PADDC

2016 Request for Proposals

#### Vision Statement

We envision a Commonwealth comprised of inclusive communities where all people with disabilities are valued and thrive.

#### Mission Statement

The Council engages in advocacy, systems change and capacity building for people with developmental disabilities and their families in order to:

* Support people with disabilities in taking control of their own lives
* Ensure access to goods, services and supports
* Build inclusive communities
* Pursue a cross disability agenda
* Change negative societal attitudes toward people with disabilities

In so doing we will bring about benefits to individuals with disabilities

other than developmental disabilities and, indeed, to all people.

ROOM 561 FORUM BUILDING | 607 SOUTH DRIVE | HARRISBURG, PA 17120 | [WWW.](http://WWW/)PADDC.ORG

## Statement of Values

Generic Change. The Council has a responsibility to change communities in the broadest, most generic sense. Our work improves the lives, not only of people with disabilities,

1.

but of all Pennsylvanians. Our energy is increasingly directed at ensuring that the systems and supports that are available to the community in general are made equally available, with

appropriate accommodation, to Pennsylvanians with disabilities. We prefer to improve disability services by making them available in the context of the systems and supports that exist for all people.

Systems Change. The Council has a responsibility to change the systems that impact people with disabilities in Pennsylvania. We are less and less interested in models

2.

of accommodation which rely on the person with the disability being the person doing the changing, or which provide temporary help in the context of systems that are broken. All our work, viewed over time and in the context of our interlocking strategies and approaches, must contribute to our broad view of systems change. We do not believe that we can change Pennsylvania one sub-system at a time. We view systems in a wide-reaching way; not just as human service systems, but as the broader and generic social systems and cultures which have an effect on people with disabilities in Pennsylvania.

Natural Part of the Human Condition. The Council believes that disability is a natural part of the human condition. We are not sympathetic to medical models of understanding

3.

disability. While we do not deny the importance of medical treatment and medical need, we are more sympathetic to understandings of disability as a social construct imposed on people with disability labels rather than as a quality inherent in the person with a disability. We are not impressed by the model of trying to “help” people with disabilities by making them more like people without disabilities.

Inclusion. The Council is deeply committed to inclusion and integration. We do not like approaches which are segregated, and will not fund “special programs for special people.”

4.

We prefer activities to be alongside and integrated with people without disabilities, in regular and generic settings in regular communities. Groups of people with different disabilities congregated together do not constitute “inclusion.”

Cross-Disability. The Council is cross-disability in nature; we try to fund approaches

5.

that affect all people with disabilities in common areas of their lives, such as housing, health, employment, community inclusion, etc., and we are especially interested in the cross- disability impact of shared stigma and segregation. Having said this, we are acutely conscious of the vital and important differences in priorities and emphases between different disability communities, and seek to provide opportunities for communication and the sharing of different disability experiences.

## Statement of Values (Cont.)

Cultural Competence. The Council believes that the skills involved in understanding disability are closely related to the skills which lead to other forms of cultural competence.

6.

We believe that disability competence cannot take place in isolation from the embrace of all human diversity. Therefore we seek alliances with all those who are excluded or dispossessed on the grounds of poverty, race, ethnicity or sexuality.

Empowerment. The Council seeks to engage in activities which meaningfully involve people with disabilities, or, if they cannot speak for themselves, their chosen family

7.

members, in all areas of their conception, preparation and implementation. We oppose activities which could be construed as doing things for, to, or on behalf of people with disabilities rather than under their direct leadership. We do not fund projects which portray people with disabilities as deserving pity; which, even unconsciously, endorse stigmatization of people with disabilities, or which incorporate portrayals of people with disabilities as the objects of charity or “the least of these.”

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**1. The Council/Introduction**

## The Council/Introduction

#### What is contained in this book?

This book covers grants that will be issued in the first year of the PADDC’s State Plan for 2017 through 2021. Through these grant efforts, we hope to continue our work in establishing access to goods and services, furthering the empowerment of people with disabilities, in creating communities in which all members can be valued participants, in pursuing a cross- disability agenda and in changing negative societal attitudes toward people with disabilities.

If you are interested in responding to a particular Request for Proposal (RFP), this book will provide all the instructions and materials needed to make an application to us. In these pages you will find:

* Specific instructions on how to prepare your proposal.
* Specific descriptions of all Requests for Proposals

Of importance to the Council is its potential to bring about systemic changes to those formal and informal systems available for people with developmental disabilities and their families in Pennsylvania. This means that we direct most of our resources, both staff time and funding, toward projects that commit to systems change and that have planned carefully about how to connect their efforts with other efforts to be as successful as possible. As part of this

system change focus, the Council has developed a model called *Route to Success* to provide guidance for all its system change work. This model is described in Appendix B of this book.

#### What is new for 2016?

Please note that there have been significant changes to our requirements from the 2012 –

2016 Plan documents.

In addition to the Council’s commitment to systems change, two areas have emerged as having major emphasis in this current state plan. With this Request for Proposals (RFP) we will require all Council grantees to both recognize and describe and to take active measures to lessen the disparate impact experienced by certain groups on the basis of race, ethnicity, economic status, age, sexual identity and orientation, geographic and disability diversity.

In addition, all grantees will be required to have a plan for addressing generic social change as a part of your overall grant efforts. You will find more specific information on these requirements and where you will address them in your proposals in Part Two of this RFP book.

#### Who should apply?

Proposals are welcomed from all groups, non-profit or for-profit, whose applications show them to be qualified to conduct the activities described. We will consider applications from out of state entities. Additional information about who might apply, any specific restrictions, or stated preferences, is noted in the Objective Statements. Organizations that have any conflict of interest through participating in the Council’s planning process for a specific activity are not eligible to apply under that Objective. If you are interested in submitting a proposal please return the completed Intent Form found in the Appendix section of this book.

Council has, for a number of years, provided opportunities for funding through our Collective and Local Advocacy Grants Programs, our Grassroots Advocacy Grants Program and Minority Community Grants Program. These smaller grant programs have streamlined application processes and are intended to reach grass roots groups who might not otherwise access Commonwealth funding. Details of how to apply for these smaller grant programs can be obtained directly by contacting the Council’s offices.

The Council enjoys its partnerships with its grantees in carrying out its Vision and Mission, and

is excited by the initiatives outlined in this book. We look forward to reading your proposals.

Fall 2016

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# Grant Application Instructions

## 2. Grant Application Instructions

#### What are the Mandatory Requirements?

All applicants must adhere to the following mandatory requirements. Unfortunately, no exceptions, modifications or qualifications to these requirements are permitted, and failure to comply will result in immediate disqualification of your proposal.

1. Your proposal must be received on time.
2. You must submit your proposal in hard-copy, printed form. Your proposal must be mailed to

the correct office. Use the mailing label found in Appendix C of this booklet.

1. Your proposal must be signed and submitted with the original and seven copies (8 copies

total).

1. You must include a Budget Narrative page detailing by line item how money will be spent.
2. The proposal must be prepared in the format and include all of the Parts described in these Grant Application Instructions. This includes your statements regarding Systems Change, Meaningful Participation, Disparate Impact and Generic Social Change as described in Part One (Page 7), as well as your plans for addressing these issues as a part of your grant effort.
3. You must use the “Title Page” form included in Appendix C of this book. By signing the Title Page, you will be agreeing to the following:
	* You will abide by the Council’s captioning, logo and copyright policies as described in Appendix B.
* You have included the descriptions and plans to address Systems Change, Meaningful Participation, Disparate Impact and Generic Social Change. *You will note on the Title Page where this information can be found in your proposal*.
* You certify that staff, once assigned, will not be transferred to other projects without the

prior consent of the Council

* You certify that you are willing to work with other Council grantees noted in specific

Objective Statements or as seen as appropriate by the Council.

#### How Do I Prepare My Proposal?

Please read this section carefully. It provides general information on how you must prepare your proposal for submission. The following points make it easier for reviewers to concentrate on your ideas and to understand your proposed project.

* You are encouraged to be innovative and creative in your approach and in developing project activities.
* Grants funded under this RFP are *subject to the availability of federal funds*. The initial grants are generally for a **two-year period** unless otherwise noted in a particular objective. The Council may renew the grant for up to three more years as indicated in each Objective statement. A detailed work plan, along with a PERT chart is required detailing the work of that initial two year period, along with a narrative description of your future plans should you receive continuation funding for those later years.
* Your proposal must be prepared with an executive summary and the four Parts described below.
* While the Council does not impose page or font limits on applications, we do have a strong preference for proposals that are clear, concise and readable. Applications that are unnecessarily long, too wordy or full of jargon are difficult to read and may hurt your review score.
* Proposals must be typewritten.
* For each Part of your proposal, use a divider with a tab that clearly numbers that section.
* Consecutively number each page of the proposal.
* Staple or bind the proposal together. *Do not* submit proposals in hardcover three ring binders. Soft-sided binders or covers may be used.

#### Executive Summary

Each proposal must begin with a brief, one page Executive Summary. This summary should succinctly describe the nature of the problem being addressed and what you intend to do about it.

#### PART ONE: What do you propose to do?

In **PART ONE**, bidders have the opportunity to more completely describe their proposed project. What is it that you propose to do? How will your approach address the problems you have identified? How will your effort contribute to system change? Succinctly describe why you believe that your proposed approach will accomplish our Objective in such a way as to be coherent with the Council’s stated Vision, Mission and Statement of Values.

Give a full step by step plan for doing the work. You must include a detailed plan of years one and two of your proposed project in PERT chart form that shows major activities, time frames, responsible personnel and expected outcomes. You should also include a briefer narrative description of the future work, potential years 3 – 5, should your grant receive continuation funding. A sample PERT chart is included in Appendix C of this book. You should address each of the required activities in the relevant Objective Statement.

Additionally, in Part One, all proposals should address the four specific areas noted below. Each of these areas should be specifically addressed under a separate heading so that proposers can easily identify your plans in these areas.

**Systems Change:** The Council expects that all funded projects will address issues of system change in a broad range of social and cultural systems that impact people with disabilities.

How does the work of this project illustrate a better way to do something? How does the project connect with other activities that are working in similar areas? How does your work generalize to statewide systemic change?

## 2. Grant Application Instructions (Cont.)

The Route to Success Matrix was developed through a grant by the Council and may be a valuable resource as you prepare your proposal. It provides a set of activities that are linked to successful system change. Further information regarding the Route to Success can be found in Appendix B of this RFP book.

**Meaningful Participation:** The Council supports the full participation of all citizens, particularly those with developmental and other disabilities in Council funded projects. We believe that diversity and inclusion strengthen the impact of any of our grant projects, and encourage our grantees to pursue such meaningful participation through hiring practices, real involvement

in the planning stages of your grant, in oversight and management of your project, as well as recruitment for participation in the project itself. These requirements tie directly back to the Council’s stated values of Empowerment and Cultural Competence.

“**Empowerment**. The Council seeks to engage in activities which meaningfully involve people with disabilities, or, if they cannot speak for themselves, their chosen family members, in all areas of their conception, preparation and implementation. We oppose activities which could be construed as doing things for, to, or on behalf of people with disabilities rather than under their direct leadership. We do not fund projects which portray people with disabilities as deserving pity; which, even unconsciously, endorse stigmatization of people with disabilities, or which incorporate portrayals of people with disabilities as the objects of charity or “the least of these."

“**Cultural Competence**. The Council believes that the skills involved in understanding disability are closely related to the skills which lead to other forms of cultural competence. We believe that disability competence cannot take place in isolation from the embrace of all human diversity. Therefore we seek alliances with all those who are excluded or dispossessed on the grounds of poverty, race, ethnicity or sexuality.”

Therefore, you **must** describe what steps your project will take to ensure the active and meaningful participation of people with developmental disabilities in your project. Such participation includes not only being project participants, but also involvement of people with disabilities and other marginalized groups in **the planning, direction, management, evaluation or as employees of the project**.

Bidders might consider reviewing “**Paving the Way: A Toolkit for Assessing and Advancing Cultural and Linguistic Competency.**” This tool was developed specifically for the Pennsylvania Developmental Disabilities Council and its grantees to assist projects and their host organizations to become more culturally competent. Further information on the toolkit is available in Appendix B of this book and is available for download from our website at [www.paddc.org](http://www.paddc.org/)

**Addressing Disparate Impact:** In this plan cycle, both the PADDC and our partners on the federal level have become increasingly concerned with the Disparate Impact that many people with disabilities experience as a result of race, ethnicity, economic status, age, sexual identity and orientation, geographic or disability diversity.

As such, each application for Council funding must identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse. The goal here is to lessen the level of disparity experienced and to engage those who experience this disparity as integral partners in the work of your proposed project.

**Generic Social Change:** Each proposal must also describe your understanding of Generic Social Change as this applies to your proposed efforts. This part of your proposal should tie directly back to the Council’s stated value around Generic change and how this relates to the specific activities in your plan.

**“Generic Change.** The Council has a responsibility to change communities in the broadest, most generic sense. Our work improves the lives, not only of people with disabilities, but of all Pennsylvanians. Our energy is increasingly directed at ensuring that the systems and supports that are available to the community in general are made equally available, with appropriate accommodation, to Pennsylvanians with disabilities. We prefer to improve disability services by making them available in the context of the systems and supports that exist for all people.”

In Addition, please refer to Appendix B of this book for further information on Generic Social Change.

#### PART TWO: What outcomes do you expect for the project?

In **PART TWO** describe exactly what your project will achieve. Provide a concise list of outcomes you plan to achieve. You should build on, rather than simply repeat, the expected outcomes from the Objective Statements. In addition you should also consider specific outcomes relative to the required sections above concerning Systems Change, Meaningful Participation, Disparate Impact and Generic Social Change.

State your proposed outcomes in measurable form. When possible, outcomes should be quantifiable. The Council recognizes some projects will lend themselves more to achieving concrete changes than will others. Where it is not possible to document specific changes, alternative measures of “output” (reports prepared, recommendations made, bills proposed) or “processes” (people who attended training sessions, meetings held, letters written) may

## 2. Grant Application Instructions (Cont.)

be used instead. Quality outcomes could also include participant satisfaction with services

provided, stakeholder assessments of the efforts of the project, and/or perceptions of the likelihood that the services, supports and products offered will ultimately lead to the

achievement of the Council’s and the project’s goals. Many proposed efforts are dependent on influencing larger systems, or mobilizing coalitions in order to achieve concrete change, and we will accept evidence of these efforts as substitutes for end outcomes.

Note please that the Council understands that the demonstration of direct causal relationships is not always possible. However we would like you to tell us, based on such data as exist and known outcomes, why you think your work will lead to beneficial outcomes for people with disabilities. This may be in the form of a narrative, chart, diagram, logic model, etc.

The Council’s own logic model is attached as an example and can be found in Appendix B of this book.

#### PART THREE: Who will do the work?

**Personnel**: Describe who will work on this project. Tell us why they are qualified to do this particular work. Their qualifications and experiences may be formal (degrees and professional work histories) or informal (life experiences and volunteer work). Pay particular attention to describing your project’s key employees. If staff will be hired once a grant is awarded, describe what qualifications and experiences you will look for in recruiting personnel.

