REQUEST FOR APPLICATIONS

2022-2026 State Plan—Book #1
for grants beginning January 2023

DEADLINE TO APPLY: December 1, 2021

Published October 2021

Additional Funding Opportunities
available year round

Community Response Projects

are supported for up to $5,000 over a 6-month time frame and will be awarded to community-based organizations that provide supports to people with developmental disabilities who have been affected by a local, statewide, or national, natural disaster. This can include, but is not limited to, addressing concerns related to the COVID-19 pandemic.

Community Response Projects support organizations in developing training or increasing accessibility to information for individuals with developmental disabilities and their family members.

Community Grants Program

accepts applications on a rolling basis, meaning you can apply at any time. These Community Grants are intended to bring together people with and without disabilities in a local community alliance to influence social change and improve the lives of members of the community.

These grants are intended to support short-term projects of between 6 to 18 months, and applicants can request funding in amounts up to $20,000. Projects must align with one of our four goal areas.

PADDC
Leadership
Empowerment
and
Advocacy
Fund

LEAF Scholarships

provide up to $750 per person, per year, to assist individuals with disabilities and their family members to attend conferences, training sessions, and comparable activities directly related to skill development in the areas of self-advocacy, leadership, and education.

More information about eligibility, requirements, and application materials may be found at www.paddc.org under the Grants & Funding tab.

Funding for these projects is subject to the availability of federal funds. Do not use the forms in this book to apply for these funding opportunities.

paddc.org/grant-funding-opportunities

Vision, Mission, and Values

Vision

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

Mission

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.

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 also 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 that rely on the person with the disability being the person doing the changing, or that 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 that 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 that 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.

6. **Cultural Competence**. The Council believes that the skills involved in understanding disability are closely related to the skills that 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 that 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 that 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 that portray people with disabilities as deserving pity, that, 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."

Table of Contents

Table of Contents (Cont.)

(All forms and resources are also available on the Council's web site – www.paddc.org)

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. Introduction

1. Introduction

What is contained in this book?

This book covers grants that are being issued in the first year of the PADDC's State Plan for 2022 through 2026. These grants will continue Council's legacy of supporting and funding inventive and unique projects that lead to increased empowerment of people with disabilities and their families by:

- Creating communities in which all members can be valued participants
- Pursuing a cross-disability agenda
- Changing negative societal attitudes toward people with disabilities

In these pages you will find:

- Descriptions of the 13 individual grants for which we are requesting applications
- Instructions on how to prepare your application

Please note that beginning with our 2017-2021 State Plan, we made significant changes to our Request for Application (RFA) requirements. Applicants must specifically address several long-standing values of the Council as a part of the mandatory requirements. More specific information on these requirements can be found in Part Two of this RFA book. We urge you to read these sections carefully and provide full responses to these mandatory sections of your application. Failure to do so will result in the disqualification of your application!

Who should apply?

Applications are welcomed from all groups, non-profit or for-profit, who can show that they are 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 grant descriptions. Organizations that have any conflict of interest as a result of participating in the Council's planning process for a specific activity are not eligible to apply for that grant. If you are interested in applying, please send an interest e-mail as shown in Appendix C of this book.

2. Grant Application Instructions

2. Grant Application Instructions

How do I prepare my application?

Please read this section carefully. It provides general information on how you must prepare your application for submission.

- You are encouraged to be innovative and creative in your approach and in developing project activities.
- Your application must have an executive summary and the four parts described on the following pages.
- Grants funded under this RFA cycle are subject to the availability of federal funds. The initial grants are generally for a **24-month/two-year period** unless otherwise noted. *The Council may renew the grant for up to three more years as indicated in each grant description. A detailed work plan, along with a PERT chart, is required for the initial two-year period.*
- The Council does not impose page or font limits on applications; however, we prefer applications 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.
- Applications must be typewritten.
- Consecutively number each page of the application.
- Combine all documents into a single PDF document and submit electronically.

What are the mandatory application procedures?

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

1. Your application must be received on time.

2. You must submit your application via email to: **RA-pwpaddcrfa@pa.gov**

3. You must include a budget narrative page detailing by line item how money will be spent.

4. The application must be prepared in the format and include all the parts described in these grant application instructions.

5. 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 and copyright policies as described in Appendix A.
   - You have included the descriptions and plans to address generic social change, meaningful participation, systems change, and disparate impact. You will note on the title page where this information can be found in your application.

- 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 projects or as seen as appropriate by the Council.

Executive Summary

Each application must begin with a brief, one-page executive summary. This summary should succinctly describe how you intend to meet the objectives outlined in the RFA.

Part One: What do you propose to do?

In **Part One**, bidders should more completely describe their proposed project. Part One should include the following sections:

- A complete narrative describing your proposed efforts
- A PERT chart
- The four mandatory content requirements

Narrative of Your Proposed Efforts: What do you propose to do? How will your approach address the problems you have identified and accomplish the objective of the grant? Succinctly describe why you believe your proposed approach aligns with the Council's stated vision, mission, and statement of values.

PERT Chart: Give a full, step-by-step plan for doing the work. Include a detailed plan of months 1 through 24 of your proposed project in PERT chart form that shows major activities, time frames, responsible personnel, and expected outcomes. We also request that you provide a brief narrative description of your future plans should you receive continuation funding for years three to five. A sample PERT chart is included in Appendix B of this book. You should address each of the required activities outlined in the grant description.

2. Grant Application Instructions (Cont.)

Mandatory Content Requirements

All applications should address the four specific areas noted below. Each of these areas should be addressed under a separate heading, so that reviewers can easily identify your plans in these areas.

1. **Generic Social Change:** This is a model that has emerged as a hallmark of our work over the past several years. It grows out of our vision, mission, and values around generic change, cultural competence, systems change, and viewing disability as a natural part of the human condition. Generic social change starts with the premise that people should live, work, and thrive in generic social situations and the broad community. Rather than building special models and services for people with disabilities, we believe the generic systems should change their ways to accommodate all of society's members. This part of your proposal should describe how your project will address the generic community (the systems and services that exist for all people) as the target of change.

   *An **example** of generic social change is designing a project in which employers, rather than individuals, are the target of change. Changing business culture, practices, and policies to promote diversity in recruiting, hiring, training, and supporting employees improves employment outcomes for individuals with developmental disabilities.*

2. **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 our grant projects. Therefore, you must describe what steps your project will take to ensure the active and meaningful participation of people with developmental disabilities in your work. Such participation does not mean that people with disabilities' only role is that of project participants. Council expects involvement of people with disabilities and other marginalized groups in the planning, direction, management, evaluation, or as employees of the project. These requirements tie directly back to the Council's stated values of empowerment and cultural competence found in the Mission, Vision, and Values section at the front of this book.

   *An **example** of meaningful participation is recruiting individuals with disabilities to work as paid project staff, advisory committee members, or paid project consultants.*

3. **Systems Change**: Council strives to impact 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 are strategic, long-lasting, and wide-reaching in their approach. 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?

*An **example** of previous Council work in systems change is our successful demonstration and lasting sustainability of the Shared Ride program. This project identified an existing program (namely, transportation for seniors/older adults) and advocated for the program expansion of the service to include people with disabilities who did not meet the age requirement.*

4. **Disparate Impact**: Council requires all grantees to recognize, describe, and take active measures to lessen the disparate impact experienced by certain groups on the basis of race, ethnicity, economic status, age, gender identity, sexual orientation, geography, or disability diversity. We ask that you consider which groups experience disparate impact, tell us how you determined the disparate impact, and specifically, how you intend to alleviate the disparity within this particular subset of individuals with developmental disabilities and their families.

*An **example** of properly addressing disparate impact can be found in our stigma work in schools. The grantee described the disparate impact felt by LGBTQ+ individuals with disabilities, citing examples from both research and anecdotal evidence of the disparity. Next, the grantee partnered with both disability and LGBTQ+ focused community organizations. Finally, individuals with disabilities who identify as LGBTQ+ were meaningfully engaged in the work of the project as staff, advisory members, and recipients of the project's outreach.*

The following additional resources may be helpful as you address these mandatory components in your application. They are available on our website at www.paddc.org. Click Grants & Funding, then Request for Applications.

- The Route to Success Matrix provides a set of activities that are linked to successful **system change**.
- ***"Paving the Way: A Toolkit for Assessing and Advancing Cultural and Linguistic Competency"*** is a tool developed specifically for the Pennsylvania Developmental Disabilities Council and its grantees to increase diversity.

