

PADDC

**Summer 2017 Re-issued
Request for Proposals**



PADDCC

PA Developmental Disabilities Council

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.



Statement of Values

1. 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.

2. 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 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.

3. 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 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.

4. 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.” 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.”

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

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Statement of Values (Cont.)

6. 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.

7. 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.”



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This document is available in alternative formats upon request to the Council offices.

Please contact us:

Voice: (717) 787-6057 | Toll Free: 1 (877) 685-4452 | www.paddc.org



1. The Council/Introduction



1. The Council/Introduction

What is contained in this book?

This book covers grants that were 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.

The eight objectives noted further in this book are re-issued requests from those issued in the Fall of 2016. They mainly relate to creating positive change in rural communities, schools and in addressing systems change. The Council did not receive sufficient applications that met with the Council's request, values and standards, or that did not address the mandatory requirements for application. As a result, the Council is seeking further applicants for grant funding to fulfill our intent under the 2017 – 2021 State Plan.

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

What is new for 2017?

Please note that this 2017 Request for Proposals book contains **significant changes** to our previous books. It notes several long standing values of the Council which applicants must now specifically address as a part of the mandatory requirements.

Systems Change. 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. You can learn more about this model on the Council's website at www.paddc.org

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. Proposers must also describe what steps your project will take to ensure the active and meaningful participation of people with developmental disabilities in your project.

Disparate Impact. With this Request for Proposals (RFP) we require all Council grantees to recognize, 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.

Generic Social Change. And finally, all grantees are 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. We urge you to read these sections carefully and provide full responses to these mandatory sections of your proposal. Failure to do so will result in the disqualification of your proposal!

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 Appendix C of this book.

Council has, for a number of years, provided opportunities for funding through our Community Grants Programs. These smaller grant programs have streamlined application processes and are intended to reach grassroots groups that 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.

Summer 2017

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2. 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.
3. Your proposal must be signed and submitted with the original and seven copies (8 copies total).
4. You must include a budget narrative page detailing by line item how money will be spent.
5. 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 (Pages 8-10)***, as well as your plans for addressing these issues as a part of your grant effort.
6. 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 A.
 - 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. Part One should include the following sections:

- A complete narrative describing your proposed efforts
- A PERT chart
- A section that specifically addresses each of the four mandatory requirements

Narrative of Your Proposed Efforts: 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.

PERT Chart: 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 B of this book. You should address each of the required activities in the relevant objective statement.

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2. Grant Application Instructions (Cont.)

Mandatory Requirements: Additionally, in Part One, all proposals should address the four specific areas noted below. Each of these areas should be 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?

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 on the Council's website at www.paddc.org

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 **does not mean** that people with disabilities only role in the work is that of project

participants, but also involvement of people with disabilities and other marginalized groups in **the early, prompt and ongoing 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 diverse. Further information on the toolkit is available from our website at www.paddc.org

Addressing Disparate Impact: In this plan cycle, both the PADDC and our partners on the federal level have become increasingly concerned that certain people with disabilities experience additional marginalization as a result 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 additionally 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. To be clear, ‘disability’ in and of itself is not to be considered cause for disparate impact as people with disabilities are the target of all of this Council’s efforts. We are looking for those circumstances that are experienced by people in addition to their disability that causes further roadblocks to reaching their goals.

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.”

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.

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2. Grant Application Instructions (Cont.)

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."

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 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. Federal funds may not be used for lobbying.

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.

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2. Grant Application Instructions (Cont.)

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 PADDCC 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.

General Formula

Step 1: Federal Request

3 = Local Match

Example: \$75,000

3 = \$25,000

Step 2: Federal Request + Local Match = Total Grant

\$75,000 + \$25,000 = \$100,000

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, leased equipment costs, etc. Again, the federal and local shares should be shown.

Travel: All grantees are required to follow the Commonwealth Travel Rules, which include such items as mileage reimbursement rates (currently 53.5 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.



3. 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 Human Services
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.**

2. The proposal must be received by the Division of Procurement in the Department of Human Services 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.**
3. 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 choose 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

What happens to my proposal once it is submitted?

Proposals should be submitted to the Department of Human Services 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 that are inconsistent with our values may result in disqualification of a proposal.

2. 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.

3. 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.

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3. General Information for Applicants (Cont.)

4. 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.



4. Objective Statements

- Community Opportunities for Younger Parents
- Cross Systems Navigator
- Meaningful Day Transitions
- Rural Responsive Resources
- School Culture
- School to Prison Pipeline
- Self-Advocacy Support
- Volunteer Rural Transportation Cooperatives



Community Opportunities for Younger Parents

“To develop a systematic 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 have increasingly been considering more segregated settings for their children. This phenomenon is occurring in education, employment as well as in 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 families 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.