**Organization**: *Briefly* describe your organization’s experience in the creation, operation, and/ or involvement in projects similar to the work being requested. Illustrate how the proposed project fits with the organization’s mission and history. The description of your organization’s experience *should be pertinent to the work requested* in this RFP, as opposed to other, perhaps unrelated work the organization does. Describe what types of administrative support will be given to the project.

The inclusion of letters of support, *which are relevant* to the proposed project, is strongly encouraged. If you have indicated that your project is a collaborative effort with other groups or organizations, then you must include Letters of Collaboration from each group involved.

Include all such letters as an appendix to your proposal

#### PART FOUR: The Budget Form & Narrative

Use the format outlined in the Budget Form in Appendix C of this book. The budget section **must also** include a separate budget narrative page detailing, by line item, how grant funds will be used.

Certain costs are **not allowable** under Council grants. These costs would include entertainment expenses, alcoholic beverages, and ‘incentives’ or gifts to project participants

such as gift cards, event tickets or prizes. Grantees **are responsible for covering** expenses to participants that would be reasonable accommodations to participation, such as travel expenses, attendant care and the like.

All Council grants require a local match contribution. Further budget definitions are noted below. Please be certain that you budget your grant for a two year, **24-month period**, unless specifically noted otherwise in the Objective Statement. Any indirect cost rates must be fully supported as described in the Budget Definitions below.

**The Commonwealth is not responsible for any costs your organization incurs prior to the issuance of your grant**.

#### Budget Definitions

The total cost of your project equals the federal share plus the local match share. All grantees are required to contribute a local match to their project.

**Federal Share**: This is the amount of the DD Council Allocation as noted at the end of each Objective Statement.

**Local Match Share**: This is your portion of the grant and is generally based on 25% of your Total Budget. The Local Match Share consists of ‘in kind’ value and/or non federal cash contributions.

**Note**: To calculate the local match share for the 25% required match, divide the amount of your federal dollar request by three.

**Personnel**: Show each position by job title, the number of hours per week that the person will work on the project, and the position’s hourly rate of pay.

**Fringe Benefits**: Shown as a separate line item in the personnel category.

**Operations**: The operating expenses of your proposed budget should include all items that are not related to personnel or equipment costs. Included in operational expenses are sub grant costs, consultant costs, travel costs, and leased equipment costs, etc. Again, the federal and local shares should be shown.

## Grant Application Instructions (Cont.)

**Travel**: All grantees are required to follow the Commonwealth Travel Rules, which includes such items as mileage reimbursement rates (currently 54 cents per mile). Details of these requirements will be reviewed with all successful applicants as a part of the formal grant process.

**Equipment**: The Council does not encourage projects to purchase major equipment unless a direct and imperative relationship to the project can be shown. Show each item to be purchased with federal funds and justify in your budget narrative.

**Indirect Costs**: 1) If you have a federally approved, negotiated indirect cost agreement, you may use that rate; attach the approved agreement to your budget. 2) If you do not have a federally approved rate, justification specifying what is included in your indirect cost(s) and what rate, therefore, you use, **must** be attached to your budget. For more information on developing an indirect cost rate, see Appendix B of this book.

**Budget Narrative**: This is a written statement, by line item, which details how money will be spent in each category and how you arrived at a given cost for that item.

# General Information for Applicants

## 3. General Information for Applicants

#### How Do I Submit My Proposal?

1. Submit your printed proposal with original signature along with **seven (7)** copies to:

Division of Procurement, Department of Public Welfare Health and Welfare Building, Room 402 Commonwealth Avenue and Forster Street

Harrisburg, PA 17105-2675.

Use the mailing label found in Appendix C of this book. **Proposals submitted to the**

**Council’s office will not be accepted**.

1. The proposal must be received by the Division of Procurement in the Department of Public Welfare on or before 2:00 p.m. of the **date noted at the end of each Objective Statement. Late proposals will not be accepted for any reason. Faxed proposals will not be accepted**.
2. Applicants **must use** the “Title Page” form included in Appendix C of this book. The Title Page is the cover sheet for your proposal. An authorized official of your organization who can bind you to the provisions of your proposal for 150 days from submission **must sign** this Title Page.

#### How Do I Learn More? Preproposal Conferences

If you want to apply for a grant and would like more information, you may ask questions of the appointed staff person at the Preproposal Conference. This conference is held about four weeks before proposals are due. Answers given at this conference are then written down

in minutes and become an official part of the RFP. These are mailed to everyone who has indicated an interest in that Objective. ***All Preproposal Conference times and dates, along with proposal due dates, are listed under each Objective***.

All Preproposal Conferences may be attended either in person or via webinar. For those attending in person, these meetings will be held in Room 558 on the fifth floor of the Forum Building, 605 South Drive, Harrisburg, Pennsylvania. For those who chose to attend via webinar, the appropriate link and call in information for your conference is listed at the end of each objective statement. Direct links to these webinars are posted on the Council’s website at [www.paddc.org](http://www.paddc.org/)

#### What Happens To My Proposal Once It Is Submitted?

Proposals should be submitted to the Department of Public Welfare’s Division of Procurement using the mailing label in Appendix C. Those received on time are opened and reviewed for compliance with the technical requirements as described under “Mandatory Requirements."

If your proposal is missing any of the required elements as described in that section, it will be

disqualified and receive no further review.

**Late proposals are not accepted for any reason**. A copy of each proposal is then sent to each member of the independent review committee. Reviewers read and score each proposal independently prior to the proposal review meeting.

The purpose of this meeting is to select and recommend for funding those proposals that best meet the Council’s request for a given project and are typically held within a few weeks of the proposal due date. Review Committees typically have five members who are knowledgeable about the given Objective. They must be free of conflicts of interest with any potential bidders. The review committee determines those groups or organizations that the Council will fund to do specific projects.

#### How Is My Proposal Evaluated?

Your proposal will be reviewed and scored based on a set of questions that are specific to the

objective under which you have applied. These questions address four areas.

1. **THE PROPOSED APPROACH: What will the project do and how?**

This section looks at parts one and two of your proposal. Reviewers rate whether you have undertaken to carry out all the required activities and whether your approach is fundamentally compatible with our Vision, Mission and Values as outlined at the beginning of this RFP book. We ask whether your proposed activities are logical, reasonable and are

relevant to what the RFP asked for. Reviewers determine if your proposal details outcomes that make sense and are relevant to the proposed work. Work plans and other materials which are inconsistent with our values may result in disqualification of a proposal.

1. **PROJECT PERSONNEL AND THE CONTRACTING ORGANIZATION: Who will do the work? And who is “hosting” it?**

Reviewers will determine to what extent proposed staff have experience, knowledge and a positive reputation for successfully doing this type of work. They also look at whether there are enough people with diverse experience to accomplish the tasks to be done in your project. The Council will also look for the organization’s willingness to support the work, its reputation for hosting similar projects, and whether it is administratively and managerially sound.

1. **VALUES AND PRINCIPLES: Is the project consistent with Council’s work?**

This section determines the extent to which you show an understanding of the Council’s Vision, Mission and Values and whether your work will further those values. It also includes an evaluation of the quality of your responses to the mandatory components about systems change, meaningful participation, disparate impact, and generic social change. As noted above, if any of these last four sections are not addressed in your proposal, it will be grounds for disqualification.

## 3. General Information for Applicants (Cont.)

1. **BUDGET: Is the proposed budget adequate for the work proposed?**

Are the costs reasonable and consistent with other work being done in similar areas? Is there an adequate budget narrative? Are there any unallowable costs or questionable expenditures? Are there no unjustified indirect costs?

#### What If My Proposal Is Chosen For Funding?

If your proposal is accepted for funding, you will be notified in writing. Council staff will work with you to coordinate the necessary paperwork to make your proposal a fully executed grant under Commonwealth rules. Once this paperwork is complete, a grant ‘start-up’ meeting will be scheduled with your project representatives, Council staff and the Council’s lead person for your Objective. This meeting provides an opportunity for everyone to get to know one another, review reporting requirements and fiscal procedures, and to answer any questions that you may have concerning your grant with the Council.

Proposers who are not selected are also notified in writing. You are given the opportunity to be “debriefed,” to learn how your proposal was reviewed. Council staff schedules the time and location of debriefing conferences. The Commonwealth reserves the right to reject any and

all proposals received as a result of this request and to negotiate separately with competing grantees.

#### Reporting Requirements

Grantees will have many opportunities, both through report requirements and face-to-face meetings, to share the successes and struggles of your project. All grantees are required to submit brief quarterly reports. Report forms are individually developed with each grantee at the start-up meeting and are related to the specific work of your grant. A final report is also required at the end of your grant.

# Objective Statements

* + - Civic Engagement
		- Community Opportunities for Younger Parents
		- Cross Systems Navigator
* Fitness and Health
* Generic Technology
* Home and Community Based

Services "Final Rule"

* Managed Care
* Meaningful Day Transitions
* Peer Support
* Person Directed Housing and Services Advocacy
	+ Person Directed Housing and Services Demonstration
* Rural Mobile Resources
* School Culture
* School to Prison Pipeline
* School to Prison Pipeline – Re-Entry
* Self-Advocacy Support
* Stigma
* Veterans Support
* Volunteer Rural Transportation

Cooperatives

## Civic Engagement

###### “To identify and support opportunities for people with disabilities to contribute their time and talents to their communities.”

**Background**

The Council has a long history of attempts to ensure that citizens with disabilities have opportunities to be meaningfully engaged with their local communities. Equally, we are aware that some of the most valued roles in a community are held by those who give of their time and talents to further the common good of the community. Unfortunately, efforts to engage people with disabilities in service to their communities are often seen from the perspective of aid or charity towards those disabled individuals, providing them with activity during the day, or pre-vocational benefits, rather than as freely-given service. With this RFP, we are seeking ways to provide opportunities for people with disabilities to constructively contribute to their communities in which the focus is on the giving of time and talents rather than on the putative benefit to the individual.

The Council has long believed in the concept of Generic Social Change (see our statement of values earlier in this book). A significant part of this change is the idea that, at the interface between people with disabilities and the common community, it is not always, or even primarily, the person with the disability who is the one who needs to be doing the changing. Sometimes it is the generic community that needs to change its beliefs and attitudes towards disabled people. With this RFP, we hope to change the generic concepts of volunteer service and contribution to involve people with disabilities as the givers, rather than the receivers, of help. We would like to give people with disabilities the opportunity to engage in civic service as a matter of contribution rather than as part of a disability- specific program or as an answer to the CMS Home and Community Based Services "Final Rule," and change the perspective held towards people with disabilities by generic service and volunteer organizations in a way that is more respectful of their contributions and citizenship.

**Required Activities**

1. Identify, in a given area or region, organizations which organize service opportunities. This may involve volunteer specific clearing houses, Lions, Rotary, Kiwanis, Chambers of Commerce and similar organizations, YW and YMCAs, or Internet organizations such as volunteermatch.org.
2. Identify a cadre of people with disabilities interested, as individuals or in small integrated groups, in donating their time and talents to their communities. This should be a cross disability group, and should include some sub-set of individuals who are disparately excluded from service opportunities.
3. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically, age or disability diverse.
4. Engage civic organizations in the purpose of this RFP. Provide education about disability, disability

values, and the need for generic change.

5. Engage the support structures, if any, around the cadre of disabled individuals. Provide education

around the purpose and values of this RFP.

1. Encourage and, as necessary, facilitate the matching of volunteers with service organizations/

service opportunities.

1. Coach, counsel and provide technical assistance to the civic organizations and finesse as

necessary.

#### Expected Outcomes

1. An increasing number of people with disabilities will have opportunities to provide service to their communities.
2. An increasing number of hours of service will be provided.
3. Service organizations, clearing houses and service recipients will report increasing satisfaction with the work of the volunteers.
4. Attitudes on the part of the generic community towards people with disabilities will be measurably improved.
5. Volunteers will report meaningful and satisfactory service opportunities.

6. A specific targeted population’s level of disparate impact will be decreased and its status as an

underserved population will be lessened or eradicated.

1. The disparate population will become an integral partner in the work of the project.

**RFP#: 05-16**

**Planned Allocation: Two projects @ $30,000 per year for up to three years.**

**Preproposal Conference: Wednesday, November 9, 2016 @ 2:00 PM** [**http://paddc.adobeconnect.com/civicengagement/**](http://paddc.adobeconnect.com/civicengagement/)

**Proposal Due Date: Wednesday, December 14, 2016**

**Staff: Graham Mulholland**

## Community Opportunities for Younger Parents

###### “To develop a systemic approach to help younger parents, including parents with disabilities, gain broader knowledge about values on which our system - and the DD Council - has been built.”

**Background**

Younger parents of children with disabilities (generally speaking, parents under the age of thirty), have increasingly been considering more segregated settings for their children. This phenomenon is occurring in education, work and living arrangements, and may be most pronounced in the autism

community. While this move is motivated by concerns for safety and stability in the places where their children can live, learn, work and celebrate their lives, it is counter to many of the thought processes around equal rights, integration and social justice for which self-advocates and their allies have fought over the last number of decades.

The history of disabilities in the United States has shown a pattern where the desire for safety and seclusion soon becomes interpreted, in the eyes of the broader society, as providing safety, not for the person, but for a society unwilling to embrace differences and has ultimately, certainly in institutional settings, led to neglect, abuse and oppression. The Council is concerned to avoid a repetition of this pattern.

Whether misinformed by medical professionals, or driven by fears of the inadequacies of existing community systems, young parents need to be able to dream possibilities for their child that are not constrained to segregated systems and to have control of a future unencumbered by the constraints of existing systems.

With this Request for Proposals, Council seeks to reach younger parents in order to assure they have all of the information available in order for them to make the wisest choices for their child. This includes providing them with a historical perspective on where segregation, isolation and congregate settings have led, and can involve formal and informal education, experiential learning, the provision of materials, exposure to adults with disabilities as role models, and group learning opportunities, especially those where parents who have chosen more integrated routes are included in the co- learning experience. The information provided should stress not only what is possible within current systems but explore what has not yet been conceived or thought possible, not merely that which is most characteristically offered or thought acceptable.

The means of reaching younger families can include but is not limited to alliances with Centers for Independent Living, Local Special Education Taskforce, networking and collaborating with the local county-based system, the Office of Developmental Programs, Office of Child Development and Early Learning, Intermediate Units, local hospitals, physician offices and schools.

**Required Activities**

* 1. Develop an outreach plan to young families.

2. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.

1. Develop formal and informal learning opportunities around congregate and non-congregate choices; involving parents who have chosen more community based options and adult self- advocates who have experienced life in the community. Ensure that future possibilities are not constrained by the inadequacies of the current system.
2. Establish an ongoing communication and networking system for families in the project, including the use of social media.
3. Develop, prepare and provide multi-media educational materials for use in schools, physicians’ offices, support groups, Office of Child Development and Early Learning, Bureau of Autism Services, providers and, etc., demonstrating community alternatives both currently available and available at the “cutting edge” of the current system. Work to make this information available to the various disability support groups.
4. Provide a systematic network of information via social media, and readily available archived documents that can be sustained for continued use by younger parents and agencies.
5. Explore and report on innovative ideas which will achieve the dreams and possibilities expressed by parents.