Part Two: What outcomes do you expect for the project?

In **Part Two**, describe exactly what your project will achieve with a concise list of outcomes. You should build on, rather than simply repeat, the expected outcomes from the grant description. In addition, you should also consider specific outcomes relative to generic social change, meaningful participation, systems change, and disparate impact.

Proposed outcomes must be measurable and 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 to achieve concrete change, and we will accept evidence of these efforts as substitutes for end outcomes.

The Council understands that the demonstration of direct causal relationships is not always possible. However, we would like you to tell us, based on data that exists 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.

Part Three: Who will do the work?

Personnel: Describe who will work on this project. Tell us why they are qualified to do this 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 like 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 RFA, as opposed to other, perhaps unrelated work the organization does. Describe what types of administrative support will be given to the project.

If your project is a collaborative effort with other groups or organizations, then you must include letters of collaboration from each group involved. Additional letters of support, *which are relevant to the proposed project*, are strongly encouraged. Include all such letters as an appendix to your application.

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. Entertainment expenses, alcoholic beverages, and incentives or gifts to project participants, such as event tickets or prizes, are examples of unallowable costs. Additionally, federal funds may not be used for lobbying.

If your grant includes a sub-grantee who will be working with you on this project and for whom you allocated funds in excess of 25 percent of your federal request, you must include a separate sub-grantee budget outlining how that portion of the budget will be spent.

Grantees **are responsible for covering** expenses to participants that would be reasonable accommodations to participation, such as travel expenses, attendant care, translation, interpreters, and the like.

All Council grants require a local match. Further budget definitions are noted on the next page. Please be certain that you budget your grant for a **24-month period**, unless specifically noted otherwise in the grant description. Any indirect cost rates must be fully supported as described in the budget definitions.

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

Budget Definitions

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

Planned Allocation: This is the amount of the PADDC allocation as noted at the end of each grant description.

Local Match: This is your portion of the grant and is generally based on 25 percent of your total budget. The local match consists of in-kind value and/or non-federal cash contributions.

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.

General Formula

Step 1: <u>Planned Allocation</u>
$$\frac{\text{Planned Allocation}}{3} = \text{Local Match}$$

Example: $$\frac{\$75,000}{3} = \$25,000$$

Step 2: Planned Allocation + Local Match = Total Grant
$$\$75,000 + \$25,000 = \$100,000$$

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 portion allocated to the planned allocation and local match should be shown.

Travel: All grantees are required to follow the Commonwealth travel rules, which include such items as mileage reimbursement rates (currently $.56 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 it 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 that details how money will be spent in each category and how you arrived at a given cost for that item.

Sample Budget

					GRANT # 41000*****
GRANTEE:		ABCD Grant			
GRANT NAME:		"Name of Grant"			
GRANT PERIOD:		October 1, 2022 - September 30, 2024			

BUDGET CATEGORY			PLANNED ALLOCATION	LOCAL MATCH	TOTALS
PERSONNEL TITLE:					
PROJECT DIRECTOR			$0	$25,000	$25,000
PROJECT COORDINATOR			$52,000	$0	$52,000
ADMINISTRATIVE ASSISTANT			$7,000	$0	$7,000
VOLUNTEERS			$0	$15,255	$15,255
FRINGE BENEFITS			$20,260	$0	$20,260
SUBTOTAL PERSONNEL			$79,260	$40,255	$119,515
OPERATIONS:					
PRINTING/COPYING			$1,400	$0	$1,400
POSTAGE			$100	$0	$100
TRAVEL			$3,000	$1,000	$4,000
SUPPLIES			$5,000	$2,000	$7,000
COMMUNICATIONS			$6,000	$2,000	$8,000
MEETING COSTS			$24,660	$4,068	$28,728
TRAININGS			$25,200	$3,345	$28,545
CONSULTANTS			$5,200	$0	$5,200
SUB-GRANTS			$12,580	$0	$12,580
SUBTOTAL OPERATIONS			$83,140	$12,413	$95,553
Indirect Costs			$7,600	$4,000	$11,600
TOTAL			$170,000	$56,668	$226,668

2. Grant Application Instructions (Cont.)

Sample Budget Narrative

1. Personnel

Project Director: Ensures project timetables and objectives are met and supervises staff. This work will be done with none of the planned allocation, only local match. Based on rate of pay at $30.05 an hour. ($30.05/hr X 8hrs/wk X 52wks X 2yrs = $25,000)

Project Coordinator: The coordinator will be assigned 50 percent for 24 months to coordinate all aspects of the project, including progress reports, meeting facilitation, and evaluation of outcomes. Based on annual salary of $26,000, the project total costs will be $52,000.
($25/hr X 20hrs/wk X 52wks X 2yrs = $52,000)

Administrative Assistant: The administrative assistant will work 4.25 hours per week for the 24-month project. At $15.84 per hour, the project total cost will be $7,000.
($15.84/hr X 4.25hrs/wk X 52wks X 2yrs = $7,000)

Volunteers: The project will use two volunteers, each spending 2.75 hours per week, to assist in all aspects of the project. This will be provided as in-kind local match. Based on the federal rate for volunteer service, currently $26.67/hour, the match will be $15,255.
(2 X 2.75hrs/wk X $26.67/hr X 52wks X 2yrs = $15,255)

Fringe Benefits: This includes health care, social security, workers compensation, unemployment compensation, and retirement. Calculated at 34.34 percent of salary, the total cost for 2 years will be $20,261.

Project Coordinator 34.34 percent of	$52,000	=	$17,856
Administrative Asst. 34.34 percent of	$ 7,000	=	$ 2,404
			$20,260

2. Operations

Printing/Copying: Estimated at $175/3 months various printing and copying of project materials over 2 years. ($175 x 8mths = $1,400).

Postage: Estimated to remain under $5/month to mail various correspondences.
($4.17 X 24mths = $100)

Travel: Includes mileage for project staff to travel throughout the state for project activities. Travel includes lodging, subsistence, and related expenses; estimated at $2,000 per year for 2 years.
($2,000 X 2 = $4,000) $3,000 will be allocated to planned allocation and $1,000 to local match.

Supplies: Estimated at $3,500 per year for 2 years.
($3,500 X 2 = $7,000) $5,000 will be allocated to the planned allocation and $2,000 to local match.

Communications: $2,000 per every 6 months cost of marketing materials as well as all communication support, i.e. phone, internet, zoom.
($2,000 X 4 = $8,000) $6,000 will be allocated to the planned allocation and $2,000 to local match.

Meeting Costs: Estimated to be $2,394/month over the 2-year time period.
($2,394 X 24mths = $28,728) $24,660 will be allocated to the planned allocation and $4,068 to local match.

Trainings: To provide trainings to teachers, administrators, resource officers, and other staff with our finished materials at an estimated cost of $28,545. This breaks down to $2,378.75/ month for 2 years.
($2,378.75 x12 X 2 = $28,545) $25,200 will be allocated to the planned allocation and $3,345 to local match.

Consultants: Funds requested to hire outside evaluator to do surveys and focus groups, collect and analyze data, and submit a report.
Estimating 52 hours of work over 24 months at $100/hr (52 hours X $100/hr = $5,200)

Sub-grants: This line item will be a program facilitated by "EFGH, Inc." in partnership with ABCD Grant for a total estimated cost of $12,580 over the 2-year time frame. This breaks down to $1,572.50/3 months. ($1,572.50 X 8 = $12,580)

3. **Indirect**

According to ABCD Grant's Federal Indirect Cost Rate of 10 percent, indirect costs are calculated at 10 percent of total facilities and administration (if your organization does not have a Federal Indirect Cost Rate, please see Appendix B to learn how to calculate your organization's rate). This includes administrative overhead, payroll, and business services. (10 percent X $116,000 = $11,600). This cost will be split between planned allocation ($7,600) and local match ($4,000).

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3. General Information for Applicants

3. General Information for Applicants

How do I submit my application?

1. **New in 2021! Applications will be accepted electronically via email ONLY**. You should prepare your application using word processing software (such as Word). Your budget should be prepared using the spreadsheet template on the PADDC website. All documents should then be converted to Adobe Acrobat PDF and submitted as one file to:

RA-pwpaddcrfa@pa.gov

If you are awarded funding, you will be required to submit the original documents (Word and Excel, for example) in order for your grant to be processed.

2. The application must be received by the PADDC on or before 2 p.m. on the date noted at the end of each grant description. **Late applications will not be accepted for any reason. Faxed applications will not be accepted**. Please allow sufficient time for electronic delivery.