All parents are influenced by medical professionals and other “authority” figures involved in their children’s lives. However, young parents of children with disabilities are often involved with more systems and community systems. Young parents need to be able to dream possibilities for their children 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 Proposal, the Council seeks to reach younger parents and those who influence their decisions 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 the current systems but explore what has not yet been conceived or thought possible. Choices should include not merely that which is most characteristically offered or thought acceptable.

Required Activities

1. Develop an outreach plan to young parents and those who influence their decisions.
2. Identify an unserved or underserved group that is disproportionately affected by this issue. Identify particular strategies you will use to ensure that any disparate impact on this group is ameliorated.

3. 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 inadequacies of the current system.
4. Establish an ongoing communication and networking system for families and those who influence them in the project, including the use of social media.
5. 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, etc., demonstrating community alternatives both currently available and those available at the "cutting edge" of the current system. Work to make this information available to the various disability support groups, faith based organizations, daycare providers, and parent groups.
6. 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 those who work with them.
7. Explore and report on innovation ideas that will achieve the dreams and possibilities expressed by parents.

Expected Outcomes

1. Young parents and those who work with them will demonstrate changed attitudes toward community services by survey and anecdotal information.
2. By survey, those entities who influence and support parents with 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.
3. Parents who 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.
4. A specified 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#: 05-17

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

Preproposal Conference: Thursday, June 22, 2017 @ 11:00 AM

<http://paddc.adobeconnect.com/youngerparents517/>

Proposal Due Date: Tuesday, July 11, 2017

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 a service system for support develop a service plan that is person-centered and individualized. There are, however, many factors that can complicate this process, including:

- Individuals with disabilities often need to navigate in more than one service system at a time.
- 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.
- Services might be provided through local community providers, or private or government-financed providers.

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 and may lead to conflict and difficulty with integrating plans that at times contradict each other. Collaboration of local community 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 and supports a collaborative of stakeholders and policymakers to develop and determine the innovative role of a Cross Systems Navigator. The initiative will support a statewide collaborative of stakeholders to develop, initiate, and conduct the project, organize training and technical assistance, and organize publication of project resources so cross systems navigation can be created, demonstrated, enhanced, and sustained.

Required Activities

1. Identify an unserved or underserved subgroup of the RFPs target population and explain how they are disproportionately affected by this issue. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse. Identify specific strategies you will use to both ameliorate the disparate impacts on this group and to have their community become an ally in the work of the project.
2. Collaborate with a Council selected and funded resource, which will develop and conduct a pre- and post-survey of project participants and collaborators, to measure ability and ease of navigating multiple systems across a lifespan, choice, and ease of finding services and local generic community supports.

3. Facilitate discussions across the state between people with disabilities, their family members, service providers and government 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.
4. Organize and support a standing collaborative of people with disabilities and families, providers, government and community-generic stakeholders to hold recurring meetings to expand the conversation, and determine and initiate policy and systemic changes to conduct demonstrations and advance the objective through their departments and agencies.
5. In addition to the knowledge gained through facilitated discussions with the public, research national best practices to improve the ability of individuals and families to navigate multiple generic and disability specific systems of support, and identify financial concerns and potential costs savings. Prepare and share this information with the collaborative to guide the development of the project.
6. Support several of your collaborative stakeholder agencies to implement one joint demonstration or multiple separate demonstrations of cross systems navigation in PA. Refine the demonstration(s) through a process of action research and improvement.
7. Organize training, technical assistance and outreach throughout the length of the project, to support the work of the collaborative, the work of the demonstration(s), and the overall project to expand knowledge statewide and further cross systems navigation sustainability.
8. With knowledge gained from the demonstration(s), support the expanse of collaborative members' departments and organizations to create and disseminate products specific to their area of expertise, to ensure consistency of procedures, expand statewide, increase public awareness of its availability, and sustain cross systems navigation beyond the grant period.
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 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.
2. 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.
3. People will report improvement with navigating multiple systems across the lifespan, and increased choice of services and local and generic supports.
4. A targeted population's level of disparity will be decreased or eradicated.
5. A targeted disparate population will become an ally and integral partner in the active work of the project.

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Cross Systems Navigator (Cont.)