#### Expected Outcomes

1. A specific targeted population’s level of disparity will be decreased and its status as an underserved/unserved population will be lessened or eradicated.

1. The disparate population will become an integral partner in the work of the project.
2. Young parents will demonstrate changed attitudes towards community services by survey and anecdotal information.

4. By survey, those entities who have “first contact” with the parents of young children with disabilities will report they have more information about community alternatives. Providers and others will report that they find materials prepared by the project informative and useful.

1. Parents that receive this information will report that they are well connected with others who have

similar life-experiences and have benefited from educational opportunities presented to them

**RFP#: 06-16**

**Planned Allocation: One project @ $75,000 per year for up to five years.**

**Preproposal Conference: Wednesday, October 19, 2016 @ 10:00 AM** [**http://paddc.adobeconnect.com/youngerparents/**](http://paddc.adobeconnect.com/youngerparents/)

**Proposal Due Date: Thursday, November 17, 2016**

**Staff: Paul Kuglar**

## Cross Systems Navigator

###### “To facilitate the creation of Cross Systems Navigators to support individuals and their families with navigating multiple service systems across the lifespan.”

**Background**

It is essential that individuals with disabilities who rely on the service system for support develop a service plan that is person-centered and individualized. There are, however, many factors that complicate this process, including:

* + Individuals with disabilities often need to navigate in more than one service system.
* Multiple family members in a household may need to navigate different service systems.
* People may have to work with a number of systems throughout their life to receive services, and
* Services might be local community services, private or government financed services or generic

supports.

For example, a foster child with a disability in the juvenile justice system could have an Individual Education Plan (IEP) with education, an Individual Support Plan (ISP) with human services, a Treatment Plan with juvenile justice, a Permanency Plan with children & youth, and a Transition Plan to prepare for aging out of the child welfare system. With each service and treatment plan comes caseworkers, teachers, administrators, supports coordinators, service managers, and supports brokers. This can be extremely cumbersome, may lead to conflict and difficulty with integrating plans, and at times to plans which contradict each other. Collaboration of generic systems and government departments to discover the best ways to support individuals in concert with supporting whole families as they age is vital. To further confound matters, there are a variety of initiatives and systems at play in Pennsylvania, participation in any one of which may influence how people with disabilities manage their service plans or increase the number of service plans an individual or family may be juggling.

With this RFP Council will fund one project that coordinates stakeholders and policy makers to develop and determine the innovative role of a Cross Systems Navigator. The initiative will support systems to further the project, organize training and technical assistance, and publish project resources so Cross Systems Navigation can be enhanced and sustained.

**Required Activities**

1. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.

2. In conjunction with a Council selected resource, develop and conduct a pre- and post- survey of project participants to measure ability and ease of navigating multiple systems across a lifespan, choice, ease of finding services and local generic community supports.

1. Research best practices to improve the ability of individuals and families to navigate multiple generic and disability specific systems of support, identify financial concerns and potential costs savings.
2. Facilitate discussions between people with disabilities, their family members, service providers and community stakeholders to discuss what’s not working, what is working, and come to a consensus of how a Cross Systems Navigator could work.
3. Expand the conversation and support a collaborative of people with disabilities and families, providers, government and community generic stakeholders to make policy and systemic changes to advance the objective.
4. With the support of your collaborators, implement one or more demonstrations of a cross systems

navigator in PA. Refine this process through a process of action research.

7. Organize training and technical assistance to support the efforts of the collaborative and project.

8. Support collaborative members’ departments and organizations to create and disseminate products specific to their area of expertise, to ensure consistency of procedures, and sustain Cross Systems Navigation beyond the grant period and increase public awareness of its availability.

9. Document your efforts in a culminating report to Council, identifying barriers encountered, strategies implemented, outcomes, and recommendations for future work in Cross Systems Navigation. With Council approval, publish and disseminate the report.

#### Expected Outcomes

1. A targeted population’s level of disparity will be decreased or eradicated.
2. A targeted disparate population will become an ally and integral partner in the active work of the project.
3. Initial consensus will be reached through public stakeholder discussions about the need for Cross Systems Navigators and what their role should be.
4. A cross systems, cross-disability collaborative process will be facilitated to support people to navigate multiple systems across a lifespan, regardless of how many systems they or their family members are working within.
5. A collaborative of community, private, and government departments, generic supports and cross- disability stakeholders will be established to guide and support the sustainability of the effort beyond the grant period.
6. People will report improvement with navigating multiple systems across the lifespan, and increased choice of services and local and generic supports.

**RFP#: 07-16**

**Planned Allocation: One project @ $75,000 per year for up to five years.**

**Preproposal Conference: Tuesday, November 1, 2016 @ 10:00 AM** [**http://paddc.adobeconnect.com/navigator/**](http://paddc.adobeconnect.com/navigator/)

**Proposal Due Date: Tuesday, December 6, 2016**

**Staff: Dana Thompson**

**Fitness and Health**

*“To advocate for generic gyms and recreation centers to be integrated, inclusive, accessible and disability friendly.”*

**Background**

With its commitment to integration, inclusion and Generic Social Change, the Council notes with some concern the recent proliferation of specialty gyms, recreation centers and recreational activities targeted at people with disabilities. While we understand some of the motivation for such activities, we remain committed to the idea that integration is of primary benefit, not only to people with disabilities but to a general pubic who would be otherwise deprived of the opportunity to get to know and interact with all of its members. We are committed to the availability of generic community resources to people with disabilities and the end of an era in which people with disabilities can be conveniently “set aside." We believe this is a necessary first step in overcoming the stigma experienced by people with disabilities.

With this RFP, the Council will fund one advocacy and training/technical assistance project to create accessible and integrated services in private gyms, Local Parks and Recreation Departments, Community College recreation programs, Neighborhood Community Centers, local YMCAs, YWCAs, local municipal and township recreation programs and public parks and similar venues.

#### Required Activities

* 1. Identify generic recreational resources in a given community.
	2. Identify national and local best practice resources on achieving integration.
	3. Develop educational materials to share with local municipalities and private enterprise that not only point out the need for accessible venues, but also express the idea that there is value in all people and address the stigma associated with people of different abilities.
	4. Prepare a task force majority comprised of people with disabilities.
	5. Along with the members of this task force, meet with generic resources and engage them in the project.

6. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.

1. Educate, train, facilitate, provide technical assistance to generic resources to include people with disabilities, especially those from disparate group
2. Collaborate with other disenfranchised advocacy groups to establish a broad-based advocacy

effort.

#### Expected Outcomes

1. A number of generic systems will be assessed by the project task force as being more accessible.

2. A number of people with disabilities will have become members of/users of generic resources.

1. A group disparately excluded will be less excluded based on the above data.

**RFP#: 08-16**

**Planned Allocation: One project @ $60,000 per year for up to five years.**

**Preproposal Conference: Tuesday, October 18, 2016 @ 2:00 PM**

[**http://paddc.adobeconnect.com/fitnessandhealth/**](http://paddc.adobeconnect.com/fitnessandhealth/)

**Proposal Due Date: Wednesday, November 16, 2016**

**Staff: Paul Kuglar**

**Generic Technology**

*“To fund one project to investigate the use of generic and publicly available technology to support people with disabilities and present this market to technology companies.”*

**Background**

The role played by and the impact of technology on society and the lives people lead is a well-known phenomenon and subject for social commentators. Discussion of the benefits, the drawbacks and privacy concerns that arise by being part of the 24 /7 digital culture is ongoing. The benefits that technology offer people with disabilities are undeniable and there is a growing recognition that people with disabilities, and more specifically people with developmental and intellectual disabilities, don’t necessarily have to be on the losing side of this technological change. In the latest installment of the landmark study State of the States in Intellectual and Developmental Disabilities (2015), Dr. David Braddock and his colleagues discuss the possibilities offered by smart technology for people with disabilities, specifically those with cognitive disabilities. They do so within the context of an “emerging right” for individuals with cognitive disabilities to have equal access to computer technology and information access. Braddock and his colleagues take note of several positive developments.

The Council has a long tradition of finding ways for people with and without disabilities to have meaningful involvement in their communities. This work is based on the belief that all citizens have a need, as well as the right and responsibility, to be fully included in all aspects of community life including the use of generic and publicly available technology.

With this RFP, the Council will fund one project to investigate the use of generic and publicly available technology to support people with disabilities, particularly those individuals who are nonverbal or have other significant support needs. The successful grantee will also present this customer market to technology companies and work as well to develop and establish relationships among all the relevant stakeholders. The project will be a catalyst and resource that will assist both the Pennsylvania disability community and organizations involved in the designing and marketing of technology

Ideally, the successful proposer will have both a high degree of experience and familiarity with the information technology sector as well as people with disabilities and their family members. Proposers are specifically encouraged to consider collaboration and partnership in their proposals between disability related organizations and technology-related organizations.

#### Required Activities

* 1. Monitor trends and new developments in this emerging area as it relates to people with

developmental disabilities and their family members.

2. Provide training and technical assistance to IT professionals, Pennsylvanians with disabilities, their families and other stakeholders about the benefits of generic, smart technology for people with developmental disabilities as well as those in the IT sector (by increasing their market share) at a variety of appropriate venues such as trade shows, professional conferences, etc.

3. Meaningfully enhance collaboration among IT professionals, Pennsylvanians with disabilities, their families and other stakeholders about the benefits of generic, smart technology for people with developmental disabilities at a variety of appropriate venues.

4. Produce a written report and evaluation for Council on the results of the project Include recommendations for future work.

5. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.

#### Expected Outcomes

1. A specific targeted population’s level of disparity will be decreased and its status as an underserved/unserved population will be lessened or eradicated.

1. The disparate population will become an integral partner in the work of the project.
2. A documented and increasing number of people with developmental disabilities and their families, technology professionals, and other stakeholders are provided information, training and technical assistance.
3. Current trends and developments are monitored.
4. A written report and evaluation for Council on the results of the project Include recommendations for future work.

**RFP#: 09-16**

**Allocation: One Project @ $50,000 per year for up to 2 years Preproposal Conference: Wednesday, October 26, 2016 @ 10:00 AM**

[**http://paddc.adobeconnect.com/generictechnology/**](http://paddc.adobeconnect.com/generictechnology/)

**Proposal Due Date: Wednesday, November 30, 2016**

**Staff: David Golin**

**Home and Community Based Services "Final Rule"**

*“To support advocacy, education, and monitoring around enforcement of the Centers for Medicare & Medicaid Services (CMS) Home and Community Based Services (HCBS) "Final Rule."*

**Background**

The "Final Rule" on Home and Community Based Services (HCBS) that the Centers for Medicare and Medicaid Services (CMS) issued in January 2014 and its subsequent implementation promises to be one of the most significant government actions undertaken in at least a generation. On the one hand, The Rule gives States some new flexibility in their ability to offer expanded home and community based services to new targeted groups and provides some administrative streamlining measures that may make it easier for States to manage.

On the other hand, and more importantly, The Rule has the potential to be beneficial in a number of ways for people with disabilities with regard to community integration and self-determination. 1)

The Rule clearly reflects CMS’s intent that people with disabilities receiving HCBS through Medicaid have access in the most integrated setting to the benefits of community living. 2) It establishes new requirements for those settings that can be funded through Medicaid. These requirements move from a definition of HCBS setting that focuses on where something is located, its geography and physical characteristics to one that is more outcome based. 3) It mandates and provides standards for person centered planning. 4) The Rule mandates that each state develop a Transition Plan on how it is going to oversee the Rule’s implementation. The Rule and its requirements are consistent with Council’s Mission, Vision and Statement of Values.

The Council, along with many other organizations, has already submitted comments to the PA Department of Human Services on its Transition Plan. Additionally, the Council has been impressed by the initial steps being taken by the Office of Developmental Programs (ODP) to embrace the letter and spirit of the "Final Rule," it hopes that continues, and the other service systems follow suit in their own implementation process.

Change of this magnitude is not easy for anyone: government service systems, service providers, or people with disabilities and their family members. With this RFP, the Council will support advocacy, education, and monitoring around enforcement of the "Final Rule." This project will

include administrative and legislative advocacy across multiple systems with emphasis on the Rule’s impact both in the areas of community living and employment settings and services for people with disabilities.

The grantee will need to be experienced in working with a variety of state departments and offices. In addition to working with ODP, project staff should be prepared to interact with the Office of Child Development and Early Learning (OCDEL), Office of Long-Term Living (OLTL) and the Office of Mental Health and Substance Abuse Services (OMSAS) and others as the need and the circumstance arise.

Additionally, the Council is interested in helping to sustain a continuing conversation around the

implementation and impact of the "Final Rule" across a wide spectrum of those stakeholders affected

– including individuals and groups who may be initially resistant. The Council believes fostering

respectful dialogue is vital, and it wishes the project to play a useful role in this process.

#### Required Activities

1. Monitor Pennsylvania’s implementation across systems to ensure that the Rule is implemented fully as intended. Meaningfully enhance collaboration between stakeholders involved, including people with disabilities and their families, with technical assistance, and information on best practices.
2. Provide training and assistance to people with disabilities of all ages and their families/caregivers in a variety of formats (face to face meetings, webinars, etc.) about the CMS HCBS "Final Rule" to make sure that it is implemented in the most positive and beneficial manner to people with disabilities and their families.
3. Monitor the new Rule and take advocacy measures to ensure that people with disabilities and their family members benefit from it. Identify any ongoing issues or concerns. Pay particular attention

to situations where individuals lose access to needed services, etc. without gaining access to an alternative or replacement and where additional safeguards may be needed.

1. This objective will build Council’s knowledge base on the impact this sweeping change will have upon Pennsylvanians with disabilities. A report compiled by this project will delineate the findings, recommendations and issues identified upon implementation of the "Final Rule" that could, at the Council’s discretion, be published to raise public awareness and enhance the Council’s advocacy efforts on behalf of people with disabilities
2. The project will develop a process for and begin to gather feedback from people with disabilities and their families on the effects of the Rule, especially on any real-time successful outcomes as relates to inclusion as it is envisaged by the Rule.
3. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.
4. Form an advisory board of people with disabilities, families and stakeholders to help guide the project, to be a respected point of contact for feedback, and to keep Council informed on ongoing developments, trends or issues associated with the Rule’s implementation or operation.

#### Expected Outcomes

1. A specified number of people with disabilities, their families/caregivers and stakeholders will be informed about the "Final Rule."
2. Current trends and developments in implementing the "Final Rule" will be identified in a comprehensive report. The report and ongoing quarterly information will be used at the Council’s discretion to raise public awareness and enhance Council’s advocacy efforts on behalf of people with disabilities.

## Home and Community Based Services "Final Rule" (Cont.)

1. A defined number of people with disabilities, their families and stakeholders will confirm that the project has been helpful, useful, and that it has contributed meaningfully to Pennsylvania’s implementation of the "Final Rule."
2. A specific targeted population’s level of disparity will be decreased and its status as an underserved/unserved population will be lessened or eradicated.