3. Applicants must use the title page form included in Appendix C of this book. The title page is the cover sheet for your application. An authorized official of your organization who can bind you to the provisions of your application for 150 days from submission must sign this title page.

How do I learn more? Pre-application 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 pre-application conference. Answers given at this conference are documented in minutes and become an official part of the RFA. These will be e-mailed to everyone who has submitted an interest e-mail (as shown in Appendix C) for that grant opportunity. All pre-application conference times and dates, along with application due dates, are listed in each grant description.

All pre-application conferences will be held via webinar. All conferences use the same meeting login information. Direct links to these webinars are also posted on the events page of the Council's website, paddc.org/events.

PA DD Council is inviting you to a scheduled Zoom meeting.
Topic: Pre-Proposal Conference
Time: This is a recurring meeting Meet anytime

Join Zoom Meeting
https://us02web.zoom.us/j/2734651113?pwd=Mkx1Y1hERW9oTGN4bmhtZUsvb1VZUT09

Meeting ID: 273 465 1113
Passcode: AAV8Z5
One tap mobile
+13017158592,,2734651113#,,,,*426851# US (Washington DC)
+13126266799,,2734651113#,,,,*426851# US (Chicago)

Dial by your location
    +1 301 715 8592 US (Washington DC)
    +1 312 626 6799 US (Chicago)
    +1 929 205 6099 US (New York)
    +1 253 215 8782 US (Tacoma)
    +1 346 248 7799 US (Houston)
    +1 669 900 6833 US (San Jose)

Meeting ID: 273 465 1113
Passcode: 426851

Find your local number: https://us02web.zoom.us/u/kc3XqUW2yM

What happens to my application once it is submitted?

Applications received on time are opened and reviewed for compliance with the technical requirements as described under mandatory application procedures on page 4. If your application is missing any of the required elements as described in that section, it will be disqualified and receive no further review. Late applications are not accepted for any reason.

Each application is then sent to the members of the independent review committee. Review committees typically have five members who are knowledgeable about the subject of the grant. They must be free of conflicts of interest with any potential bidders. Reviewers read and score each application independently prior to the application review meeting. At the review meeting, the committee selects and recommends for funding those applications that best meet the Council's request for a given project.

How is my application evaluated?

Your application will be reviewed and scored based on a set of questions that are specific to the grant for 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 application. Reviewers rate whether your proposal includes all the required activities and whether your approach is fundamentally compatible with our vision, mission, and values as outlined at the beginning of this RFA book. We ask whether your proposed activities are logical, reasonable, and relevant to the request. Reviewers determine if your outcomes 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 an application.

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 look at whether there are enough people with diverse experience to accomplish the tasks in your proposal. 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 proposed 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 content requirements about generic social change, meaningful participation, systems change, and disparate impact. As noted above, **if any of these last four sections are not addressed, your application will be disqualified**.

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?

Our Reviewers Like Applications That:

1. Are clearly organized, well-labeled, and complete

2. Have clear objectives and a plan to evaluate them

3. Are short, sweet, and to the point

4. Address the items written into the RFA

5. Show clear commitment and sensitivity to the cause and a global grasp of the issues

6. Show innovative approaches

7. Have a clear description of goals and sequence of activities that says what you are going to do, with a clear executive summary

8. Have letters of support that are meaningful, unique, and specific to the application

9. Have a budget that supports the proposed activities, adds up correctly, with the correct local match, for the right number of years

10. Have a budget narrative that describes how each budget line was calculated/estimated

Our Reviewers Don't Like:

1. Applications with spelling and grammatical errors

2. Irrelevant material

3. Letters of support that are all the same

4. Using our language back to us, especially verbatim

5. Trying to change the RFA to make it fit the applying organization's purpose

6. Jargon and acronyms

7. Applications written by professional grant writers that show little understanding of the work

8. Unsupported indirect cost rates

9. Budgets and budget narratives that do not match

What if my application is chosen for funding?

If your application is awarded funding, you will be notified in writing. Council staff will work with you to coordinate the necessary paperwork to make your application a fully executed grant under Commonwealth rules. Once this paperwork is complete, a grant start-up meeting will be scheduled with your project managers. This meeting provides an opportunity for everyone to get to know one another, review reporting requirements and fiscal procedures, and answer any questions you may have concerning your grant with the Council. Please note, it can take up to 10 months before your application is fully executed. Start-up meetings typically occur around one month prior to your project start date.

Applicants who are not selected are also notified in writing. You are given the opportunity to be debriefed to learn how your application was reviewed. Council staff schedules the time and location of debriefing conferences. The Commonwealth reserves the right to reject any and all applications 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 narrative and numerical 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 and Council's federal performance measures. A final report is also required at the end of your grant. Each grantee is asked to attend a Council meeting and present to the full Council at least once during the initial 24 months.

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4. Grant Descriptions

Goal Area 1: Self Determination
- Community Opportunities for Families of Young Children
- Empowerment through Employment
- Parents with Disabilities
- School Culture
- Supported Decision-Making

Goal Area 2: Social and Systems Change
- Employment
- Quality Healthcare Access
- Transportation

Goal Area 3: Community Living
- Authentic Friendships
- Community Alliance
- Disability is Not a Crime

Goal Area 4: Self-Advocate Leadership
- Leading the Way: Advocates and Allies
- Self-Advocacy Training Initiative & Network

For more information about the Council's 5-year State Plan and these goal areas, visit paddc.org/about/state-plan

Community Opportunities for Families of Young Children

To increase the number of diverse families of children with developmental disabilities who receive education and information about the benefits of inclusion and self-determination

Background

The attitudes and perceptions of medical professionals, early intervention professionals, and other healthcare providers toward disability are extremely impactful on those who experience disability. These professionals are often the first person a parent, family member, or individual encounters when they learn about their diagnosis. In many ways, those initial interactions influence a person's beliefs about disability and are pivotal in setting expectations for the future. While not overtly hostile, evidence suggests that these interactions have an undertone of pity and sorrow for the individual and their family.

Parents of children with disabilities have increasingly been considering more segregated settings for their children. Many parents report seeking segregated settings out of concerns for safety. Sometimes parents resort to disability-specific settings after being told that the community is unable or unwilling to serve their child. This phenomenon is occurring where individuals live, learn, work, worship, and celebrate their lives. This segregation is counter to the equality, integration, and social justice rights for which self-advocates and their allies have fought to secure over decades.

With this RFA, Council seeks to provide positive information to families about community opportunities that exist, so that they can feel empowered to have high expectations for their loved ones with a disability. Parents should be able to dream of possibilities for their child that are not "special" or separate from their community and to plan for a future unencumbered by the constraints of existing systems. Council also seeks to reach younger parents to ensure they have as much information as possible, so they may make truly informed choices for their child across their lifespan. Two essential elements of this project include introducing adults with disabilities as role models and providing group learning opportunities.

The means of reaching younger families can include but is not limited to alliances, networking and collaboration with Centers for Independent Living, local special education taskforces, local county-based systems, the Office of Developmental Programs, Office of Child Development and Early Learning, intermediate units, local hospitals, physician offices, schools, and other Council-funded projects.

Required Activities

1. Create a survey/information-gathering tool to establish what information parents are currently receiving, how information is shared with parents and by whom, and what information is missed or not being shared.

2. Create a partnership between medical professionals, service coordination agencies, early intervention centers, and individuals with developmental disabilities and their families to design an outreach plan to reach families of young children and provide them with education and information about the benefits of inclusion and self-determination.

3. Establish educational opportunities in populations that may be disproportionately affected due to socio-economic status, ethnicity, or geographic location.

4. Provide education to families and the community, including multiple languages as necessary, across the lifespan and with each transition phase from birth through aging.

5. Create learning opportunities/networks (formal or informal) for families involving parents who have chosen more community-based options and adult self-advocates with lived experience.

6. Collaborate with Council's Quality Healthcare Access grantee and other Council grantees as appropriate and requested.

7. Survey first contact professionals to determine what they need to ensure their interactions are welcoming and supporting to individuals with disabilities and their families.

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Expected Outcomes

1. Families will be connected to more resources, including services, supports, and technology at an earlier age.

2. Families of individuals with disabilities from diverse backgrounds will report an increase in understanding about the benefits of self-determination and inclusion.

3. Families will report they received information that was supportive of inclusion for their loved ones.

4. First contact professionals will demonstrate welcoming and supporting practices when engaging with families of individuals with disabilities.