RFP#: 06-17

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

Preproposal Conference: Wednesday, June 28, 2017 @ 10:00 AM

<http://paddc.adobeconnect.com/navigator617/>

Proposal Due Date: Tuesday, July 25, 2017

Staff: Dana Thompson



Meaningful Day Transitions

“To organize and implement community-involved and supported projects that promote the transition of segregated-facility day services into 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 and thriving. How and where we spend our day influences our choices of colleagues, friends and life-partners. Having meaningful days is 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 Proposal, Council will up to fund two projects to demonstrate community-backed creative ways for people with disabilities to stop spending their days in sheltered workshops and segregated day programs, and have them become meaningfully involved in their communities with real jobs, consequential volunteerism, and valued participation. The answer to “What is a meaningful day?” will look different depending on each community, and 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 and the generic community will be driving the conversations.

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

- How can generic community partners be involved to develop, support and implement change in the systems and programs in their communities?
- What does a meaningful day look like, including paid and unpaid options?
- How does a meaningful day 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?
- What incentives for generic-community employers, disability-specific providers, and people with disabilities are needed to ensure community-inclusive employment, post-secondary education and training for people with disabilities are emphasized as priorities?
- What training and technical support will community partners in the project need to make these transitions a reality?

NOTE: Applicants must apply with initial community-partnerships established, confirmed with letters of collaboration from the project regional partners. This might include, but is not limited to, people with

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Meaningful Day Transitions (Cont.)

disabilities and their family members, generic-community employers, Chambers of Commerce, Rotary Clubs and fraternal/community organizations, non-paid/volunteer opportunity agencies, multiple types of disability-specific day service and vocational providers, Supports Coordination Organizations, Agencies with Choice, etc.

NOTE 2: The Council is not only interested in creative and radical transformations of disability-specific settings, but in incremental progress. We are interested in seeing transition plans that move from isolated and congregated settings to ones that retain such consistency with the "Final Rule" as they already have, but become even more community-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 multi-county joinder defined by the applicant.
2. Identify an unserved or underserved subgroup of the RFPs target population and explain how they are disproportionately affected by this issue. The group identified may be racially, ethnically, sexually, economically, geographically or disability diverse. Identify specific strategies you will use to both ameliorate the disparate impacts on this group, and to have their community become an ally in the work of the project.
3. Bring together a community including people with disabilities, their family members, generic community stakeholders and employers, the targeted disparate population, multiple sheltered workshops and day service providers, and county agencies, etc. to become an organized, collaborative group, to determine just what 'meaningful days' could look like.
4. Support the collaborative to develop strategies and an action plan. Then implement the 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. The collaborative's approach must be respectful to honor individuality, diversity, and personal lifestyle choice.
5. Conduct a pre- and post-survey to evaluate the success of the project. Document measurable outputs such as numbers of people who are finding meaningful choices in their communities, those programs that have committed to and are changing to meet peoples' expressed needs, emerging best practices, expected outcomes, and the level of community involvement and expansion.
6. Track start-up of emerging new practices among the community partners, and organize and facilitate cross-training and education-sharing events among the project community partners to foster the expansion and sharing of best practices.

7. Support the project community partners to make structural system and policy changes to advance the objective and achieve lasting systems change.
8. Conduct outreach to the community and to those outside of the original identified regional area. Welcome new participants to join the work of the project and expand the reach of learning and opportunities for emerging new practices.
9. Work collaboratively with the other Meaningful Day Transitions grantee, so as not to duplicate efforts and to enhance the quality of each project.
10. 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.

Expected Outcomes

1. People with developmental disabilities will report an increase in access to non-segregated services and meaningful activities.
2. 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.
3. Settings supporting people with disabilities will report that they have become more consistent with the "Final Rule."
4. A targeted population's level of disparity will be decreased or eradicated.
5. A targeted disparate population will become an ally and integral partner in the active work of the project.

RFP#: 07-17

Planned Allocation: Up to two projects @ \$60,000 each per year, for up to three years.

Preproposal Conference: Thursday, June 29, 2017 @ 10:00 AM

<http://paddc.adobeconnect.com/meaningfulday717/>

Proposal Due Date: Wednesday, July 26, 2017

Staff: Dana Thompson



Rural Responsive Resources

“To be a multi-systems resource that is responsive to the needs of and created in partnership with rural communities to disperse information, organize meetings, and facilitate 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 four and five hours to get to a suburban or urban area, where meetings and training sessions typically occur. Local 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, training, experts and services are readily and routinely available, by

- Disseminating information
- Coordinating the availability of experts and training
- Advocating for needed services
- Creating new services
- Connecting people with services and supports, both formal and informal