5. The disparate population will become an integral partner in the work of the project.

**RFP#: 10-16**

**Allocation: One Project @ $100,000 per year for up to 5 years Preproposal Conference: Wednesday, November 2, 2016 @ 10:00 AM**

[**http://paddc.adobeconnect.com/finalrule/**](http://paddc.adobeconnect.com/finalrule/)

**Proposal Due Date: Wednesday, December 7, 2016**

**Staff: David Golin**

## Managed Care

###### “To monitor, evaluate and educate around developments in Managed Long Term Services & Supports (MLTSS) for people with disabilities.”

**Background**

According to the Center for Medicare and Medicaid Services (CMS), states are showing increased interest in the program model of Managed Long-Term Services and Supports (MLTSS) as a way of delivering long-term services and supports to people with developmental and other disabilities

through Medicaid funding. MLTSS is seen as attractive by states because they see it, “as a strategy for expanding home- and community-based services, promoting community inclusion, ensuring quality and increasing efficiency.” CMS has also enunciated a set of key “expectations” for these programs that affirms that the programs must be consistent with the ADA and the Olmstead decision.

About a third of the states have adopted a MLTSS program model. Pennsylvania’s experience has been limited to a single program of the Adult Community autism program serving a limited number of people, but the state is now making another significant move in this arena dramatically increasing the impact of the MLTSS model on the lives of people with disabilities.

In September, 2015, the PA Department of Human Services (DHS) released a concept paper outlining the vision for Community HealthChoices (CHC), a managed long-term services and supports program for older individuals, adults with physical disabilities and people dually eligible for Medicare and Medicaid. Ever since, the CHC program model has been on the fast track for development and implementation. The plan integrates physical health and long-term services and supports (LTSS) and focuses on improving health outcomes and allowing individuals to live in the community instead of institutions.

In spite of the many positive aspects of MLTSS, current participants and providers are understandably

apprehensive at the prospect of the upcoming change because it does represent a fundamental shift in how many home and community-based services will operate. For advocates and people with disabilities who have argued against the use of the “medical model” in the development of long- term services and supports for people with disabilities, the idea of dealing with a managed care organization for those very supports is unnerving. Providers are likewise concerned about their viability.

The Council is also concerned as to the impact that this shift will have on people with disabilities receiving long-term services and supports living in the Commonwealth. While the Council recognizes DHS efforts and providing as many opportunities as possible in the lead up to this new approach,

it also recognizes change of this magnitude is not easy for anyone: government service systems, service providers, or people with disabilities and their family members. With this RFP, the Council will fund one project to monitor, evaluate and educate around developments in Managed Long Term Services & Supports (MLTSS) for people with disabilities.

## Managed Care (Cont.)

**Note:** Initiatives in this area are extremely complex. The successful bidder will need to document that project staff has a high level of competency in understanding the MLTSS and the provisions of most importance to people with disabilities. The successful bidder will also demonstrate strong understanding of and commitment to the importance of opposing threats to the quality of life as people with disabilities face the implications of the MLTSS. The grantee will be required to work closely with the Council through this process.

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#### Required Activities

1. Monitor the PA implementation of the standards for Qualified Managed Care Organizations (MCOs) and their subcontractors to ensure that the minimum standards are sufficient to meet the needs

of Pennsylvanians with disabilities and preserve the level of supports available under the current public and private systems.

1. Form an advisory board of people with disabilities, families and stakeholders to help guide the project, to be a respected point of contact for feedback, and to keep Council informed on ongoing developments, trends or issues associated with MLTSS’s implementation or operation.
2. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.

4. Provide training and education to Pennsylvanians with disabilities, their families and other stakeholders about services and support choices available under the MCOs under the new delivery system.

5. Monitor the new delivery system and take advocacy measures to ensure that people with disabilities are not devalued by the new delivery system, are not denied benefits by virtue of their perceived worth as people with disabilities, do not have a demeaned quality of life, and do not suffer discrimination by the cost saving implications of the new delivery system. Pay attention and continue to monitor new efforts to expand this program model’s use, and as appropriate, after consultation with the Council, take appropriate measures.

6. This objective will build Council’s knowledge base on the impact this sweeping change will have upon Pennsylvanians with disabilities. A report compiled by this project will delineate the findings, recommendations and issues identified upon implementation of MLTSS that could, at the Council’s discretion, be published to raise public awareness and enhance the Council’s advocacy efforts on behalf of people with disabilities.

#### Expected Outcomes

1. A specific targeted population’s level of disparity will be decreased and its status as an underserved/unserved population will be lessened or eradicated.

2. The disparate population will become an integral partner in the work of the project.

1. A specified number of people with disabilities, their families/caregivers and stakeholders will be informed of their options in MLTSS through statewide training seminars in a variety of modalities to reach out to a wide audience.
2. Current trends and developments in implementing the Pennsylvania’s MLTSS will be identified in a comprehensive report. The report will be used at the Council’s discretion to raise public awareness and enhance Council’s advocacy efforts on behalf of people with disabilities.
3. A defined number of people with disabilities, their families and stakeholders confirm that the strengths of the existing system of services has been preserved and that they experience no negative impacts affecting their quality of life with the implementation of the MLTSS.

**RFP#: 11-16**

**Allocation: One Project @ $80,000 per year for up to 5 years Preproposal Conference: Thursday, October 20, 2016 @10:00 AM**

[**http://paddc.adobeconnect.com/managedcare/**](http://paddc.adobeconnect.com/managedcare/)

**Proposal Due Date: Wednesday, November 30, 2016**

**Staff: David Golin**

**Meaningful Day Transitions**

*“To facilitate and support transformation of segregated-facility day services into community-inclusive meaningful days for people with disabilities.”*

**Background**

The Centers for Medicaid and Medicare Services (CMS) issued its Home and Community Based Services (HCBS) "Final Rule" to ensure that the segregation of people with disabilities in facilities ends, and the inclusive generic community becomes the place where people with disabilities are spending their lives. How and where we spend our day influences our choices of colleagues, friends and life-partners. Having meaningful days are about more than a paycheck or having a place to go every day. It means participating in what is natural and generic throughout the course of people’s lives, including careers, recreation, relationships, retirement, and being contributing members of their communities.

With this Request for Proposals, Council will fund two projects to demonstrate creative ways to change existing sheltered workshops and segregated day programs to support meaningful days for people with disabilities in real jobs and in being a part of real communities The answer to “What is a meaningful day?” will look different depending on each person. A one size fits all approach

will not support people, their families, service providers, or our communities and counties to move away from sheltered workshops and segregated day programs. The Council seeks proposals that include diverse community partnerships and ensure that people with disabilities will be driving the conversations.

As you prepare your proposal please consider Council is contemplating such ideas including, but not limited to:

* + What does a meaningful day look like? This might include both paid and unpaid options? How does this change based on diverse cultures or where people live? What is common and natural throughout the course of people’s lives, including recreation, retirement, and being contributing community members?
	+ How do we make sure that no one is left behind, especially those with complicated life stories and needs? How can generic community partners help to change the systems and programs in their communities?
* What incentives for employers, providers, support staff, and people with disabilities need to be put in place to ensure community-inclusive employment, post-secondary education and training for people with disabilities is emphasized as a priority?
* What training and technical support do current and future day service providers need to make this transition?

**NOTE:** Applicants must apply with initial partnerships established, confirmed with letters of collaboration from the project regional partners. This might include, but is not limited to, people with disabilities and their family members, local county entities, multiple types of day service providers, Supports Coordination Organizations, Agencies with Choice, non-paid opportunity providers, generic community employers, etc.

**NOTE 2:** The Council is not only interested in creative and radical transformations of settings, but in incremental progress. We are interested in seeing transition plans which move from isolated and congregated settings to ones which retain such consistency with the "Final Rule" as they already have, but become even more integrated/inclusive/competitive, etc.

#### Required Activities

1. Define the “regional area” where the project work will be initially focused. This “regional area” will be a geographical area/multi-community/county or joinder defined by the applicant.

2. Bring together people with disabilities, their family members, sheltered workshops, day service providers, county agencies, employers and generic community stakeholders to determine just what ‘meaningful days’ could look like.

3. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that this group will be active participants in the project and that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.

1. With this broad group, develop a plan to transition congregate, non-integrated sheltered workshop and day service settings into community-inclusive, meaningful work or other valued activity throughout the identified area. Your approach must be respectful to honor individuality, diversity, and personal lifestyle choice.
2. Implement your plan in your targeted area.
3. Conduct a pre- and post- survey to evaluate the success of the project. Document numbers

of people who are finding meaningful choices in their communities, those programs that have committed to and are changing their programs to meet peoples’ expressed needs, emerging best practices, expected outcomes, and the level of regional involvement and expansion.

1. As interest is expressed by those outside of the original regional area, welcome them to join the work of the project and expand the reach of learning and opportunities for emerging new practice
2. Track start-up of emerging new practices, and facilitate cross-training and education-sharing events among the project stakeholders to foster the expansion and sharing of best practices.
3. Support the project stakeholders to make structural system and policy changes to advance the objective and achieve lasting systems change.
4. Work collaboratively with the other Meaningful Day Transitions grantee, so as not to duplicate efforts and to enhance the quality of each project.
5. Document your efforts in a culminating report or product that will be shared with the Council. With

approval from the Council publish and disseminate to appropriate stakeholders and public.

## Meaningful Day Transitions (Cont.)

#### Expected Outcomes

* 1. A targeted population’s level of disparity will be decreased or eradicated.
	2. A targeted disparate population will become an ally and integral partner in the active work of the project.
	3. People with developmental disabilities will report an increase in access to non-segregated services and meaningful activities.
	4. People with developmental disabilities will report being more connected to local communities and more connected with other people in similar circumstances and with similar interests.
	5. Settings supporting people with disabilities will report that they have become more consistent with

the "Final Rule."

**RFP#: 12-16**

**Planned Allocation: Two projects @ $60,000 per year for up to three years.**

**Preproposal Conference: Tuesday, November 1, 2016 @ 2:00 PM** [**http://paddc.adobeconnect.com/meaningfulday/**](http://paddc.adobeconnect.com/meaningfulday/)

**Proposal Due Date: Wednesday, December 7, 2016**

**Staff: Dana Thompson**

**Peer Support**

*“To identify and disseminate best practice across formal and informal systems in peer support and mutual learning.”*

**Background**

Peer Support is provided by someone who, due to their own life experiences, brings an expertise that professional training or education alone cannot provide. Peer Support has long been identified as a critical element of recovery from substance abuse through 12 Step Programs. In mental health,

people with profound mental health experiences or challenges have always given each other informal support and received it from each other. The value that peer support has had in the recoveries of many individuals with mental illness has received increased recognition in recent years. This has resulted in successful efforts through Pennsylvania’s Office of Mental Health and Substance Abuse Services (OMHSAS) to create formalized peer support services for individuals who use mental

health services. Peer support has been identified as a key component to change as Pennsylvania

transforms its public mental health system to become fully recovery oriented.

While one might commonly think of peer support for people in recover from substance abuse, or people dealing with mental health issues, many examples of peer support are evident throughout our communities. These would include programs such as Big Brother/Big Sisters, 12 Step Programs, career mentoring, peer couples/marriage counseling through faith communities, community grief support groups, or support groups for new immigrants to a community. The personal experience that

a peer can give provides understanding and validity to those they support in ways that others cannot.

With this Objective, the Council would like to fund one statewide grant that will bring together a broad cadre of cross disability/ cross systems stakeholders to consider best practice, both in formal systems and informal community settings related to peer supports, and to develop a model by which we can enhance peer support efforts on a variety of levels across the state.

#### Required Activities

1. Identify and research current efforts and best practice in peer support. Consider a variety of formal, informal and generic community efforts (Certified Peer Specialists; Dual Peer Specialists, Self Advocacy Programs, Cross Disability Efforts, youth leadership programs, 12 Step programs, generic community support programs, family support efforts, employment mentorship programs, etc.)

2. Bring together a cadre of stakeholders that is cross disability, cross system, and represents a

broad range of perspectives (cultural, geographic, gender, age, etc.)

1. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.

## Peer Support (Cont.)

1. Engage the broad group of stakeholders in examining current peer support efforts and their usefulness in addressing their particular needs. Examine common themes and key factors of successful Peer Support efforts. Consider both common themes across groups, as well as differences.
2. Using these common themes and factors, develop a working curriculum to train cross disability, cross system peer support specialists. Consider individual modules of the work that can address those key differences addressed by your different disability stakeholders.
3. Using the model curriculum across a variety of groups, conduct small demonstrations and evaluate the efficacy of the model developed.
4. Adapt the curriculum as indicated through evaluation. Upon completion, and with the approval of

the Stakeholder group and the Council, disseminate to appropriate groups and policy makers.

1. Consider alternative sources of funding to sustain these broader Peer Support efforts at the end of

the grant funding.

#### Expected Outcomes

1. People with disabilities and other stakeholders, including those representing the disparate population identified in your proposal, will become an integral partner in the work of identifying and disseminating best practice for Peer Support in PA.
2. A curriculum to train peer support specialists will be developed, tested and disseminated that is cross disability and cross systems, but that also responds to those differing needs as determined by individual disability communities.
3. A specific targeted population’s level of disparity will be decreased and its status as an underserved/unserved population will be lessened or eradicated.
4. Viable sources of long-term funding will be identified to maintain Peer Support services across PA.

RFP# 13-16

Allocation: One Project @ $80,000 per year for up to three years.

Preproposal Conference: Wednesday, November 16, 2016 @ 1:00 PM <http://paddc.adobeconnect.com/peersupport/>

Proposal Due Date: Thursday, December 15, 2016

Staff: Sandra Amador Dusek

## Person Directed Housing and Services Advocacy

###### “To advocate and engage in systems change for housing and services that are separate from each other, exchangeable, sustainable, and are person directed and controlled by people with developmental disabilities.”

**Background**

Several reasons currently exist to invest in new options in community inclusive homes and services. There is the push brought by the Centers for Medicaid and Medicare Services (CMS) "Final Rule" to ensure that people with disabilities are living in inclusive community settings. In April of this year, the Pennsylvania Department of Human Services announced that it received a $91 million “Money Follows the Person” Rebalancing Demonstration grant to work to transition Pennsylvanians with a disability from institutional settings back into the community. On April 18, Governor Wolf signed Act

17 of 2016 into law, thereby allowing the Treasury Department to create and offer Achieving a Better Life Experience (ABLE) Act savings accounts in Pa. With the addition of the Community of Practice: Supporting Families throughout the Lifespan initiative in Pennsylvania, all of these resources support a quality, everyday life for people with disabilities and their family members.

During public forums held by Council in the fall of 2014, people asked for alternatives to provider- managed residential services. Their homes either owned or rented, are often controlled by an agency that also delivers the services for the people living there. Many people also continue to live with their parents and family members long after childhood, with little other options. People with disabilities need to have more choice and control in their homes and services. Home and services need to

be separate from each other. This level of flexibility and ability to alter your housing and services is difficult within the current system. People should be able to move without losing their supports.