RFA#: 23-21
Planned Allocation: One project @ $100,000 per year, for up to five years
Match Required: $33,334 per year

Pre-application Conference Webinar: Friday, November 5, 2021, at 10 a.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Empowerment through Employment

To create opportunities for individuals with developmental disabilities to share their stories of self-determination in choosing community over programs

Background

At one time, day and vocational programs were thought to be innovative. But Pennsylvania, and indeed the nation, have been on a path to move beyond our history of segregated settings to focus on integrated home and community-based services and life, including employment options. The HCBS Settings Rule (2014) ensures that people with disabilities and older adults receiving Medicaid HCBS services have the full benefit of community life, including access to the broader community, control over their daily lives, and opportunities for employment. As the systems and providers transition into compliance with the requirements of the rule, it is important to share stories of real people experiencing success.

As our systems and communities evolve, more individuals with disabilities attend higher education and technical schools, and volunteer in their communities rather than attend segregated day programs. Additionally, more individuals are seeking competitive, integrated employment–with some even choosing to start their own businesses. However, there are still those who believe these options are not pragmatic, not safe, and/or not possible for themselves or their loved ones.

With this RFA, Council seeks to provide opportunities for individuals with disabilities to be mentors and to share their stories of self-determination to:
- Leave segregated settings
- Attend college or technical schools after graduation
- Work in a community business or organization
- Become an entrepreneur
- Engage in meaningful endeavors in the community they determine for themselves

We want them to tell their stories, including both the challenges and the benefits of choosing employment or inclusive pursuits in their neighborhoods, rather than attending a program. We seek to have families and other allies see the possibilities, envision higher expectations, and have confidence in the future for those they support. People with disabilities, families, and their allies need to hear about living a self-determined life.

Required Activities

1. Describe how the project will find and contract with individuals with developmental disabilities to be mentor storytellers and leaders for the project. Identify the concrete steps to ensure you will gather a group of leaders who collectively represent a range of diverse communities, including diverse disabilities, so that people will see themselves and those they support in the stories.

2. Describe how you will: demonstrate self-determination principles and values; support the mentors to take the lead; consistently provide opportunities for them to make decisions for the project; and tell and share their stories in their way.

3. Identify how you will address all accommodation and inclusion needs to make active participation possible for the storytellers and project participants.

4. Describe what education and ongoing assistance you will provide to the mentors to prepare and support them to lead the project, and to share their knowledge and experiences with others.

5. Identify the strategies you will use to conduct outreach, find storytellers, market materials and activities, and hold storytelling sessions in alternative locations/ways to engage and entice a wide range of audiences (rural, urban, transition-age youth, older adults, and other diverse communities), including those not easily reached or connected.

6. Partner with families, providers, educators, employers, public officials, and community members in the gathering of the stories to ensure multiple perspectives are captured. We want stories that are rich and engaging for diverse audiences.

7. Track the strategies, frameworks, cooperation, group efforts, and best practices that are found across the breadth of the stories to determine if there are common themes and similarities that have lead to positive, community-inclusive employment and activity results.

8. Conduct pre- and post-testing of individuals, families, and allies to measure their willingness to consider community employment as an option for individuals with disabilities.

9. Document your efforts in a culminating report or product. With approval from the Council, publish and disseminate to appropriate stakeholders.

Expected Outcomes

1. Individuals with disabilities, families, and allies will increase their understanding of self-determination.

2. Service systems will see an increase in the number of people with disabilities who are choosing and/or transitioning from programs to community-based vocational alternatives.

3. Individuals, families, and allies will report increased levels of awareness of future possibilities and consideration of community employment for people with disabilities.

RFA#: 22-21
Planned Allocation: One project @ $40,000 per year for two years
Match Required: $13,334 per year

Pre-application Conference Webinar: Tuesday, November 2, 2021, at 10 a.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Parents with Disabilities

To support peer mentoring conducted by parents with disabilities for parents with disabilities

Background

Parents with disabilities have unique experiences and face unique challenges. The multiple service systems that parents with disabilities must navigate were built without consideration of their wants and needs, and often lack a basis in the principles of self-determination. Concerns and opinions of parents with disabilities are often overlooked in policies, laws, and regulations. In fact, systems that are meant to support them, often discriminate against them.

The topic of parents with disabilities has not received a lot of attention or funding in Pennsylvania. We begin this work with the understanding that these conversations may be stressful and uncomfortable. Parents with disabilities often report experiencing additional traumas. They fear losing their parental rights and/or the removal of their child from their home, and face stigma and unconscious biases. Care must be taken to create supportive and safe spaces where full discussions and disclosures are able to be revealed and examined. A central premise of this work must be to recognize that parents are the best advocates for what they need and want.

Child removal rates remain very high for parents with all disabilities. Parents with mental health disabilities report 70-80 percent of their children are removed, and those with intellectual disabilities report 40-80 percent of their children are removed.[1] It is critical to understand the total picture of these issues in Pennsylvania: sex education, individual privacy, current practices in medical care and training for medical providers, education for parents/family members of children and adults with ID/A, and the provision of services when persons with ID/A decide to become parents.

With this RFA, Council will fund one project on peer mentoring for parents with disabilities and building family lives using principles of self-determination. This project will promote and demonstrate the values and principles of self-determination by having parents with disabilities take the lead on creating and providing educational sessions that cover topics of importance to them. Parents with disabilities have valuable knowledge and experience to share. Other parents with disabilities are seeking to learn from their peers about navigating within systems, within their communities, and through life.

[1] Rocking the Cradle: Ensuring the Rights of Parents with Disabilities and Their Children, National Council on Disability
https://ncd.gov/sites/default/files/Documents/NCD_Parenting_508_0.pdf

NOTE: The project must engage parents with disabilities who also identify as members of other communities. The effects of intersectionality have a major influence on our lives. Factors such as cultural identity, bias, privilege, misinformation, and stigma greatly impact our views of self-determination and are a vital part of the discussion.

Required Activities

1. Describe how you will conduct outreach to find and contract with parents with disabilities to be peer mentors and leaders of the project. Identify the steps you will take to ensure you team with an ample pool of peer mentors who collectively represent a range of disabilities and who also identify as members of other communities, so that the project is able to speak to diverse audiences.

2. Describe the methods you will use to ensure that the peer mentor leaders are determining how to best fulfill the outcomes of the project and that they have ongoing opportunities to provide direction, guidance, and new ideas for activities and deliverables, and how to best accomplish them, as the project progresses.

3. Identify how you will meet the accommodation and inclusion needs, and provide various opportunities (mail list, social media, live and virtual sessions, etc.) for active participation for peer mentors and project participants.

4. Explain the strategies you will implement to ensure a welcoming, supported atmosphere where peer mentors and participants can feel comfortable and at ease with participating and discussing self-determination and difficult life experiences.

5. Describe what ongoing education and supports you will provide to your peer mentors to prepare them to share their knowledge and experiences, to have a strong foundation in self-determination principles and values, and to aid them with facilitation of traumatic discussions.

6. Under the direction of the peer mentor leadership, create and distribute materials in various formats (print, video, social media, etc.) to share stories, life experiences, knowledge and skills, and to supplement education from live and virtual sessions.

7. Track the outcomes of the project and document activities with the goal of encouraging replication and the sharing of collective wisdom. With approval from the Council, publish and disseminate to appropriate stakeholders.

Expected Outcomes

1. Parents with disabilities will build power as a community.

2. Parents with disabilities will increase their understanding of self-determination.

3. Parents with disabilities will build their capacity to advocate for what they need and want.

4. Parents with disabilities will have a network and connection with their peers.

RFA#: 24-21
Planned Allocation: One project @ $50,000 per year for up to three years
Match Required: $16,667 per year

Pre-application Conference Webinar: Tuesday, November 2, 2021, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

School Culture

To develop a program where students with disabilities feel empowered to be leaders in their schools and classrooms

Background

Schools usually reflect the attitudes, values, and culture held within the community in which they are located. At times, this causes the disparate treatment of marginalized subgroups within a school or school district–leading to harmful effects on those who are racially, ethnically, sexually, or economically different. One group that has been historically subjected to exclusion, bullying, segregation, and ridicule is students with disabilities.

The Council believes school culture can be positively impacted by embracing diversity. We also hold that the fundamental forces driving exclusion are the same for all marginalized groups and therefore, 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 embracing diversity in general. In schools that have addressed changes to school culture and values, it has been shown that mutual respect thrives, less violence occurs, and there is less bullying.