Required Activities

1. In your proposal, define the “regional rural area” where the project work will be initially focused. This “regional area” will be a geographical area/multi-community/county or multi-county joinder defined by the applicant.
2. For the purposes of this grant, rural Pennsylvanians may be regarded as the required “targeted disparate group.” Identify specific strategies you will use to both ameliorate the disparate impacts on this group, and to have their community become an ally and substantial partner in the active work of the project.
3. Work collaboratively with the Council’s other Rural Responsive Resources grantee, so as not to duplicate efforts and to enhance the quality of each grantee’s project. Consider innovative uses of technology to connect distant rural communities to each other.
4. Organize and support routine meetings of a “rural resource alliance” to develop strategies, guide work, and implement project plans to achieve lasting systems change for continued delivery of needed resources beyond the length of the project. Ensure that rural people with disabilities will have input into when, where, how, and what resources are needed and provided in their area.

5. Map out your identified rural community for availability of services and identify when and where people routinely and commonly congregate. Develop a rural database of people and entities that currently provide both generic and disability-specific services, cross-system disability resources, and expert information on cross-systemic topics.
6. Determine what information, access to experts, and services are not available in an identified rural area, and advocate for and support provision of those needed resources. With the support of the rural resource alliance, build partnerships among disability-specific and generic entities that exist in rural areas, to build capacity to provide easily accessible resources.
7. Determine how to measure, and measure the successful progress of activities and elimination of the lack of local resources experienced by rural Pennsylvanians.
8. Expand the project model into another rural area of the Commonwealth, adjacent to the originally proposed project area, and as approved by Council based on proven success of the project, at a minimum on a recurring annual basis.
9. 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 become integral partners in the active work of the project.
2. Rural Pennsylvanians will have an increased connection with topical experts and the routine availability of information.
3. Rural Pennsylvanians will have increased access to and choice of services and local generic community supports.
4. Rural Pennsylvanians with developmental disabilities will report more connection with their local communities and with other people in similar circumstances and interests.

RFP#: 08-17

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

Preproposal Conference: Thursday, June 29, 2017 @ 2:00 PM

<http://paddc.adobeconnect.com/ruralmobileresources817/>

Proposal Due Date: Thursday, July 27, 2017

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 is subject to exclusion, bullying, segregation and ridicule, are students with disabilities. The Council believes that by improving the school culture toward 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 that 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.
2. Within the first three months of the grant, all projects will come together to agree upon what outcome measures to use.
3. In the first year of the grant, projects will 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.
4. 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.
5. Identify a group that 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.

6. 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.
7. 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 that prohibited success.
9. Each project funded under this grant, individually, or in partnership with the sister projects, will produce a guide that 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 that 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 that can be shared across the Commonwealth on how the project can be replicated will be published and disseminated.

RFP#: 09-17

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

Preproposal Conference: Thursday, June 22, 2017 @ 3:00 PM

<http://paddc.adobeconnect.com/schoolculture917/>

Proposal Due Date: Tuesday, July 11, 2017

Staff: Paul Kuglar



School to Prison Pipeline

“To ensure that children and youth who are disproportionately 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 school 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 student's 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% 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. LGBT youth make up 13-15% of the juvenile justice system, even though they make-up only 5–7% of the population overall, and 60% of these youth are black or Latino.

Studies show that up to 85% of youth in juvenile detention facilities have disabilities that make them eligible for special education services, yet only 37% 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."

Because of 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.

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School to Prison Pipeline (Cont.)

Expected Outcomes:

1. There will be a measurable increase in awareness by all stakeholders 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 organizations 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 #: 10-17

Planned Allocation: One project @ \$85,000 per year for up to 5 years

Preproposal Conference: Wednesday, June 28, 2017 @ 1:00 PM

<http://paddc.adobeconnect.com/pipeline1017/>

Proposal Due Date: Thursday, July 13, 2017

Staff: Graham Mulholland



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. Collaborative efforts between multiple self advocacy organizations would be welcome.

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 use training materials and informational tools to assist with required activities. All materials should be user friendly, in terms of language and format, to those who are participating in the grant.

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Self Advocacy Support (Cont.)

4. 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.
5. 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.
6. Increase the youth and young adult membership of your self-advocacy organization.
7. Increase the disability diversity of your organization.
8. Assist people with developmental disabilities living in congregate or institutional settings to become self-advocates.
9. 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.
3. 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.
4. 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.
6. Other Council projects will report satisfaction with the training, technical assistance and support/participation efforts of the selected grantee.