Or fire their supports without losing their home. Council believes this can be accomplished with renewed commitment to Person Driven Services, Money Follows the Person, the Achieving a Better Life Experience (ABLE) Act, and the support of the Community of Practice: Supporting Families throughout the Lifespan initiative.

Through a separate RFP, Council is funding two Person Directed Housing and Services Demonstration projects (one rural and one urban) to support replication of creative housing options that separate housing and services controlled by people with developmental disabilities.

With this RFP, Council seeks to fund one advocacy project that will support the work of the two demonstration projects and work to create systems change, both in government and in generic housing services, that builds the capacity of people to live in their own home, not a residential setting under the control of an agency. Pennsylvanians with disabilities need housing options that enable a person to live in their own home, in a non-congregate setting, with support as needed. Those supports must be chosen freely and separately from their housing. Additionally, when people with disabilities live in a home owned by a provider, they must share in the equity built through the

## Person Directed Housing and Services Advocacy (Cont.)

ownership of the home. This, combined with the benefits of the ABLE Act will support people with disabilities to become homeowners, and with built equity, perhaps buy the home of their dreams someday.

**NOTE:** The Council has a strong preference to engage generic, typical everyday housing systems. Additionally, no participant in the project may be placed in jeopardy of homelessness at the end of this project through the lack of sustainability planning.

#### Required Activities

1. Form a stakeholder coalition, facilitating networking and coordination between a variety of cross disability advocacy groups and other stakeholders such as state offices, policy makers and legislators, developers and community planners, etc.
2. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.
3. Engage the stakeholder coalition to identify barriers and potential solutions to statewide expansion of separate housing and services, outline legal and administrative policy changes, waiver amendments, community initiates, funding mandates, etc
4. Advocate for and support people with developmental disabilities to choose and control the home they live in, who they live with and share their lives and determine the services they need and want, separate from each other , both in the government and generic public sectors.

5. Your efforts should support the work of the Council’s two Person Directed Housing and Services Demonstration projects (one rural and one urban), and work collaboratively, so as not to duplicate efforts and to enhance the quality of each grantee’s project.

1. Engage in outreach and community awareness activities to create an advocacy movement, demonstrations, rallies, systems change efforts, legislative advocacy, policy change, waiver amendments, community initiatives, etc.
2. Educate, provide resources and technical assistance, both on a scheduled basis and in response to requests from the two Demonstration projects, voluntary associations, coalitions, or support groups, in order to further the work of the projects.
3. Implement strategies and activities to achieve lasting systems change to positively impact the successful sustainability of affordable, accessible, fungible and portable housing and services separate from each other and controlled by people with developmental disabilities in Pennsylvania.

9. Document your efforts in a culminating report or product identifying barriers encountered, strategies implemented, outcomes, and recommendations for future work to be shared with the Council. With Council approval, publish and disseminate to appropriate stakeholders.

#### Expected Outcomes

1. Housing will not be linked to the purchase of services from a specific provider.

1. Housing and services will be exchangeable and portable, accessible, and freely chosen without basing attainment of either on the other.
2. People with developmental disabilities will be supported to choose who lives in their home, and with whom they care to share their lives
3. A targeted disparate population will become an ally and integral partner in the active work of the

project and through project efforts their level of disparity will be decreased or eradicated.

1. A statewide coalition of advocacy groups, stakeholders and policymakers will have been created on a cross-disability basis and supported to pursue sustainable policies and resources for people with disabilities to be able to control their own homes and services.

**RFP#: 14-16**

**Planned Allocation: One project @ $70,000 per year for up to five years**

**Preproposal Conference: Tuesday, October 25, 2016 @ 1:00 PM** [**http://paddc.adobeconnect.com/persondirected/**](http://paddc.adobeconnect.com/persondirected/)

**Proposal Due Date: Thursday, December 1, 2016**

**Staff: Dana Thompson**

## Person Directed Housing and

**Services Demonstration**

###### “To demonstrate sustainable housing and services which are separate from each other, exchangeable, sustainable, and are person directed and controlled by people with developmental disabilities.”

**Background**

In Pennsylvania, there are two housing options predominantly used by people with disabilities to live in the community. They live in provider-managed residential settings either owned or rented, but controlled by an agency that also delivers the services for the home and those who live there; or they continue to live with their parents or other family members, long after childhood. During public forums Council held in fall 2014, attendees asked for alternatives to the housing described above. While they admitted to a smaller degree that some people do rent their own apartments, they strongly advocated for people with disabilities to have more choice and control in their homes and services. And they asked for the expansion of housing and service offerings to be separate from each other. This level of flexibility and ability to alter your housing and services is difficult to have within the current system. People should be able to move without losing their supports. Or fire their supports without losing their housing. Council believes this can be accomplished with

renewed commitment to Person Driven Services, Money Follows the Person, the Achieving a Better Life Experience (ABLE) Act, and the support of the Community of Practice: Supporting Families throughout the Lifespan initiative. Further background on current housing programs and options can be found under the Housing Advocacy RFP earlier in this book.

Through a separate RFP, Council is funding a Person Directed Housing and Services Advocacy project to facilitate the systems changes needed to support the replication of creative housing options that separate housing and services controlled by people with developmental disabilities.

With this RFP Council will fund two demonstration projects (one rural and one urban) that enable people to live in their own home; not a provider residential setting under the control of an agency. Pennsylvanians with disabilities need housing options that enable a person to live in their own home, in a non-congregate setting, with services and supports as needed and chosen freely and separately from their housing. Additionally, when people with disabilities live in a home owned by a provider of services, they must share in the equity built through the ownership of the home. This, combined with the benefits of the ABLE Act will support people with disabilities to become homeowners, and with equity, perhaps buy the home of their dreams.

**NOTE:** The Council has a strong preference to engage generic, typical everyday housing systems and will not fund programs that have housing and services tied together. Additionally, no participant in the project may be placed in jeopardy of homelessness at the end of this project through the lack of sustainability planning.

**Required Activities**

1. Describe how you will increase housing and services separate from each other and controlled by people with developmental disabilities in either rural or urban areas.

2. Identify an unserved or underserved group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.

1. Develop and implement a model for project work to be replicated in other areas of the Commonwealth. This model must ensure people with developmental disabilities supported through the project will be able to sustain their chosen home and services beyond the length of the demonstration project.
2. Ensure people with developmental disabilities hold substantial roles conducting active work in the various components of the project.
3. Ensure people with developmental disabilities are supported to choose: when, where, how, and what type of home (life-sharing, co-op, public housing, private housing, renting or owning,

architectural type, etc.), with whom they will live, and what supports they will have. Your approach

must respect privacy, individuality, diversity and personal lifestyle choice.

1. Ensure that if people with disabilities chose to rent a home owned by a provider of services, they are free to choose, direct and control their services from a different provider(s), and they must share the equity built through the ownership of the home.
2. Develop and conduct a pre- and post- survey to evaluate the success of the demonstration project, the success of emerging best practices, and the level of statewide expansion.
3. Implement strategies and activities to achieve lasting systems change to increase sustainability of affordable, accessible, fungible and portable housing and services separate from each other and controlled by people with developmental disabilities in Pennsylvania.

9. Expand the project model to other areas of the Commonwealth as identified in the original proposal and as approved by Council based on proven success of the project, at a minimum on a reoccurring annual basis.

10. Work collaboratively with the Council’s Person Directed Housing and Services Advocacy project, and the other Demonstration project, so as not to duplicate efforts and to enhance the quality of each grantee’s project.

1. Join the stakeholder coalition formed by the Council’s Person Directed Housing and Services Advocacy grantee and support the coalition activities in an effort to increase the success and sustainability of each project.

## Person Directed Housing and

**Services Demonstration (Cont.)**

1. Document your efforts in a culminating report or product identifying barriers encountered, strategies implemented, outcomes, and recommendations for future work to be shared with the Council. With approval from the Council, publish and disseminate to appropriate stakeholders.

#### Expected Outcomes

1. Housing and services will be exchangeable and portable, accessible, and freely chosen without basing attainment of either on the other

2. A specified number of people with developmental disabilities will control their own housing, having

their name on the lease or mortgage of a home.

1. Housing will not be linked to the purchase of services from the housing provider.
2. A targeted disparate population will become an ally and integral partner in the active work of the

project and through project efforts their level of disparity will be decreased or eradicated.

5. A specified number of people with developmental disabilities will choose who lives in their home, and with whom they share their lives, and will have support that honor privacy, individuality, diversity and personal lifestyle choice.

**RFP#: 15-16**

**Planned Allocation: Two projects @ $50,000 each per year for up to five years**

**Preproposal Conference: Tuesday, October 25, 2016 @ 10:00 AM** [**http://paddc.adobeconnect.com/persondirecteddemo/**](http://paddc.adobeconnect.com/persondirecteddemo/)

**Proposal Due Date: Tuesday, November 29, 2016**

**Staff: Dana Thompson**

**Rural Mobile Resources**

*“To create a mobile multi-systems resource that disperses information, organizes meetings, and facilitates the creation and provision of needed services in rural Pennsylvania.”*

**Background**

When people typically think of access to information, first thoughts may go to the Internet, webinars, radio and television. While those are useful paths to find and retrieve information, when the Council held public forums across Pennsylvania in the fall of 2014, people in every rural location reported there is limited or difficult access to information, particularly via the Internet. People in rural Pa also testified traveling up to 4 and 5 hours to get to a suburban or urban area, where meetings and training sessions typically occur. Access to care and services are often just as inaccessible for those living in rural communities.

With this RFP, Council hopes to fund two projects to ensure that there are resources provided with rural people with disabilities in mind. It should be just as convenient for people who live in the country to receive information and services as it is for people who chose city life. The intent of this grant is to ensure that information and services are readily and routinely available, by

* Disseminating information
* Coordinating the availability of expert support
* Advocating for needed services
* Creating new services, and
* Connecting people with services and supports, both formal and informal

#### Required Activities

1. Ensure rural Pennsylvanians become allies and substantial partners in the active work of the project. For the purposes of this grant, people living in rural Pennsylvania may be regarded as the required “disparate group."

1. Work collaboratively with the Council’s other Rural Mobile Resources grantee, so as not to duplicate efforts and to enhance the quality of each grantee’s project.
2. Map out rural communities for availability of services and identify when and where people routinely

congregate.

1. Create and support “rural resource networks” to guide work specific to a region and ensure that rural people with disabilities will have input into when, where, how, and what resources are needed and provided in their area. Build partnerships among disability-specific and generic entities that exist in rural areas, to build capacity to provide needed services.

5. Develop a rural database of people and entities that currently provide both generic and disability specific services, and cross disability resources and topical expert information. Consider innovative uses of technology to connect distant rural communities to each other.

## Rural Mobile Resources (Cont.)

6. Determine what services are not available in an identified rural area, and advocate for and support

provision of those needed services.

1. Implement strategies to achieve lasting systems change for the delivery of information and services to people with disabilities and their families in rural Pennsylvania beyond the length of the project.
2. Determine how to measure, and measure the successful progress of activities and elimination of the lack of local resources experienced by rural Pennsylvanians
3. Expand the project model into a new rural area of the Commonwealth, adjacent to the current project area, as identified in the original proposal and as approved by Council based on proven success of the project, at a minimum on a recurring annual basis.

10. In collaboration with the other project funded under this RFP, document your efforts in a culminating report or product, shared with the Council. With approval from the Council, publish and disseminate the report to appropriate stakeholders and the public.

#### Expected Outcomes

1. Rural Pennsylvanians will increase their access to local resources.
2. Rural Pennsylvanians will become integral partners in the active work of the project.
3. Rural Pennsylvanians will report an increased connection with topical experts and the routine

availability of information.

1. Rural Pennsylvanians will report an increase in access to and choice of services and local generic

community supports.

1. Rural Pennsylvanians will report time saved in locating information and services.
2. Rural Pennsylvanians with developmental disabilities will report more connection with their local

communities and with other people in similar circumstances and interests.

**RFP#: 16-16**

**Planned Allocation: Two projects @ $50,000 per year for up to three years.**

**Preproposal Conference: Wednesday, November 9, 2016 @ 10:00 AM** [**http://paddc.adobeconnect.com/rural/**](http://paddc.adobeconnect.com/rural/)

**Proposal Due Date: Thursday, December 8, 2016**

**Staff: Dana Thompson**

**School Culture**

*“To create a program to demonstrate/develop respectful, inclusive, diverse culture and values in schools, adapted for applicability in diverse settings, cultures and values contexts.”*

**Background**

Schools and School Districts are a vital part of any community and have a significant impact on the greater community. Schools usually reflect the attitudes, values and culture held within the community in which they are located. At times this can lead to the disparate treatment of marginalized sub groups within the school or district which can lead to harmful effects on those

who are seen as racially, ethnically, sexually or economically “different." One such group, who are subject to exclusion, bullying, segregation and ridicule, are students with disabilities. The Council believes that by improving the school culture towards embracing diversity, these impacts can

be ameliorated. We also hold that the fundamental forces driving exclusion are the same for all marginalized groups and therefore hold that, while it is our intention to improve school culture for children with disability labels, this can only be done in the context of a culture wide approach to diversity in general.

In isolated pockets throughout the country, addressing and changing values held by teachers, students, administrators and staff has led to positive results in both the school and community. Where the approach of changing the culture and values within the schools has been implemented it has been shown that among other effects, mutual respect thrives, less violence occurs at sporting events, there is less bullying and there is less reliance on Resource Officers.

With this Request for Proposal, Council seeks with particular reference to disability diversity, to establish projects which focus on changing the culture within three distinct schools or school districts and learning the impact that the change has on the community where the school is located.

#### Required Activities

1. Grantees are required to meet and collaborate with sister projects as well as other projects recommended by Council and should budget accordingly.

1. Within the first three months of the grant, all projects will come together to agree upon what

outcome measures to use.

1. In the first year of the grant, projects will to come to a consensus about how they will develop their values within the context of their dominant culture and multi-cultural sub-contexts. This must be developed in concert with students and other disparate groups within the school.
2. Identify a cadre of teachers who will attend off-site training in Character or Values Based Education. This training will be provided by a Council approved provider at the grantee’s expense.

## School Culture (Cont.)

1. Identify a group which is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.
2. Convene an Advisory Board, made up of students, teachers and parents and including members

of the identified disparate group, which is an integral part of the work of the project.

1. Implement and modify a project to improve school culture, especially with regard to diversity, with disability as one element of that broader school diversity. Consider the use of Restorative Justice Techniques.

8. Using an assessment tool approved by the Council, demonstrate an overall improvement in

diversity respect as well as any barriers encountered which prohibited success.

9. Each project funded under this grant, individually, or in partnership with the sister projects, will produce a guide which can be shared across the Commonwealth on how the project can be replicated. The guide shall also include the pre- and post-assessment results along with a description of the dominant culture and a narrative about the make-up and involvement of the Advisory Board.