With this Request for Application, Council seeks, with reference to disability diversity, to establish three projects that focus on creating a sustainable and replicable program for ensuring a diverse and accepting culture within schools. Different age groups face different challenges and as such, Council will fund three unique projects. Specifically, one project focused on elementary-aged students, one project focused on middle school-aged students, and one project focused on high school-aged students. Council believes students with disabilities have lived experience and unique insights that should be heard and valued. With this in mind, projects should be led by students with disabilities and their families.

A single entity is eligible to submit up to three separate RFAs, each addressing a different age group and each for a planned allocation of $50,000.

Required Activities

1. Establish partnerships within school communities. Create an advisory board, including individuals with disabilities, school leadership, families, parent teacher organizations, special education taskforce members, and local education agency representatives across the Commonwealth.
2. Create a program to be used by schools that highlights the importance and value of cultural diversity and disability inclusion.
3. Create opportunities for teachers, school administration, and staff in both rural and urban districts to learn about and become partners in the work of the project.
4. Create or identify an evaluation tool to establish a baseline and post-project measure of the assumptions, values, and school culture around diversity.

5. Grantees are required to meet and collaborate with other Council projects as appropriate and should budget accordingly.

Expected Outcomes

1. Students with disabilities and their families will report that they feel more empowered and accepted within their school community.

2. School students and personnel from a wide range of schools across Pennsylvania will report an increase in diversity acceptance and inclusion at their schools.

RFA#: 25-21
Planned Allocation: Up to three projects @ $50,000 per year for up to three years
Match Required: $16,667 per year

Pre-application Conference Webinar: Wednesday, November 10, 2021, at 10 a.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Supported Decision-Making (SDM)

To provide training for people with developmental disabilities and their families on how to use supported decision-making in their own lives

Background

An estimated 1.3 million adults in this country are living under guardianship. In 2019, the National Council on Disability published research that indicates there is a school-to-guardianship pipeline impacting youth with disabilities. Recently, public awareness of this issue increased due to the media coverage of Brittany Spears and the #FreeBrittany movement. It is not surprising that alternatives to guardianship are receiving increased attention as well. For purposes of this Request for Application, guardianship means legal responsibility for the care of someone who is unable to manage their own affairs.

Supported Decision-Making (SDM), an alternative to traditional guardianship, is a model gaining acceptance in roughly half a dozen nations and throughout the United States. In the U.S., 12 states have passed Supported Decision-Making laws. With SDM, an individual with a disability has a group of "supporters" who the individual can ask for advice and support in making decisions–but decision-making power remains with the individual with a developmental disability, and there is a written agreement that spells out how supported decision-making will occur with that particular person.

Currently, in Pennsylvania, this model is still largely unknown–except for a few court cases. The Council has a long tradition of supporting Pennsylvanians with developmental disabilities and their families to increase their knowledge in order to make informed decisions, exercise their rights, and control their own lives. We have continually looked for ways to help people with and without disabilities to have meaningful involvement in their communities. This work is based on the belief that all citizens have a need, as well as the right and responsibility, to be fully included in all aspects of community life, including the fundamental right to make decisions.

With this RFA, Council will fund one project to raise awareness and provide information about how Supported Decision-Making works. The successful applicant will work to raise awareness among key stakeholders, including individuals with disabilities themselves–particularly youth with disabilities who are transition aged (14-26) and their family members, and those professionals involved in the transition from youth to adulthood. Ideally, the successful proposer will have both familiarity with Supported Decision-Making and the capability to communicate successfully with diverse groups of stakeholders.

Required Activities

1. Perform an environmental scan to assess the possibilities of SDM in Pennsylvania. Identify best and promising practices occurring nationally, internationally, or in Pennsylvania.

2. Provide regional information and awareness sessions, in combination with online opportunities, to educate families and individuals with intellectual/developmental disabilities and the following personnel on SDM versus guardianship:

a) Individuals with intellectual/developmental disabilities
b) Families of individuals with intellectual/developmental disabilities
c) Supports coordinators
d) School personnel
- a. Transition coordinators
- b. Intermediate units

3. Develop and share materials for each target group. Training materials developed must include plain language and easy-to-read versions. All material should be easily available and accessible to project participants, as well as members of the general public.

4. By the end of the initial 24 months, a resource toolbox about Supported Decision-Making in Pennsylvania should be created and shared widely. It should include information such as "how-tos" for those individuals and families considering or interested in having supported decision-making in their own lives, potential best practices, sustainability, etc.

5. By the end of the initial 24 months, a train-the-trainer manual about Supported Decision-Making best practices will be created and shared widely. It should include items such as frequently asked questions and links to other resources.

6. Foster collaboration among targeted stakeholders, so that SDM becomes a viable option for individuals with disabilities and their families.

7. Through the project pre- and post-testing, track and assess the level of knowledge and attitudes toward supported decision-making versus guardianship of project participants of at least three groups: individuals with intellectual/developmental disabilities, families of individuals with intellectual/developmental disabilities, and professionals as identified in required activity #2.

Expected Outcomes

1. Every year, an additional 30 people with developmental disabilities and their families will be trained on how to use Supported Decision-Making in their own lives.

2. By the end of year two as a result of the project's pre- and post-testing, a documented and increasing number of people with developmental disabilities and their families, transition professionals, and other stakeholders will be provided information, training, and technical assistance about Supported Decision-Making.

3. As a result of the project's work, there will be a documented and increasing number of train-the-trainer graduates.

RFA#: 26-21
Planned Allocation: One project @ $50,000 per year for up to five years
Match Required: $16,667 per year

Pre-application Conference Webinar: Thursday, November 4, 2021, at 10 a.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Employment

To support businesses through education and technical assistance focused on promising practices to employ and promote more people with developmental disabilities in competitive integrated employment

Background

The Employment First Act, signed into law on June 19, 2018, ensures that individuals with disabilities have the opportunity to achieve economic independence through jobs that pay competitive wages in community integrated settings. In 2018-2019, only 16 percent of working age (18-64) waiver recipients with intellectual and developmental disabilities were competitively employed. In 2017-2018, that same number was 15 percent. The current full-time workforce participation for individuals with developmental disabilities is 23.3 percent across the Commonwealth, compared to 82 percent of those without any disability. While Pennsylvania has made significant strides forward in the employment of persons with disabilities, much remains to be done to ensure people with disabilities earn living wages while working in the community, just like their peers without disabilities.

Over the past three years, PADDC funded an Employer Focused Employment project, which established a consortium of employers to work on creating internal policies regarding diversity, equity, and inclusion for their workforces and improving employment opportunities for individuals with developmental disabilities. This Request for Applications seeks to expand that effort by challenging employers to develop and support strong and diverse workforces to create greater systemic change.

COVID-19 forced employers to provide reasonable accommodations for all, to support remote workers, to offer flexibility and creative approaches to productivity, and to think differently about how they do business. We desire to work with private and public groups in advancing innovation, improving policies and practices, and developing new opportunities for individuals with disabilities in employment, apprenticeships, and internships across Pennsylvania. We want to foster generic social change by changing the way the system works, rather than changing the employees. You are open to present to us your best thoughts on how to rectify the current disability employment situation.

In applying the Council's model to this work, we have provided the following required activities, but encourage your creativity in the development of your own overall model.

Required Activities

1. Expand the employer-to-employer mentor network created by the Council's previous Employer Focused Employment grant.

2. Each year, a minimum of 20 employers will be supported with education and technical assistance.

3. Host an annual employment conference to provide opportunities for companies to share successes and human resources policy developments, and learn about disability employment in the context of overall diversity in the workforce.

4. Offer resources and technical assistance to employers on accommodations, including position restrictions, the ADA, and transitioning to remote employment.

5. Create a communications strategy to share successes of the project.

6. Develop a baseline measure and assessment tool for disability employment changes throughout the duration of this project and report on longevity of employment and promotions for individuals with developmental disabilities.

7. Measure employers' attitudes, stigmas, and assumptions regarding disability employment.

8. Create a plan to sustain a network of support for employers beyond the life of this grant.

9. Collaborate with Council's Empowerment through Employment grant and other Council projects as appropriate.

Expected Outcomes

1. More people with developmental disabilities report they are employed, have opportunities for advancement, or are promoted in competitive integrated employment.

2. Employers will report feeling supported and knowledgeable about hiring individuals with developmental disabilities.

3. Documented and effective processes, procedures, and policies that can be replicated in other organizations to achieve systems change.

