rentals	\$360
Hotel- Hotel cost related to long distance travels to provide training and individualized services.	3 overnight stays during the project at \$150	12 months	\$450
Office Supplies- Supplies utilized by the staff members listed above.	Amount will vary.	12 months	\$1,190
Rent- ACDL has 3 locations; Flagstaff, Phoenix, Tucson. The staff associated with the project conduct business and work from various locations.	Total ACDL Rent Expense for 1 year \$160,000	20% of year expense	\$32,000 (in-kind, not included in total)
Total			\$50,845

Total Expenses: \$200,000

Total In-Kind: \$72,000

Budget Narrative:

A. Salary Expenses

The advocate listed above will initiate cases received via phone, email, web inquiry, and in-person visits. The intake process will include the client providing answers to a few questions that



Proposed Budget for Special Education Advocacy Project (SEAP)

determine if the needs of the client align with the program. The advocate will inform the client of the next steps and relay the contact information to either the senior staff advocate, consulting attorney, or staff attorney. The senior staff advocate or the staff attorney to determine how to serve the needs of the consumer. The senior staff advocate, consulting attorney, or staff attorney will work directly with the consumer/client to address their needs. The staff attorney will be present (in-person or virtually) at all meetings, mediations, and necessary appointments of the consumer/client. The staff attorney and advocate will dedicate 70% and 80% respectively of their direct service hours to the project. The consulting attorney will dedicate 100% of their time to the project. The senior staff advocate will allocate 10% of their direct service hours to the project. The Legal Director and Supervisory Attorney will provide support and supervision of the staff attorney and senior staff advocate. The Intake Attorney will provide support and supervision for the Advocate. The project will require two administrative/legal administrative support staff members. Staff administrative support functions can include scheduling, coordinating paperwork, coordinating travel, monitoring schedules, assist with material collection and material production for educational visits, and other administrative tasks. ACDL will pay the salary of the staff associated to the administrative needs. The \$40,000 expense will be in-kind with 0% expected from the project grant funds.

B. Expenses

ACDL serves the entire state of Arizona. ACDL requires staff to have insurance on their personal vehicles that are used for company business. For local and reasonable travel staff utilize their own vehicles. ACDL reimburses for a percentage of the fuel used per mile. If the distance of travel becomes farther than deemed reasonable, ACDL utilizes a rental car service for daily rentals. The staff is reimbursed for fuel put into the rental (receipt required). Long distance travel and appointment times may require an overnight stay that will include a hotel fee. Staff will also be provided a per diem amount to cover meals for travel days and appointment days extending 12-hours. Fees associated with travel (parking, tolls, etc.) are considered travel expenses that are reimbursed with receipt. Due to the current pandemic, travel and in-person visitations have been limited. The uncertainty of the pandemic could mean visit resume during the project. ACDL has account a portion of the fund to cover the expense.

Translation and interpretation services are provided as legally required accommodations for those receiving services. These interpretation services are provided by a professional and certified consultant and professional companies. The translation and interpretation expenses applies to each of the 10 individual trainings, video produced, visits, and consultations. Virtual trainings, phone conferences, meetings, and consultations required this accommodation. This expense is significant as ACDL recognizes the need to provide students, parents, caregivers, educators, etc. with appropriate means of communication and accurate renditions of the conversations and trainings. ACDL will provide in-kind match for this expense line item; the number provided is an estimate based on the organizations previous invoices for language translation, ASL, and CART services.



Proposed Budget for Special Education Advocacy Project (SEAP)

ACDL's implementation plan includes several trainings and resource materials produced by ACDL. The expense related to printing refers to use of a professional printing services to provide to the documents for dissemination.

ACDL will utilize a professional service for production of videos for training, meetings, and resource materials.

The staff members committed to this project will utilize office supplies over the course of the yearlong project to complete the necessary task related to the project. This expense includes copy paper, writing utensils, file folders, protected USB drives, tablets, and PPE for safety concerns related to COVID (i.e. face masks, hand sanitizer, disinfectant spray).

ACDL has three locations that the staff associated with this project conduct business and access to complete their tasks. The annual total of the rent expense is approximately \$160,000. ACDL would expend 20% to the project and provide the rental space and use of the space as a portion of in-kind the in-kind match to the project.