#### Expected Outcomes

1. The project will demonstrate an overall improvement in diversity respect as well as any barriers encountered which prohibited success. There will be reductions in violence, bullying, behavioral interventions and other indicators of a breakdown in a mutually respectful school culture.

2. A specific targeted population’s level of disparity will be decreased and its status as an underserved/unserved population will be lessened or eradicated.

3. A guide which can be shared across the Commonwealth on how the project can be replicated will be published and disseminated.

**RFP#: 17-16**

**Planned Allocation: Three projects @ $50,000 each per year for up to five years.**

**Preproposal Conference: Monday, October 17, 2016 @ 2:00 PM** [**http://paddc.adobeconnect.com/schoolculture/**](http://paddc.adobeconnect.com/schoolculture/)

**Proposal Due Date: Thursday, November 17, 2016**

**Staff: Paul Kuglar**

**School to Prison Pipeline**

*“To ensure that children and youth who are disproportionally affected by policies and practices that deprive them of a regular education, (especially those with disabilities), are provided with equal opportunity, and access to quality educational and instructional time, as well as supports and services that allow them to be maintained in the regular school and classroom.”*

**Background**

The Council has an extensive history of working in the area of inclusive education that has included

collaborative efforts between schools, families, communities and higher education. In response to the needs that we are hearing from stakeholders in this area, the Council turned its attentions to examining widespread disparities throughout Pennsylvania schools districts in the treatment of children with disabilities, children of color with and without disabilities, as well as LGBTQ youth through exclusionary policies such as zero tolerance, suspension/ expulsion and reassignment to ”discipline schools” as practices that are part and parcel of the “School to Prison Pipeline.”

The School to Prison Pipeline is a nationwide process in which local, state and federal education and public safety policies push students out of school and into the juvenile/criminal justice system. The School to Prison Pipeline operates directly and indirectly. Schools directly send students into the pipeline through policies that exclude student from learning environments and involve the police in minor incidents that often lead to a students’ removal from school through arrest, citation, fines, juvenile detention referrals, and even criminal charges. Police officers get involved in routine student conflicts and disciplinary matters that are not particularly dangerous or violent. These policies and practices have the disproportional effect of pushing students, especially those most at risk, including

those with disabilities out of classrooms and into juvenile and criminal justice systems through school based arrests.

According to the Department of Education Office of Civil Rights Data Collection in (2011-2012), 6% of students in Pennsylvania without disabilities (non-IDEA) were suspended out-of-school, while 11% percent of students with disabilities (IDEA) were suspended out-of-school: on average, 5% of white students are suspended, compared to 16% of black students, and Pennsylvania and 10 other states reported higher gaps than the nation between the suspension rates of black students and white students for both boys and girls.

Additionally, Black girls are suspended at higher rates (12%) than girls of any other race or ethnicity and most boys. Gay and transgender youth, particularly gender nonconforming girls, are up to three times more likely to experience harsh disciplinary treatment by school administrators than their heterosexual counterparts. LGBTQ youth make up 13-15 percent of the juvenile justice system, even though they make-up only 5–7 percent of the population overall, and 60 percent of these youth are black or Latino.

Studies show that up to 85 percent of youth in juvenile detention facilities have disabilities that make

## School to Prison Pipeline (Cont.)

them eligible for special education services, yet only 37 percent receive these services while in school. Research shows that implicit biases may also be contributing to discipline disparities and the push out of students.

The Council’s stated value on Cultural Competence holds that disability competence is co-extensive with other forms of cultural competence. We therefore hold that the practices that lead to educational deprivation for disabled students also hold for students of color and other marginalized groups. We believe that any efforts made under this grant should be of benefit to all of the groups affected by the discriminatory impact of school policies and procedures.

With this RFP, the Council will fund one creative project to ensure that children and youth with disabilities, along with children and youth of color w/without disabilities and LGBTQ youth will have equal access to a quality education that can change their trajectory away from the “pipeline..

Due to the complex nature of these issues, the Council expects the successful bidder to work in collaboration with generic and diverse community partnerships, other PADDC grantees, organizations and entities with culturally diverse members and others whose efforts target disparate populations marginalized by the dominant culture.

#### Required Activities

1. Enter into statewide, regional and local conversations to bring awareness about the school-to-

prison pipeline and how it impacts students with disabilities students of color, and LGBTQ youth.

2. Enter into agreements with schools/districts who are willing to partner in these efforts, to create community/school based programs that provide leadership/mentoring opportunities for displaced children and youth through out-of-school time.

3. Develop or replicate creative, innovative programs in communities that support the academic success and well-being of marginalized students in schools.

4. Work with existing systems to collaborate in the development of more effective methods of in-

school, out of school programming.

5. Develop or adapt best practice training modules on Implicit Bias and De-Biasing for decision makers including teachers, administrators, school resource officers, police, juvenile judges and others dealing with juveniles, to reduce disproportionalities.

6. Develop or adapt best practice training modules for School Resource Officers and law

enforcement dealing with youth.

7. Support demonstrated alternative strategies to address student misbehavior including, by not limited to Restorative Justice, State-Wide Positive Behavioral Intervention Support, Wraparound, Family Group Decision Making, etc.

8. Make findings, reports, presentations and recommendations as to best practice available, with

Council approval, to the broad educational community.

#### Expected Outcomes:

1. There will be a measurable increase in awareness by all stakeholder of the issues that have culminated into the “School to Prison Pipeline ."
2. Collaborations will be established between stakeholders, including but not limited to diverse communities, community organization representative of the disparate populations, students, families, schools staff, law enforcement, juvenile justice practitioners, and faith communities.
3. An increase of referrals to community based services and a commensurate decrease of referrals to law enforcement or juvenile justice placements will be documented, as well as declines in the number of suspended, expelled or alternatively placed students.
4. Disparities along disability, racial and other lines relating to discipline and academic achievement will decrease.

**RFP #: 18-16**

**Planned Allocation: One project @ $85,000 per year for up to 5 years Preproposal Conference: Thursday, October 27, 2016 @ 10:00 AM**

[**http://paddc.adobeconnect.com/pipeline/**](http://paddc.adobeconnect.com/pipeline/)

**Proposal Due Date: Tuesday, November 22, 2016**

**Staff: Karen A. Reed**

## School to Prison Pipeline – Re-Entry

###### “To ensure that children and youth, especially those with disabilities, who are disproportionally affected by policies and practices which have deprived them of a regular education are provided with those supports and services that allow them to be returned to the regular school and classroom.”

**Background**

The School to Prison Pipeline is a nationwide process in which local, state and federal education and public safety policies push students out of school and into the juvenile/criminal justice system. The pipeline and Council’s work in this area are described more fully in the “School to Prison Pipeline RFP” earlier in this book.

With this RFP, the Council will fund one creative project to ensure that children and youth with disabilities, children and youth of color w/without disabilities and LGBTQ youth will have equal opportunity to a quality education as they transition back into educational settings from out of school suspension/expulsion and alternative placement.

Due to the complex nature of these issues, the Council expects the successful bidder to be in collaboration with generic and diverse community partnerships, other PADDC grantees, organizations and entities with culturally diverse members and others whose efforts target disparate populations marginalized by the dominant culture.

**Required Activities**

* 1. Enter into statewide, regional and local conversations about student re-entry to learning settings and how schools and communities can positively affect the life trajectory of students with disabilities, students of color, and LGBTQ youth.
	2. Investigate current evidence based or best practice re-entry programs in Pennsylvania, including:
		+ available services and supports needed to ensure family, school and community stability, skill development, and healing of damaged relationships,
		+ current services and supports needed to promote positive use of leisure time in service learning activities,
* use of Restorative Justice practices,
* best practices in Person Centered Planning, and
* best practices in Trauma Informed Care.

3. Collaborate with existing systems in the development of more effective methods of in-school and

out-of-school programming for returning students.

1. Enter into collaborative agreements with existing transition programs in schools and districts that

may be willing to partner in these efforts.

1. Develop collaborations with the academic community in utilizing available tools to work on issues of disability and racial bias.
2. Develop creative and innovative programs in communities that will help to support the academic success and well-being of marginalized students in schools.
3. Create connections with community or school based programs that provide leadership and mentoring opportunities for students re-entering learning settings, home and community.
4. Promote the development of positive practices and processes that focuses on making connections, supporting behaviors that promote good decisions, and helping students to develop meaningful social skills.
5. Prepare and disseminate information on best practices to educational and associated communities.

#### Expected Outcomes

1. A successful model will be developed for encouraging effective partnerships between students, family, school personnel, community and faith based organizations that support youth re-entry through restorative justice practices and person centered planning.

2. This model will be developed for returning students that supports student re-entry goals and

efforts to return to school sooner.

3. Current providers of community services and supports, both formal and informal/generic, will be engaged to address mental health, social and behavioral concerns, and chronic health problem using trauma informed care practices in schools and community.

1. The number of leadership development opportunities for returning youth will be increased.
2. A body of knowledge will be available and actively disseminated to identify best practice in this area.

**RFP#: 19-16**

**Planned Allocation: One project @ $85,000 per year for up to 5 years Preproposal Conference: Thursday, October 27, 2016 @ 1:00 PM**

[**http://paddc.adobeconnect.com/pipelinereentry/**](http://paddc.adobeconnect.com/pipelinereentry/) **Proposal Due Date: Tuesday, November 22, 2016**

**Staff: Karen A. Reed**

**Self Advocacy Support**

*“To develop, support and sustain a statewide self-advocacy organization led by people with developmental disabilities.”*

**Background**

The Council has a long history of support for self-advocates, particularly in the area of intellectual disability. The Federal Developmental Disabilities Assistance and Bill of Rights Act requires that each State’s Developmental Disabilities Council develop a plan inclusive of a goal to “establish or strengthen a program for the direct funding of a State self-advocacy organization lead by people with developmental disabilities." With this RFP we hope to continue our tradition of support for self-advocacy (particularly our support of self-advocacy for people living in institutions); fulfill the

requirements of the DD Act, and build on our past accomplishments. We are particularly interested in developing cross-cultural and youth related competencies in the self-advocacy movement.

In this RFP book, we are requiring for the first time that all applicants for funding demonstrate their commitment to the meaningful participation of people with disabilities in the planning, administration and implementation of their work. This means that the successful applicant for this RFP will need to work, as much as is practicably possible, with many of our other grantees.

The Council is providing funding to support a self-advocacy organization run by self-advocates, which will:

* + Support leaders in the self-advocacy movement to train and develop other self-advocates who wish to develop their leadership skills.
	+ Ensure the participation of self-advocates in cross-disability and cross-cultural coalitions across the state (including, but not limited to, participation in Council activities such as Meaningful Day Transitions , Cross Disability Efforts, the Community Alliance Summit, the CMS "Final Rule," etc.) Ensure support for emerging self-advocates living in institutions.
	+ Provide technical assistance to other Council projects incorporating self-advocacy activities as noted above.
	+ Ensure the meaningful participation of youth and young adult leaders in the above activities.

**Note:** Only state-wide Self Advocacy organizations, led by people with developmental disabilities, are eligible to apply for funding under this objective.

#### Required Activities

1. Describe how your organization will be strengthened, with funding from the Council, through the duration of this grant.
2. Plan and implement training, mentoring, peer-to-peer or other activities to develop new leaders in the self-advocacy movement.

3. Develop and utilize training/informational tools that will assist with required activities that are

accessible to those who are participating in the grant.

1. Support the participation of self-advocates in planning, advisory and other work groups, councils and boards, ensuring that an increasing number of these boards are cross disability and cross cultural in nature.
2. Identify an unserved or underserved group of potential self-advocates who are disproportionately

affected by non-participation in self-advocacy efforts. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, economically, geographically, age or disability diverse.

1. Increase the youth and young adult membership of your self advocacy organization.
2. Increase the disability diversity of your organization.
3. Assist people with developmental disabilities living in congregate or institutional settings to become self-advocates.
4. Provide technical assistance to other Council projects related to Self-Advocacy as requested by

Council. Attend Council meetings on a routine basis as consultants to other self-advocacy efforts.

**Note:** A sufficient portion of the budget should be set aside to actively support the involvement of self- advocates. This project will provide assistance with travel expenses, personal assistance, cognitive coaching, interpreters, etc.

#### Expected Outcomes

1. Report through self/or contracted assessment that your organization has been strengthened as a

result of this grant.

2. Self-advocates across the state will have increased their self-advocacy, self-determination and

leadership skills and will report a noted change in their ability to affect change.

1. The organization will increasingly be led by a diverse group of self-advocates, including youth/ young adults and members of the identified disparate impact group.
2. People with disabilities from congregate care and/or institutionalized settings will report increased self-advocacy, self-determination and leadership skills and having their voices heard on issues that are important to them.

5. There will be increased participation by self-advocates in cross disability and cross cultural coalitions across the state.

1. Other Council projects will report satisfaction with the training, technical assistance and support/ participation efforts of the selected grantee.

**RFP#: 20-16**

**Planned Allocation: 1 project @ $85,000 for up to 5 years Preproposal Conference: Thursday, January 12, 2017 @ 10:00 AM**

[**http://paddc.adobeconnect.com/selfadvocacysupport/**](http://paddc.adobeconnect.com/selfadvocacysupport/)

**Proposal Due Date: Wednesday, February 8, 2016**

**Staff: Karen A. Reed**

**Stigma**

*“Continue the Council’s previous work in the area of Stigma, moving into education/early childhood by creating a diversity/disability history curriculum as part of the general education curriculum.”*

**Background**

Stigma is the intentional or unintentional “mark” imposed by others upon a person who is interpreted as having an incapacity or worthlessness. In the Council’s work, we do not focus on the hurts and wounds endured by people who are stigmatized; rather we focus on stigma as the psychological and attitudinal perception that exists within the stigmatizer.

With their focus on people with disabilities, we reject anti-Stigma approaches which herald the achievements of people with disabilities held up as something remarkable, as well as the notion that inclusive practices alone will address the beliefs and attitudes of the stigmatizer, as these are often, although well intentioned, paternalistic in nature.

Council’s approach to Stigma is the direct confrontation of the beliefs and attitudes, often unconscious, held towards disability by the general society, and to replace these beliefs with a commitment to, and understanding of, the value of diversity in our culture.

Interest in Disability History is on the rise not only in the Commonwealth but also on the national level.

Much of the effort to educate the public on Disability History has been through exhibits in museums or governmental venues. We hope that by bringing an understanding of disability history, on both a conceptual and experiential level (as is age appropriate), into the educational market place, we can bring about change in the general culture.

With this RFP, the Council will fund one project to consider the impact of Stigma in education and early childhood through the creation of diversity and disability history curriculum as part of the regular education process.