RFA#: 27-21
Planned Allocation: One project @ $100,000 per year for up to five years
Match Required: $33,334 per year

Pre-application Conference Webinar: Monday, November 1, 2021, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Quality Healthcare Access

To increase quality of healthcare services for people with disabilities by providing education and training for healthcare professionals

Background

Twenty-six percent of individuals with disabilities who participated in an October 2020 PADDC survey reported dissatisfaction with healthcare professionals' ability to care for and knowledge about individuals with disabilities and their families. Healthcare access varies greatly between rural, urban, and suburban communities due in part to transportation and technology barriers. In addition, mental health and dental services are becoming more difficult for individuals with disabilities to find. Those considered medically complex or who have behavioral challenges are further marginalized and have fewer options when seeking medical treatment. Due to COVID-19, there has been a rise in telehealth technology; however, the inequitable access for individuals with disabilities and their families remains. New challenges include access to reliable internet service, access to necessary equipment, and access to communication alternatives and strategies when not meeting face-to-face with healthcare providers.

Physician-patient relationships can have profound positive and negative implications on quality of care and health outcomes. In many ways, the interaction between a physician or other healthcare professional and the person with a disability can be a pivotal one. Those interactions set the tone for how families and individuals with disabilities believe the greater community will treat and respond to them. Data suggests that positive, personal contact between individuals with disabilities and healthcare professionals is a powerful tool in breaking down negative stereotypes and helping to see each other as full human beings. Individuals with disabilities need healthcare services to be accessible in ways that do not adversely intrude on their everyday lives and enable them to manage as independently as possible.

Required Activities

1. Provide training and technical assistance to healthcare professionals on how to better provide quality services to individuals with disabilities and their families, including communication strategies, existing evidence-based service excellence models, and available community resources.

2. Partner with healthcare facilities, hospitals, medical societies, visiting nurse associations, behavioral health, and advocacy organizations to broaden the reach of the project.

3. Address barriers such as access to telehealth, quality of healthcare services, communication, and sensory issues within the facility.

4. Develop an evaluation strategy to assess improved healthcare quality.

5. Create tangible training and supplemental materials for healthcare professionals to give to individuals and families.

6. Create a training video offering possible solutions around common mistakes made by healthcare providers that can be viewed annually.

7. By the end of the project, develop possible accredited training for healthcare workers, including supplemental materials that can be used by both healthcare workers and the patients they serve. (e.g., 1-page card or document with key medical concerns – Health Passport)

Expected Outcomes

1. People with developmental disabilities and families will report increased accessibility to healthcare.

2. People with developmental disabilities and families will report increased quality of healthcare services.

3. Providers of medical services will report an increase in knowledge and skills to serve individuals with disabilities and their families.

4. Positive change in attitudes of healthcare providers regarding disability as shown by pre- and post-surveys to a sampling of healthcare providers.

RFA#: 28-21
Planned Allocation: One project @ $100,000 per year for up to five years
Match Required: $33,334 per year

Pre-application Conference Webinar: Wednesday, November 3, 2021, at 10 a.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Transportation

To demonstrate promising practices that result in decreased barriers to public and private transportation for people with disabilities

Background

Transportation is consistently identified as one of the primary concerns for people with disabilities across Pennsylvania. In rural communities, if public transportation is available, it is often restricted to specific routes. If an individual lives outside that route, it becomes nearly impossible to access the service. In urban communities, there are more transportation options, such as subways and trains. However, not all subway/train stops have accessible entrances and exits, limiting where individuals with disabilities can go. In recent years, ride-sharing options have become more common, such as Uber or taxi cabs. However, these options present a new set of accessibility concerns, such as limited availability, lack of wheelchair-accessible vehicles, or not allowing service animals into the vehicle. Previous Council work on expansion of the Shared Ride service to include people with disabilities who did not meet the age requirement has been successful, but remains expensive, is hard to schedule, has restricted hours, and does not guarantee arrival at the desired destination on time. Often, the lack of transportation options forces individuals with disabilities to remain at home, which leads to feeling isolated or dependent on family, friends, and neighbors. Decreased independence and "burn out" among loved ones can result.

With this RFA, Council will fund two demonstration projects that identify and address barriers to transportation. Council encourages applicants to work with existing resources as well as evidence-based service delivery models to propose a way to create an operational and sustainable transportation program in rural and/or urban areas across the Commonwealth. Proposed demonstration work could include, but is not limited to, addressing physical accessibility and ADA accommodations, overcoming assumptions and stigma, and addressing cost-effectiveness of transportation.

Required Activities

1. Identify transportation needs in targeted rural, urban, and suburban areas, including numbers of users, destinations, new routes, additional service times/availability, underserved areas, etc.

2. Decrease barriers to public transportation in both rural and urban areas.

3. Identify and demonstrate a promising practice model that provides accessible transportation that is not dependent on a provider or government system.

4. Collaborate with other transportation grantees to address policy change, best practices, and sustainability.

5. Create and disseminate training materials and/or videos addressing ADA compliance/disability etiquette and breaking down barriers to transportation that are sustainable beyond the life of the project.

6. Develop a baseline assessment tool that can be used to measure the success of the project.

Expected Outcomes

1. System barriers, which impact access to transportation for individuals with developmental disabilities, will be reduced or eliminated.

2. Project outcomes can be replicated across the state in similar geographic locations.

3. Individuals with disabilities will report improved access to transportation for work, healthcare, and social engagements.

RFA#: 29-21
Planned Allocation: Up to two projects @ $75,000 per year up to three years
Match Required: $25,000 per year

Pre-application Conference Webinar: Tuesday, November 9, 2021, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Authentic Friendships

To build capacity of families, schools, and residential facilities in supporting people with developmental disabilities to establish meaningful, genuine, and reciprocal friendships

Background

It has been well established that meaningful, authentic friendships improve the quality of a person's life. However, research shows that individuals with developmental disabilities often have close friendships that are limited to family members and paid staff. Recently, as a result of the COVID-19 pandemic, many people with disabilities found themselves more socially isolated than before.

At times, well-meaning family members, residential support staff, and educators engage in behaviors that make it more difficult for people with developmental disabilities to establish and maintain authentic friendships. At other times, they do not know what they can do to support people with developmental disabilities in establishing and maintaining authentic friendships. For example, hovering over a person may inadvertently discourage others from socializing or approaching the person with the disability. Another example is when an educator or support staff person discourages a person with a disability from freely expressing their thoughts or personality in certain social situations.

Authentic relationships involve more than learning social skills or overcoming communication barriers. They involve genuine care and understanding about others, give and take within social settings, and shared responsibility between individuals to contribute to the friendship. Friendships can be fostered between individuals with and without disabilities, across social and racial barriers, and outside the context of a service system. Council expects this effort to support relationships that build mutual trust, honesty, caring, and respect…and to enjoy each other's company. With this RFA, Council seeks to fund one project that will build capacity in communities to support people with disabilities in establishing authentic friendships.

Required Activities

1. Create or identify resources for families, schools, and residential service providers on how to support people with developmental disabilities in establishing authentic friendships, and disseminate those resources to families, schools, and residential service providers.

2. Encourage families, schools, and residential service providers to support people with disabilities to identify and participate in social activities they enjoy.

3. Encourage families, schools, and residential service providers to include some unstructured time during activities and programs to allow friendships to grow.

4. Periodically collect feedback from people with disabilities through surveys and interviews on whether they feel supported in establishing and maintaining authentic friendships.

5. Periodically collect feedback from families, residential providers, and schools through surveys and interviews to track the efforts being made to support people with disabilities to establish authentic friendships.

6. Provide technical assistance to families, schools, and residential service providers on how to support reciprocal relationships through fully integrated activities where people with and without disabilities can connect on their shared interests.

Expected Outcomes

1. People with disabilities will increasingly report that they are participating in social activities that give them the opportunities to form friendships.

2. People with disabilities will report that that they feel more supported in establishing friendships and are more successful in establishing meaningful friendships and relationships.

3. Families, residential programs, and schools will report that they are better equipped and better informed to support people with disabilities in establishing meaningful friendships and relationships.