RFP#: 12-17

Planned Allocation: 1 project @ \$85,000 for up to 5 years

Preproposal Conference: Tuesday, June 27, 2017 @ 10:00 AM

<http://paddc.adobeconnect.com/selfadvocacysupport1217/>

Proposal Due Date: Tuesday, July 25, 2017

Staff: David Golin



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 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.
2. Identify volunteer drivers/vehicles.
3. Identify possibilities of available vehicles through local provider organizations or other sources.
4. 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.
5. Address accessibility of vehicles—rent or lease of accessible van for shared use, or adaptations to regular vehicles that allow for transportation of (eg) power wheelchairs. (Consider working with organizations such as the Veterans Administration, which has considered these problems.)

Continued on next page.



Volunteer Rural Transportation Cooperatives (Cont.)

6. Develop software to book and confirm rides through smart phone or similar systems. (Consider working with support from commercial companies that provide similar services.)
7. Establish gas/other reimbursement system (if any) and find ways to operationalize this.
8. 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.
10. Put into operation and modify/finesse as necessary.
11. Investigate ways of making this service eligible for third-party 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.
3. The disparate population will become an integral partner in the work of the project.
4. Improved access to work, health care and social engagement will occur.
5. There will be a decreased waiting times for rides.
6. Draw down of Medicaid or other third-party reimbursement will occur to cover transportation costs.

RFP #: 11-17

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

Preproposal Conference: Tuesday, June 20, 2017 @ 10:30 AM

<http://paddc.adobeconnect.com/ruraltransportation1117/>

Proposal Due Date: Wednesday, July 12, 2017

Staff: David Golin



Appendix A:

Council Policies and Resolutions

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



Appendix A: Council Policies and Resolutions

Federal Definition of Developmental Disabilities

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.

- (A) **IN GENERAL**—The term “developmental disability” means a severe, chronic disability of an individual that—
- (i) is attributable to a mental or physical impairment or combination of mental and physical impairments;
 - (ii) is manifested before the individual attains age 22;
 - (iii) is likely to continue indefinitely;
 - (iv) results in substantial functional limitations in 3 or more of the following areas of major life activity:
 - (I) Self-care
 - (II) Receptive and expressive language
 - (III) Learning
 - (IV) Mobility
 - (V) Self-direction
 - (VI) Capacity for independent living
 - (VII) Economic self-sufficiency; and
 - (v) 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.
- (B) **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.



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 Nonprofit 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

- Sample PERT Chart
- PADDCC's Logic Model
- Developing an Indirect Cost Rate



Appendix B: Resources

Sample PERT Chart

Activities	Persons Responsible	Timelines	Expected Outcomes
1. Identify and select facilitation models for stakeholders forums	Project Director, Project Coordinator along with Grant Task Force	Months 1-2	A consistent model to conduct 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	Months 2-7	Key stakeholders will be contacted and invited to provide input into this process
4. Conduct forums (20 participants per forum x 2 per region x 4 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,	Months 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	Months 11-12	A final report and vision statement will be completed
10. Publish and disseminate report (print, web -version and alternative formats as requested)	Project Coordinator, Administrative Assistant	Month 12	The report will be 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

PADDC Logic Model

PRIMARY (DDC) SYSTEM			SECONDARY (DD) SYSTEM		
Inputs	Processes	Outcomes	Inputs	Processes	Outcomes
<ul style="list-style-type: none"> • DD Act • ADD Rules and Regulations • DDC Infrastructure and Environment • DSA Environment • Federal and Other Resources • State Plan • Environmental Inputs from Secondary Systems 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Advocacy Activities • Route to Success proven systems change strategies 	<ul style="list-style-type: none"> • NCI and other indicators which form part of the CRA • NOD Poll • Attitude Surveys • Stakeholder Surveys

Continued on next page.



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 allocated to the programs based on a set proportion or rate.

There are several measures used to determine the proportion of indirect costs to allocate (apply) 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 that 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 \times 10\% = \100

Program B indirect expenses: $\$2,000 \times 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.

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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 the Intent form below. 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, please duplicate this form and submit separate forms for each proposal.)

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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.

FROM:

RFP Number:

Opening Date & Time:

**TO: Department of Human Services
Health and Welfare Building, Room 402
Commonwealth Avenue and Forster Street
Harrisburg, PA 17105-2675**

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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 ____

Meaningful Participation – Page ____

Disparate Impact – 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:			
SUBTOTAL PERSONNEL:			
OPERATIONS:			
SUBTOTAL OPERATIONS:			
INDIRECT COSTS:			
SUBTOTAL INDIRECT COSTS:			
TOTAL:			

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



The Pennsylvania Developmental Disabilities Council's identity 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.



PADDC

PA Developmental Disabilities Council

607 South Drive, Room 561, Forum Building
Harrisburg, PA 17120

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