#### Required Activities

* 1. Develop a broad coalition of groups who may be interested in this issue including, as possible PDE, PSEA, School Board Association, Teacher Training Colleges, Right to Education Taskforce and other education based organizations.
	2. Work closely with a group of representatives of Council who will act as a steering committee.
	3. Develop a curriculum which incorporates cognitive and experiential learning and teaches that disability is a natural part of the human condition.
	4. Develop the curriculum in order that it can be incorporated in to the current curriculum in a natural way with components for courses in Health, History, Social Studies, Bullying, etc.
	5. Test the curriculum with children with disabilities. Get their feedback on its helpfulness and their comfort level with it being presented in the company of their non-disabled peers.
	6. Collaborate with others to test the curriculum in the classroom setting. Gather feedback and measure impact, modifying the curriculum as necessary.
	7. As the project progresses, develop and test age-appropriate curricula for preschool through 12th grade.
	8. As the project progresses, develop and test age-appropriate curricula for college level students.
	9. Collaborate with other Council projects such as the Values Education, Self-advocacy, and Community Opportunities for Younger Parents, School to Prison Pipeline as well as existing History of Disability efforts throughout the Commonwealth and nation.

#### Expected Outcomes

1. A range of age appropriate curricula addressing disability history, culture and stigma, will be developed and tested.
2. The impact of these curricula on children with disabilities will be carefully monitored and taken

account of as the curricula are developed and refined.

1. Children with disabilities will express a sense of disability history knowledge and disability culture pride.
2. Plans will be made to continue the dissemination and use of these curricula beyond the life span of the project.

**RFP#: 21-16**

**Planned Allocation: One project @ $150,000 per year for up to five years.**

**Preproposal Conference: Tuesday, October 18, 2016 @ 10:00 AM** [**http://paddc.adobeconnect.com/stigma/**](http://paddc.adobeconnect.com/stigma/)

**Proposal Due Date: Tuesday, November 15, 2016**

**Staff: Paul Kuglar**

**Veterans Support**

*“To help returning veterans and their communities, including families, develop competencies in assimilating and supporting returning veterans with disabilities with special reference to those who have sustained injuries before age 22.”*

**Background**

Young men and women wanting to serve their country enter the military believing they will be provided with the care and support they need, both when in the service and after returning to civilian life. This does not always work as intended.

Prior to discharge there is little to no information provided that would help the veteran make educated, rational decisions about their life outside the military. The veteran enters a foreign world which often leads to the reluctance to seek help. Many veterans resort to drugs or alcohol to mask their pain. In turn, this often results in unemployment or underemployment. The Council believes the problems are three-fold: there is a lack of services; there is a lack of information about available services, and the military mindset inhibits the adoption of a positive disability identity, because a person with a disability is seen as one who is dependent, broken, or “needs help.”

During their time in service, veterans receive medical care required, but are trained from the moment they enter service, that they can overcome any obstacle they face. This “can do” mindset permeates everything they do and carries over after they have returned to civilian life. While this mindset is often viewed as being valued, it has a downside when the veteran is in need of support. While in

the service veterans often find themselves suppressing their support need so as not to look weak. The difference in a veteran’s life experience and the fact that they do not want to be dragged into a stigmatizing world, which exists in the world of disability services and supports, the veteran often refuses to accept their need for mental or physical health services.

With this RFP, the Council will fund one project that will explore current practice and identify the issues a veteran faces when making decisions for transitioning to civilian life, by developing a training guide or curriculum by which these issues can be mediated and through which veterans can be empowered. It is our intention that this will allow veterans to use their mindset to identify, isolate and address physical and mental health problems within the context of their own experience and culture, while accessing the military and civilian services which they deserve.

#### Required Activities

* 1. The project must include at least a 50% representation of veterans who have successfully

transitioned as well as those who have had difficulty transitioning to civilian life.

2. Research the current civilian-side resources available for inclusion in the predischarge guide.

1. Survey discharged veterans on their satisfaction with how prepared they were for reentering

civilian life. Identify a group which is disproportionately affected by this issue.

1. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse.
2. Develop a resource for predischarge counseling which enables the veteran to successfully transition to civilian life.
3. Develop collaborative relationships with military discharge personnel, VA Hospital Personnel, Veterans of Foreign Wars (VFW's), Veterans Centers, Disabled American Veterans (DAV), PA National Guard and the like, to ensure that the guide has broad input and to increase the likelihood of use by the military upon discharge.
4. Demonstrate use of the resource guide in a specific location where veterans are preparing for

civilian life.

1. Measure the satisfaction level of veterans who used the guide using the same satisfaction survey

prior to development and implementation.

#### Expected Outcomes

1. A resource guide to be used for predischarge planning will be developed and used for military personnel leaving active duty.

2. A specific targeted population’s level of disparity will be decreased and its status as an underserved/unserved or neglected population will be lessened or eradicated.

1. The disparate population will become an integral partner in the work of the project.
2. Veterans will report a greater level of knowledge about the supports available to them after discharge as a result of using the guide.

**RFP#: 22-16**

**Planned Allocation: One project @ $80,000 per year for up to five years.**

**Preproposal Conference: Wednesday, October 19, 2016 @ 2:00 PM** [**http://paddc.adobeconnect.com/veterans/**](http://paddc.adobeconnect.com/veterans/)

**Proposal Due Date: Tuesday, November 29, 2016**

**Staff: Paul Kuglar**

## Volunteer Rural Transportation Cooperatives

###### “To demonstrate social media based rural transportation volunteer cooperatives.”

**Background**

It became clear during our 2014 Listening Tour that the needs of rural Pennsylvanians were unique and focused. In 2015 we held a subsequent set of listening sessions about the special needs of rural Pennsylvania, and the message was clear and concise: “It’s transportation."

Although our past work on Shared Ride transportation was appreciated, there were significant problems. The system is expensive, hard to schedule, and has restricted hours, which meant there were difficulties with evening appointments and meetings; finding transportation for ill-defined hours such as the end of medical appointments, and difficulties scheduling rides at both the beginning and end of the work day. In practice, many people relied on family, friends and neighbors for transportation, although they were wary of “imposing” too much and had continuing problems with accessibility. Other issues included volunteers getting “burned out” and negotiating ways to provide gas money to drivers.

A solution suggested by participants in our sessions was the use of a cadre of volunteers matched to people with disabilities who need transportation through an uber-like social media program, perhaps even addressing what was seen as a fleet of human service provider owned vehicles which were not used to their capacity. A further advantage of such a system, by coordinating volunteer driver hours, would be to enable volunteers to limit and plan their time commitment.

With this RFP we encourage local communities to propose a way to make this plan operational in a rural area of the state. We will select up to three proposals to ensure geographic diversity of this demonstration project.

**Required Activities**

* 1. Identify the need for transportation in a specific local rural area, including numbers of users,

destinations, times, etc.

* 1. Identify volunteer drivers/vehicles.

3. Identify possibilities of available vehicles through local provider organizations or other sources.

1. Rural Pennsylvanians, as a group, provided their needs are described fully in the proposal, may be taken as fulfilling the “disparate impact” requirement for this RFP.
2. Address accessibility of vehicles – rent or lease of accessible van for shared use, or adaptations to regular vehicles which allow for transportation of (e.g.) power wheelchairs. (Consider working with organizations such as the Veterans’ Administration who have considered these problems).
3. Develop software to book and confirm rides through smart phone or similar systems (consider working with support from commercial companies who provide similar services).
4. Establish gas/other reimbursement system (if any) and find ways to operationalize this.
5. Meet all regulatory, insurance and risk guidelines/requirements, including those of the Public Utility

Commission.

9. Train volunteer drivers in disability etiquette and other issues as deemed necessary.

1. Put into operation and modify/finesse as necessary.
2. Investigate ways of making this service eligible for third part funding, such as Medicaid. Pursue

other ways of ensuring stability and sustainability of project.

12. Collaborate with other funded projects to develop a “how to” manual for future replication in other areas of the state.

#### Expected Outcomes

1. Improved pre- and post- tested satisfaction by users and drivers will be demonstrated.

2. A specific targeted population’s level of disparity will be decreased and its status as an underserved/unserved population will be lessened or eradicated.

1. The disparate population will become an integral partner in the work of the project.
2. Improved access to work, health care and social engagement will occur.
3. There will be a decreased waiting times for rides.
4. Draw down of Medicaid or other third party reimbursement will occur to cover transportation costs.

**RFP #: 23-16**

**Proposed Allocation: Three projects @ $30,000 up to five years.**

**Preproposal Conference: Thursday, November 3, 2016 @ 10:00 AM** [**http://paddc.adobeconnect.com/ruraltransportation/**](http://paddc.adobeconnect.com/ruraltransportation/)

**Proposal Due Date: Tuesday, December 13, 2016**

**Staff: Karen A. Reed**

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**Appendix A:**

**Council Policies and Resolutions**

* + Federal Definition of Developmental Disabilities
	+ Council Resolution on Aversive Therapies
	+ Council Policy on Communications and Publications
		- Logo Use
		- Open Captioning
		- Right to Publish and Council Copyright Policy
	+ Council Audit Requirements

## Appendix A: Council Policies and Resolutions

#### What is the Federal Definition of Developmental Disability?

The Pennsylvania Developmental Disabilities Council uses the federal definition of developmental disabilities, as it appears in Developmental Disabilities Assistance and Bill of Rights Act of 2000.

Public Law 106-402.

1. IN GENERAL. -- The term “developmental disability” means a severe, chronic disability

of an individual that—

* 1. is attributable to a mental or physical impairment or combination of mental and

physical impairments;

* 1. is manifested before the individual attains age 22;
	2. is likely to continue indefinitely;
	3. results in substantial functional limitations in 3 or more of the following areas of

major life activity:

* + 1. Self-care
		2. Receptive and expressive language
		3. Learning
		4. Mobility
		5. Self-direction
		6. Capacity for independent living
		7. Economic self-sufficiency; and
	1. reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.
1. INFANTS AND YOUNG CHILDREN. – An individual from birth to age 9, inclusive, who has a substantial developmental delay or specific congenital or acquired condition, may be considered to have a developmental disability without meeting 3 or more of the criteria described in clauses (i) through (v) of subparagraph (A) if the individual, without services and supports, has a high probability of meeting those criteria later in life.

While the Council is mandated under federal law to specifically address the needs and concerns of Pennsylvania citizens with developmental disabilities and their families, we recognize that many of the objectives and activities that we fund will also provide ancillary benefits to people with disabilities that are not developmental, to their families or to the greater community.

#### Council Resolution on Aversive Therapies

Following the 1/17/91 formal Council resolution regarding prohibiting the use of aversive therapies, the Council will not consider nor fund any project submitted by any organization or subsidiary organization that uses aversive procedures to modify behaviors of individuals with

developmental disabilities. Aversive procedures are those that have some or all of the following characteristics:

* Obvious signs of physical pain experienced by the individual.
* Potential or actual physical side effects including tissue damage, physical illness, severe stress and/or death.
* Dehumanization of the individual, through means such as social degradation, social isolation, verbal abuse, techniques inappropriate for the individual’s age and treatment out of proportion to the target behavior.

If you submit a proposal under this RFP, you are certifying that the grantee, and any sub grantee(s), do not use aversive procedures to modify behaviors of individuals with developmental disabilities.

#### Council Policies on Communications/Publications

**Logo Use by Council Grantees**

The Council logo may be used only for relevant Council grant-funded project materials. The use of the logo should be considered in terms of the successful completion of materials (DVDs, manuals, publications, etc.) as proposed and approved in the grant work plan. These materials must be consistent with the Council’s Mission and Vision statements, and the stated objectives for the specific grant. Logos may be reproduced only in the Council’s official colors, or black and white.

Project Lead People and staff Project Officers have the responsibility to inform grantees that the logo may be used only after receiving Council permission. This policy should be shared at the grant start-up meeting. Grantees should be informed that their request for permission must be submitted a minimum of one month prior to use to gain approval before the logo can be reproduced or used in the production of materials.

The first line of approval for logo use will be the Project Lead People and staff Project Officer. Secondly, if required by the grant, the relevant content committee must approve any required publications/materials using the logo. The final approval for logo use must be obtained from the Council’s Executive Director. The grantee must be informed of the approval in writing.

The Communications/Publications Work Group should be informed of all materials that were approved to include the Council logo in order to track logo usage and insure that the documents are submitted to the Council Archives.

**Logo Use by Other Organizations**

The Council occasionally receives requests from other organizations to join in promoting issues or events of joint interest. Related to this may be requests to use the Council logo on joint advertisements, brochures, web sites or event materials.

*Continued on next page.*

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## Appendix A: Council Policies and Resolutions (Cont.)

Approval of the use of the Council logo should be limited to those events and related materials when the Council has officially agreed to co-sponsorship either through a vote of the Council or its Executive Committee. Final approval for logo use must be obtained through the Council’s Executive Director. The organization will be informed of the approval in writing. The Council logo may be reproduced only in the Council’s official colors, or black and white.

**Open Captioning**

In order to insure equal access to information, it is the policy of the PA Developmental Disabilities Council that all video and DVD productions, produced by either the Council or by Council Grantees with Council funds, must be open captioned. All Grantees who propose such materials as part of their grant efforts must include costs for captioning in their budgeted production expenses

**Right to Publish and Council Copyright Policy**

Materials developed with funds from this grant may be copied and distributed only with the prior written permission of the Council. In the event permission for such distribution is given, the Grantee must place a copyright notice on materials it develops with funds from this grant. This notice may, if desired, also list the Grantee as a (joint) copyright holder. The notice shall be in the following form:

“Copyright © 2012 [Grantee and] Pennsylvania Developmental Disabilities Council. Permission to reprint, copy and distribute this work is granted provided that it is reproduced as a whole, distributed at no more than actual cost, and displays this copyright notice. Any other reproduction is strictly prohibited.”

**Council Audit Requirements**

All Council Grantees must comply with all federal and state audit requirements including: the Single Audit Act, as amended, 31 U.S.C. 7501 et. seq.; Office of Management and Budget (OMB) Circular A 133, Audits of States, Local Government, and Non profit Organizations, as amended. If the Grantee expends total federal awards of less than $500,000 during its fiscal year, it is exempt from these audit requirements but is required to maintain auditable records. Should your proposal be chosen for funding, the appropriate audit requirements will be reviewed with you prior to start-up.

# Appendix B: Resources

* + The Route to Success Matrix
	+ “Paving the Way: A Toolkit for Assessing and Advancing Cultural and Linguistic Competency”
	+ Generic Social Change
	+ PADDC’s Logic Model
	+ Sample PERT Chart
	+ Developing an Indirect Cost Rate

## Appendix B: Resources

#### The Route to Success Model

The Council has embraced a system change model, called *Route to Success*, which provides a foundation for Council planning and grant activity. It is important to remember that system change is part of everything that the Council does; your response to this specific RFP must show clearly that you, too, are thinking about how your proposal is in line with changing a system.

Because the model that *Route to Success* developed is relevant to “system” in all its manifestations, and “change” on the individual, local, state and national scales, it can help you to focus your grant to achieve improvements in a wide variety of systems. The model provides descriptors of kinds of activities that promote system change.

There are many types of activities that make up the *Route to Success* model. Telling people about the problem or researching the problem (Improving the Knowledge Base), finding new responses to the problem (Selecting Social Strategies)), finding and promoting the work of a leader in the area (Supporting Policy Entrepreneurs) and making sure that the people who are most affected by the problem are engaged in trying to solve it (Creating Stakeholder Will) are likely some of the areas in which you will be working.