RFA#: 30-21
Planned Allocation: One project at $75,000 per year up to five years
Match Required: $25,000 per year

Pre-application Conference Webinar: Tuesday, November 9, 2021, at 10 a.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Community Alliance

To bring together groups and individuals that have experienced disenfranchisement, exclusion, subjugation, oppression, and other types of harm as allies to partner in fighting for justice for everyone

Background

There is an increasing awareness of the need for disenfranchised groups to develop alliances and work together for equity and justice. When Council sponsored the Community Alliance Summit in 2015, we envisioned it as a way to build alliances between disenfranchised groups and foster collaboration between them to work toward a more inclusive Commonwealth. The Community Alliance Summit has grown each year and has continued to be intersectional by including organizations and individuals from various races, ethnicities, sexual orientations, genders, language groups, countries, and disability groups as both presenters and attendees. Throughout the years, the Summit has offered opportunities for participants to share both their personal and professional experiences to empower others.

With this project, Council seeks to make the Community Alliance more than a single annual event. We seek proposals that will continue the work and use the information and resources that Council has gathered–including what the Council has learned about allyship. We define allies as those who support and stand in solidarity with groups in which they are not a part, and who use their places of privilege as part of that support. The applicant will need to demonstrate that it has the appropriate technical, event planning, and communications expertise, and also the necessary awareness and understanding of disability issues, to help Council grow and expand its vision.

Required Activities

1. Organize, facilitate, and produce an annual Community Alliance Summit event.
   a) Ensure that the annual conference is fully accessible, including all materials, locations, and technologies used.
   b) Ensure the Summit continues to have diverse and intersectional presenters, including geographic diversity that reflects the Commonwealth of Pennsylvania.
   c) Arrange for all logistics for the annual event, including location selection (ensuring a central and accessible location), presenter identification, and a communication strategy to promote the event.
2. Create ongoing opportunities for participants to collaborate and share their work and events.
3. Create a social justice network where Community Alliance participants can work together toward an equal society for all.
4. Develop electronic tools and a communication strategy for the Community Alliance participants to communicate year round.
5. Collaborate with Council's Communications Publications Grantee and other Council projects as appropriate.

6   Consult with the Council's Community Living Goal Group to ensure that the grantee continues to fulfill the Council's vision for building a Community Alliance.

7. Conduct periodic surveys and interviews of Community Alliance participants to measure their understanding of the impact of intersectionality on people with developmental disabilities and other marginalized groups, and how the participants believe these impacts should be addressed.

Expected Outcomes

1. Attendees of the Community Alliance Summit will report increased understanding of how intersectionality impacts those with developmental disabilities and other disenfranchised groups, and how to address the disparity.

2. People with disabilities will be empowered to connect and network throughout the year to advance social justice and rights of all disenfranchised groups.

3. People with disabilities will be active participants and allies in a cross-disability, cross-cultural social justice network, and they will actively seek to re-enfranchise and empower previously disenfranchised individuals and groups.

RFA#: 31-21
Planned Allocation: One project at $80,000 per year up to five years
Match Required: $26,667 per year

Pre-application Conference Webinar: Friday, November 5, 2021, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Disability is Not a Crime

To reduce violence during interactions between the criminal justice system, including law enforcement, the courts, and school resource officers, and individuals with disabilities and their families

Background

The death of George Floyd at the hands of the police and other recent instances of police brutality have raised awareness of police violence against marginalized groups, including communities of color, the disability community, and the LGBTQ+ community. These recent events have also fostered mutual support to reduce police violence. There is a long history of the marginalization and criminalization of people with disabilities by law enforcement and the courts. Behaviors linked with disabilities are often regarded as non-compliance by police officers, and this can lead to violence against people with disabilities. A report from Allegheny County says that because "the law prohibits schools from suspending and expelling students with IEPs for behaviors that are a manifestation of their disability, schools refer these students to law enforcement when they do not have resources to support them."[1] School officials are almost twice as likely to refer children of color with disabilities to law enforcement as students who are white.[2]

As a result of increasing public awareness, police departments are taking steps to reduce police violence. For example, "a study in Seattle randomly assigned officers to receive training in procedurally just policing, leading to a reduction in use of force of between 15 and 40 percent, depending on the situation" (Owens, E., et al., Criminology & Public Policy, Vol. 17, No. 1, 2018). Also, some police departments are adopting research-based practices such as Active Bystandership for Law Enforcement (Project ABLE), designed to reduced police violence by encouraging peer intervention where one police officer helps deescalate the behavior of another police officer.[3] With this grant, Council seeks to fund a project that will work with both the law enforcement community and the disability community to reduce violence during interactions between law enforcement and individuals with developmental disabilities.

[1] Institutionalized Inequity: Pathways to Juvenile Justice for Black Girls in Pittsburgh and Allegheny County, Black Girls Equity Alliance
[2] Police and Pennsylvania Schools: What Counselors Need to Know, ACLU of Pennsylvania 2019
[3] What works to reduce police brutality: Psychologist's research is pinpointing the factors that lead to overly aggressive, biased policing and intervention that can prevent it, American Psychological Association 2020

Required Activities

1. Develop/identify best practices in trainings and/or procedures for law enforcement personnel that effectively reduce violence during interactions with people with disabilities and other marginalized groups.
2. Develop/identify best practices in trainings and/or procedures for police, school resource officers, and the courts that effectively reduce the implicit bias against people with disabilities and other marginalized groups.

3. Identify/develop best practices for people with disabilities to safely interact with the police and the courts.

4. Include people with disabilities in identifying and/or developing the best practices, and in creating and providing the training.

5. Deliver training and training resources to police departments and disability communities. Ensure that the best practices can be replicated throughout Pennsylvania.

6. Periodically collect feedback from police departments and disability communities through surveys and interviews about their interactions and attitudes toward each other to measure the effectiveness of the grant work.

7. Encourage an ongoing dialogue between local police departments and disability communities, and encourage interactions between the groups outside of high-stress situations.

Expected Outcomes

1. Individuals with developmental disabilities will report that there has been a reduction in violence when they interact with the police.

2. Individuals with developmental disabilities will report that they have a greater trust in, and less fear of, the police.

3. Law enforcement and the courts will report a greater understanding of best practices when serving individuals with developmental disabilities.

4. Pre- and post-survey data will show less stigma and bias on the part of law enforcement and the courts as a result of their involvement with the project.

RFA#: 32-21
Planned Allocation: One project at $100,000 per year up to five years
Match Required: $33,334 per year

Pre-application Conference Webinar: Monday, November 1, 2021, at 10 a.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Leading the Way: Advocates and Allies

To create sustainable paths to leadership for people with developmental disabilities and their allies

Background

In 2007, the Pennsylvania Developmental Disabilities Council funded a grant to support creation of a statewide organization run by and for people with developmental disabilities. The organization Self Advocates United as One (SAU1) was born out of that grant, and it continues to be a prime example of leadership excellence in Pennsylvania.

Consistent with the values of the Council, we strive to expand leadership opportunities for individuals with developmental disabilities, their families, and allies to lead social change and leave a larger footprint in broad, diverse communities. Individuals with disabilities, their families, and allies need personalized, alternate pathways to become the next generation of leaders. We expect leadership by self-advocates to move beyond disability-focused issues and expand into generic social and system change. While we will support new disability-focused groups established by and for individuals with disabilities, their families, and allies, the purpose of this initiative is to also support and mentor leadership and engagement in the broader community to effect social change.

We believe that empowering individuals with disabilities to engage in public and private systems, groups, clubs, and associations will bring diversity and disability perspective to a broad array of community change efforts. We seek to support and mentor individuals with disabilities to forge their own path to leadership, find their allies, identify their priorities, and set goals according to their personal passions. Some will wish to improve the disability community and systems. Some will want to impact their broader community, and indeed, the world. Each person may proceed on a different path.

With this RFA, Council will fund one project to support leadership capacity building among individuals with developmental disabilities. The grantee will also provide ongoing administrative and financial support to aid individuals and their families and allies to organize community groups, support their leadership learning objectives, and accomplish their goals as leaders.

NOTE: The ideal applicant must be able to adjust their support strategies to the needs of each individual and the groups they create. This cannot be a one-size-fits-all approach.

Required Activities

1. Identify how you will build the leadership capacity of individuals with developmental disabilities, and how you will recruit prospective leaders who are members of diverse communities, including disability diverse.

2. Describe the steps you will take to engage and support leaders, both with and without disabilities, to organize in their communities around common identities, interests, activities, etc., of their choosing and establish group spaces where they can thrive.

3. Create ongoing opportunities for feedback from the participant leaders. Support them to talk with each other and ensure they are given opportunities to work with their families and fellow project participants to adjust their leadership plans and group structure as they choose.