Grantees can use the model in a number of ways. As they begin to design a potential project, the model can help them think about other groups or agencies that might care about the issue or who might already be working on the issue in some way. *Who needs to know about the issue? Who might already be doing related research? Who should care about this issue? Who might be a leader in this area?*

It can help them describe the outcome of their work – the targeted audience *knows* more; the research *showed* that; the following groups are *committed* to; this organization is *serving as the leader*. By thinking about these areas in advance, the potential grantee will be able to describe in measurable terms what the project accomplished.

The model can also assist the grantee in thinking beyond this project – what might happen next to make system change more likely? While it isn’t the case that the various activities need to be done in order, it appears that activity in each of the columns is more likely to result in system change. So, for a project focused on improving the knowledge base in its proposed grant, or even the grant that is currently in process, the model can help determine what a good next step might be or what kind of activity might build on current work to promote system change.

1. **Improving the Knowledge Base:** Projects that focus on the following kinds of activities are addressing the area of improving the knowledge base:
	* Identifying the specific problems, collecting data about population trends or unmet

needs, identifying or examining potential solutions, best practices, or discovering the social determinants that exist

* Disseminating the information or data gathered in a variety of formats, to a range of stakeholders
1. **Selecting Clear Social Strategies:** Projects that focus their efforts on the following kinds of

activities are addressing the area of using clear social strategies:

* + Identifying the constraints around a particular course of action, documenting contributions (in terms of activities, support, resources) toward a particular cause, establishing clear, simple to understand goals, identifying and recruiting key players to the effort, developing a plan of action in which players, responsibilities, outcomes and evaluation strategies are detailed, organizing institutional support for a course of action, and celebrating the successes of particular efforts
	+ Establishing a need for a particular data set and then going about gathering data to address concerns or barriers
	+ Sharing this information broadly, so that a range of stakeholders can become involved and informed
	+ Building coalitions, formal or informal, to address a problem
1. **Obtaining Stakeholder Involvement:** Projects that examine or seek to influence the climate in which a project is undertaken are directed at obtaining stakeholder involvement and creating the momentum within different stakeholder groups to take action. Such projects are often engaged in some or all of the following:
* Identifying who cares about the project/problem/situation, describing how this problem with this population relates to other problems with other populations, connecting this particular problem with greater, more broadly experienced problems, building on already existing or already successful efforts of others, analyzing the complexity, difficulty, or urgency of the problem
* Bringing like stakeholders together to share experiences and ideas and to build an action strategy
* Bringing different stakeholders together to foster coordination and collaboration among

them

* Developing common content so that all stakeholders can be part of building the same case for change
1. **Supporting Policy Entrepreneurs:** Policy entrepreneurs are those people who become champions of a cause. They are willing to take a public stand about the importance of an issue or a possible solution to a problem. While projects don’t necessarily have to have a policy entrepreneur, those that have them use them and celebrate them.

## Appendix B: Resources (Cont.)

1. **Using Unexpected Events:** Projects cannot anticipate the occurrence of such events; by definition, they are unpredictable, accidental. However, projects must be prepared and ready to seize opportunities that these unexpected events offer. Sometimes the event celebrates a wonderful new step toward a goal; sometimes the event highlights a crisis or a terrible problem for the services system. In either case, these unanticipated opportunities should be seized for the additional momentum they may give.

#### The Route to Success Model

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COUNCIL MISSION** | **Create knowledge base** | **Select social strategies** | **Create stakeholder will** | **Support Policy entrepreneurs** | **Use unexpected events** |
| Support people with disabilities in taking control of their own lives |  |  |  |  |  |
| Ensure access to goods, services and supports |  |  |  |  |  |
| Build inclusive communities |  |  |  |  |  |
| Pursue a cross disability agenda |  |  |  |  |  |
| Change negative societal attitudes toward people with disabilities |  |  |  |  |  |

**Paving the Way Toolkit**

**“Paving the Way: A Toolkit for Assessing and Advancing Cultural and Linguistic Competency.”** This tool was developed as a culmination of a multi-year effort, specifically for the Pennsylvania Developmental Disabilities Council and its grantees, to assist projects and their host organizations to become more linguistically and culturally competent. The toolkit is meant to serve as a model to address not only linguistic and cultural competency, but also to address broader issues affecting minority groups by offering a set of tools for organizations to assess and implement plans to serve all of your constituents. The toolkit is available for download from our website at [www.paddc.org.](http://www.paddc.org/)

#### Generic Social Change – A Brief Description

Generic Social Change is a systems change model, growing out of our Vision, Mission and Values, which has emerged as a hallmark of our work over the past several years. It grows out of our values around generic change, cultural competence, systems change and viewing disability as a natural part of the human condition.

It starts with the premise that people should live, work and benefit in generic social situations and adds to this the concept that sometimes, at the interface between disability and community, it is the generic community situation or service that should be required to change. Rather than building special models and services for people with disabilities, we hold that the generic systems should change their ways to accommodate all of our society’s members. For example, we hold that the issue of employment is best addressed by change on the part of employers; that early education is best addressed by universal design and acceptance of all children as belonging; that leadership development should be addressed by generic leadership development programs; that housing may be addressed by tackling the attitudes of landlords towards people with disabilities, and that dentistry is not a disability issue, but an issue for the education and training of generic dentists.

To address our interest in this issue, you should indicate wherever possible how your project will address the generic community (the systems and services that exist for all people) as the target of change, and avoid wherever possible the creation of “special programs for special people.”

## Appendix B: Resources (Cont.)

#### Sample Pert Chart

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **Persons Responsible** | **Timelines** | **Expected Outcomes** |
| 1. Identify and selectfacilitation models for stakeholders forums. | Project Director, ProjectCoordinator along with Grant Task Force | Months 1-2 | A consistent model toconduct all forum sessions will be developed. |
| 2. Identify and select locations for forums. (8 forums –2 per region x 4 regions) | Project Coordinator and Administrative Assistant | Month 2 | Forums will be conducted in locations to insure maximum participation and diversity representation from around the state. |
| 3. Recruit Forum Participants. | Project Coordinator, Task force members, Forum Facilitators | Month 2- 7 | Key Stakeholders will be contacted and invited to provide input into this process. |
| 4. Conduct forums. (20 participants per forum x2 per region x4 regions) | Project Director, Project Coordinator, Forum Facilitators, Recorders | Months 3 - 8 | Through the forums, qualitative data will be available from approximately 160 stakeholders. |
| 5. Summarize and record forum results using project design protocol. | Forum facilitators and Recorders | Months 3 - 8 | Consistent data will be gathered from each of the forums held. |
| 6. Review results and findings from forums. | Project Director, Project Coordinator, Data Analysis Consultant | Month 8 - 10 | Data will be reviewed to determine issues and life areas most relevant to stakeholders to create the report/vision statement on… |
| 7. Draft report/vision document based on findings from forums. | Project Director | Month 10 | A draft report will be completed. |
| 8. Conduct Validation workshop with representatives from forums, project team and other stakeholders. | Project Director, Project Coordinator, Forum Facilitators, Recorder | Month 11 | The report and findings will be validated. |
| 9. Revise report document based on results of validation process. | Project Director | Month 11 - 12 | A final report and vision statement is completed. |
| 10. Publish and disseminate report. (Print, Web-version and alternative formats as requested) | Project Coordinator, Administrative Assistant | Month 12 | The report is disseminated reaching the people who can use it. |

\*This PERT chart is given as a sample only and not intended to dictate or suggest activities for your particular grant approach. The PERT chart must cover either the first two years of your proposed effort, or for those projects with shorter grant periods as noted in the Objective Statements, the full time period given

#### Pennsylvania DD Council Logic Model

|  |  |  |
| --- | --- | --- |
| PRIMARY (DDC) SYSTEM |  | SECONDARY (DD) SYSTEM |
| Inputs | Processes | Outcomes | Inputs | Processes | Outcomes |
| * DD Act
* ADD Rules and Regulations
* DDC Infrastructure and Environment
* DSA Environment
* Federal and Other Resources
* State Plan
* Environmental Inputs from Secondary Systems
 | * Systems Change and Capacity Building Activities
* Contributions to Coordinated, consumer and family centered, consumer and family directed, comprehensive system
* Activities and Strategies listed in the DD Act
* Route to Success proven systems change strategies
 | * Measures of Satisfaction
* Measures of Improvement
* Measures of Collaboration
* Collaborations Established
* Self Advocates Engaged
* Demonstrations of New Approaches
* Knowledge Discovered (research findings)
* Policy Recommendations
* Allies Engaged
* Individuals Assisted
 | * Collaborations Established
* Self Advocates Engaged
* Demonstrations of New Approaches
* Knowledge Discovered (research findings)
* Policy Recommendations
* Allies Engaged
* Individuals Assisted
* Myriad inputs from other parts of Broader Systems
 | * Advocacy Activities
* Route to Success proven systems change strategies
 | * NCI and other indicators which form part of the CRA
* NOD Poll
* Attitude Surveys
* Stakeholder Surveys
 |

**Appendix B: Resources (Cont.)**

**Developing an Indirect Cost Rate**

The first step in determining an indirect cost rate is to separate all costs into two groups: direct and indirect costs. The indirect costs are aggregated into an indirect cost “pool” and then allo- cated to the programs based on a set proportion or rate.

There are several measures used to determine the proportion of indirect costs to allocate (ap- ply) to each program. The following simple example illustrates an indirect cost rate based on the relationship between total indirect costs and total direct costs:

Example -- The Advocacy Agency

The Advocacy Agency has a total budget of $3,300. The budget is distributed as follows: Program A has direct costs of $1,000

Program B has direct costs of $2,000

Indirect costs to run the programs are budgeted at $300 Total costs are $3,300

Since Program A’s direct costs are one-third of the total direct costs of the agency ($1,000 out of $3,000), it should bear one-third of the indirect costs. Similarly, since Program B incurs two- thirds of the total direct costs of the agency, it should bear two-thirds of the indirect costs, as well.

The Advocacy Agency can create an indirect cost rate which will allow it to easily accomplish this allocation. An indirect cost rate (using direct costs as a base) is established by dividing the total indirect costs by the total direct costs. For the Advocacy Agency the indirect cost rate is:

Total Indirect Costs divided by Total Direct Costs = $300/$3,000 = 10 percent of total costs

Each program s share of indirect costs can be calculated as a proportion of its direct costs: Program A Indirect Expenses: $1,000 x 10% = $100

Program B Indirect Expenses: $2,000 x 10% = $200 Total Indirect Expenses = $300

After the indirect costs have been allocated to the programs, the budget now reads as follows: Program A has direct costs of $1,000, indirect costs of $100 = $1,100

Program B has direct costs of $2,000, indirect costs of $200 = $2,200 Total costs are $3,300

This illustrates that after Program A has picked up its fair share of indirect costs, the true cost of running Program A is $1,100. As you can see from this example, using direct costs as a basis for your indirect cost rate will result in larger programs being charged with more of the indirect costs than smaller programs.

# Appendix C: Forms and Attachments

* Intent Form
* Mailing Label
* Title Page
* Budget Form

All forms are available on the Council’s website at [www.paddc.org.](http://www.paddc.org/)

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**Appendix C: Forms and Attachments**

**Note:**

Your first step in applying for a Council grant is to send in the form below *immediately*. If you are

considering submitting a proposal, please complete a separate Intent Form for each Objective. Mail the form directly to the Council’s office at:

Room 561 - Forum Building

605 South Drive

Harrisburg, PA 17120

Or Fax the form to (717) 772-0738.

In order to receive the Preproposal Meeting Minutes for any given activity, you must inform us of your intent to submit a proposal using one of the attached Intent forms. Remember that these Preproposal Meeting Minutes may contain important information regarding the preparation of your proposal or any addenda to this RFP.

**INTENT FORM**

**I am interested in submitting a proposal for: (List only one per form.)**

**(Name of the Objective)**

RFP #:

**Please send Preproposal Conference Minutes for this activity to:**

**Name:**

**Organization:**

**Address:**

**County:**

**City/State:**

**Zip Code:**

**Phone: Fax:**

**E-Mail:**

***(If you will be submitting more than one proposal under various activities, please duplicate this form and submit separate forms for each activity.)***

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**Mailing Label**

Please use this label form for mailing your proposal. You may cut this label out and firmly affix it to

your proposal package, or copy this exact format for your mailing label.

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TITLE PAGE

PENNSYLVANIA DEVELOPMENTAL DISABILITIES COUNCIL REQUEST FOR GRANT PROPOSALS

Request for Proposal Title: Request for Proposal Number: Name of Applicant:

Street/P.O. Box #: City/State/Zip Code: Contact Person & Title:

Telephone #: ( ) Contact E-mail:

Applicant’s Federal Identification Number:

Applicant’s Vendor Number (if applicable):

County of Applicant:

County(ies) Where Project Services Will Be Provided:

Are you applying to operate in a “Federal Poverty Area”: yes no

If yes, description of why your area of operation meets the definition of “Federal Poverty Area” is found on page

 of this Proposal.

You must include the descriptions and plans to address Systems Change, Meaningful Participation, Disparate Impact and Generic Social Change, as detailed in the Grant Application Instructions of the Request for Proposals book. Please note the pages in your proposal where those descriptions are located.

Systems Change – Page

Disparate Impact – Page

Meaningful Participation – Page

Generic Social Change – Page

Submission of this proposal constitutes agreement to the following:

* You certify that you will comply with all policies noted in Appendix A of the RFP Book.
* You certify that staff, once assigned, will not be transferred to other projects without the prior consent of the

Council

* You certify that you are willing to work with other Council grantees as seen as appropriate by the Council.

The authorized signature on this Title Page indicates the applicant’s acceptance of the condition that this proposal remains valid for 150 days from the date of submission.

*(Signature of Applicant’s Authorized Official)*

*(Printed Name and Title of the Authorized Official)*

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DEVELOPMENTAL DISABILITIES COUNCIL BUDGET FORM

GRANTEE NAME:

GRANT PERIOD: FROM , 20 TO , 20

|  |  |  |  |
| --- | --- | --- | --- |
| BUDGET CATEGORY | DD FEDERAL SHARE | LOCAL MATCH SHARE | TOTAL |
| PERSONNEL TITLE |  |  |  |
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| SUBTOTAL PERSONNEL: |  |  |  |
| OPERATIONS: |  |  |  |
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| SUBTOTAL OPERATIONS |  |  |  |
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|  |  |  |  |
| INDIRECT COSTS |  |  |  |
| SUBTOTAL INDIRECT COSTS: |  |  |  |
|  |  |  |  |
| TOTAL: |  |  |  |

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***In 2015, the Pennsylvania Developmental Disabilities Council adopted a new identity. The look is inspired by the Sassafras tree, a native species found in wooded areas throughout Pennsylvania.***

***The Sassafras is a natural symbol of perfect diversity. Graced with three distinct leaf shapes, each leaf and each branch of the Sassafras is supported by the same root system and habitat....***

***much like an inclusive community where each member is cherished, valued and nourished to develop fully.***

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