4. Describe the administrative and financial supports you will provide to the leaders in the project to establish and sustain leadership activities and the organizations they lead across Pennsylvania.

5. Describe the accomodations you will make to ensure inclusion, translation, cultural competency, and accessibility, so people with disabilities and their allies across distinct communities, even in the most rural and urban settings, can become members in groups of their choosing.

6. Identify how you will support leaders to know how and when they can use their leadership skills in in their communities.

7. Establish a method to track inclusion of leaders and their group members on community committees, groups, and in discussions with officials. Track policies and practices that change because of their inclusion and leadership.

8. Document your efforts and outcomes in a report or product to summarize the first two years of the project.

Expected Outcomes

1. People with developmental disabilities will be the leaders of groups that they choose and that are important to them.

2. Communities will change their policies and practices through the leadership of people with disabilities.

3. Local, regional, and state officials will have increased opportunities to include leaders with disabilities and their families and allies in committees, groups, and discussions.

RFA#: 34-21
Planned Allocation: One project @ $150,000 per year for up to five years
Match Required: $50,000 per year

Pre-application Conference Webinar: Monday, November 8, 2021, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

Self-Advocacy Training Initiative & Network

To support peer mentoring by people with developmental disabilities to share their knowledge through a self-advocacy network; and provide a platform for group advocacy

Background

Council has funded self-advocacy organizations to help build capacity among individuals with disabilities to be leaders. These individuals now speak for themselves and others about what is important to them, and what they want. Council wants to ensure that the skills and knowledge gained are passed to the next generation. We must continue to promote ideas, such as self-determination, advocacy, leadership, and disability pride and history. This must continue, because there are always new people with disabilities joining the community.

Peer-to-peer support–current leaders supporting future leaders–is the heart and soul of self-advocacy. Self-advocates encourage each other to be leaders and live self-determined lives. They rely on advice from each other to overcome obstacles, learn skills, make decisions, and take risks.

There is also a need for people with disabilities to organize as a network to be a strong advocacy force in Pennsylvania. They need to connect and work together as a powerful, united disability community. They need a reliable platform to interact with each other about their dreams, their goals, their activities, and their challenges. They must have a consistent space to support one another to be active, connected, and powerful. They should have a stage from which to advocate, when they want to, on a large scale as one formidable voice.

With this RFA, Council will fund one project to create an active and dynamic network–a space for people with developmental disabilities to share their skills and knowledge with one another. We seek to create and support a formal network of self-advocates with developmental disabilities across Pennsylvania who will teach each other to be leaders. This network should be a place where they can join their voices together to speak as one for what they want for themselves, their families, and allies, the systems they access, and for the future of Pennsylvania.

Required Activities

1. Describe how you will seek and consistently engage a core group of paid, cross-disability, cross-cultural leaders with developmental disabilities to direct, lead, and conduct the key work of the project.

2. Describe how you will provide support for decision-making, information sharing, and skill development to the core leaders, building capacity to be better prepared to inform and support their peers and conduct the work of the project.

3. Develop a strategy to create and support an active and vibrant network that engages people with disabilities. Include how you will provide a platform to easily communicate, gather, and connect regularly. The network must be able to organize and function as a single voice to share their messages when appropriate. Identify the strategies you will use, both virtual and live, to ensure people with disabilities from even the most rural or urban parts of Pennsylvania can participate.

4. Describe the multiple ways you will conduct ongoing public communications to keep stakeholders, network participants, and their allies engaged and knowledgeable about the network and its activities.

5. In addition to regularly scheduled activities, support the network to create and conduct knowledge sharing during specifically targeted events (such as weeknight webinars, Saturday seminars, or a series of weekends) for peers, families, and allies. We want to promote the status of people with disabilities as leaders and help build a bridge between parents and the self-advocacy movement.

6. Describe the accomodations you will make to ensure inclusion, translation, cultural competency, and accessibility, so people with disabilities, and their families and allies across distinct communities, can fully participate and feel welcomed.

7. Support the development of an advocacy agenda with goals and outcomes determined by the network, so the participants are prepared to speak as a united voice on topics of importance to them.

8. Document your efforts in a culminating report or product. Disseminate widely after securing approval from Council, ensuring the report meets current accessibility standards.

Expected Outcomes

1. People with disabilities will have increased knowledge on self-determination, advocacy, and leadership skills.

2. People with disabilities will have continued engagement with diverse communities, including diverse disabilities.

3. Families and allies of people with disabilities will have a better understanding of self-advocacy and the self-advocacy movement.

4. People with disabilities will have the ability to advocate on a larger united scale, including individuals, families, and their allies.

RFA#: 33-21
Planned Allocation: One project @ $85,000 per year for up to four years
Match Required: $28,334

Pre-application Conference Webinar: Wednesday, November 3, 2021, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Proposal Due Date: Wednesday, December 1, 2021

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Appendix A:
Council Policies and Resolutions

- Federal Definition of Developmental Disabilities
- Council Resolution on Aversive Therapies
- Council Policies on Communications/Publications
    - Open Captioning/Descriptive Video
    - 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 three 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 three 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 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 grants and activities that we fund will also provide ancillary benefits to people with disabilities that are not developmental, to their families, and/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 an application under this RFA, 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

Open Captioning

To ensure equal access to information, it is the policy of the Pennsylvania 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 open captioning in their budgeted production expenses.

Right to Publish and Council Copyright Policy

Council retains editorial control on all materials, audio-visual and written, that are produced with Council funds. Materials developed with funds from this grant must use media standards and protocols as established by Council and may be copied and distributed only with the prior written permission of 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.

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 application be chosen for funding, the appropriate audit requirements will be reviewed with you prior to start-up.

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Appendix B: Resources

- Sample PERT Chart
- Developing an Indirect Cost Rate
- Local Match Formula

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 27	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 grant approach. The PERT chart must cover the first 24 months of your proposed effort.

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. A direct cost is a price that can be directly tied to the production of specific goods or services. The cost can easily be traced to a product, department, or project. Indirect costs, on the other hand, are expenses unrelated to producing a good or service. An indirect cost cannot be easily traced to a single product, department, activity, or project. 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 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 X 10 percent = $100. Program B indirect expenses: $2,000 X 10 percent = $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 B: Resources (Cont.)

Local Match Formula

Local match is your portion of the grant and is generally based on 25 percent of your total budget. The local match consists of 'in kind' value and/or non federal cash contributions. All grantees are required to contribute a local match to their project. The total cost of your project equals the federal share plus the local match.

The standard 25 percent match has been calculated for you and is listed at the end of each grant description. Those who can demonstrate that their project will be located in a federally defined poverty area are only required to contribute a 10 percent match of the total project budget. For the 10 percent required match divide the amount of your federal dollars request by nine instead of three.

Total Cost
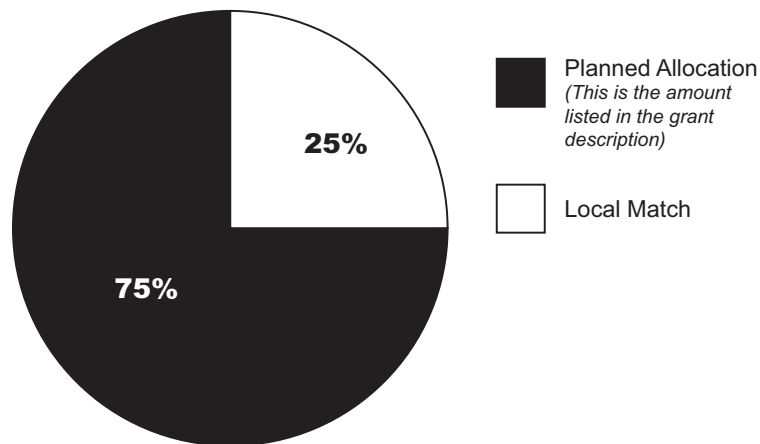
Planned Allocation
(This is the amount listed in the grant description)

Local Match

General Formula

Step 1: $\dfrac{\text{Planned Allocation}}{3} = \text{Local Match}$

Example: $\dfrac{\$75,000}{3} = \$25,000$

Step 2: Planned Allocation + Local Match = Total Grant

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

Appendix C: Forms and Attachments

- Interest E-mail
- Title Page
- Budget Form
- Pre-application Conference

All forms are available on the Council's website at www.paddc.org/grant-funding-opportunities/rfp-book.

Applications will be accepted electronically via email ONLY.

All documents should be converted to Adobe Acrobat PDF
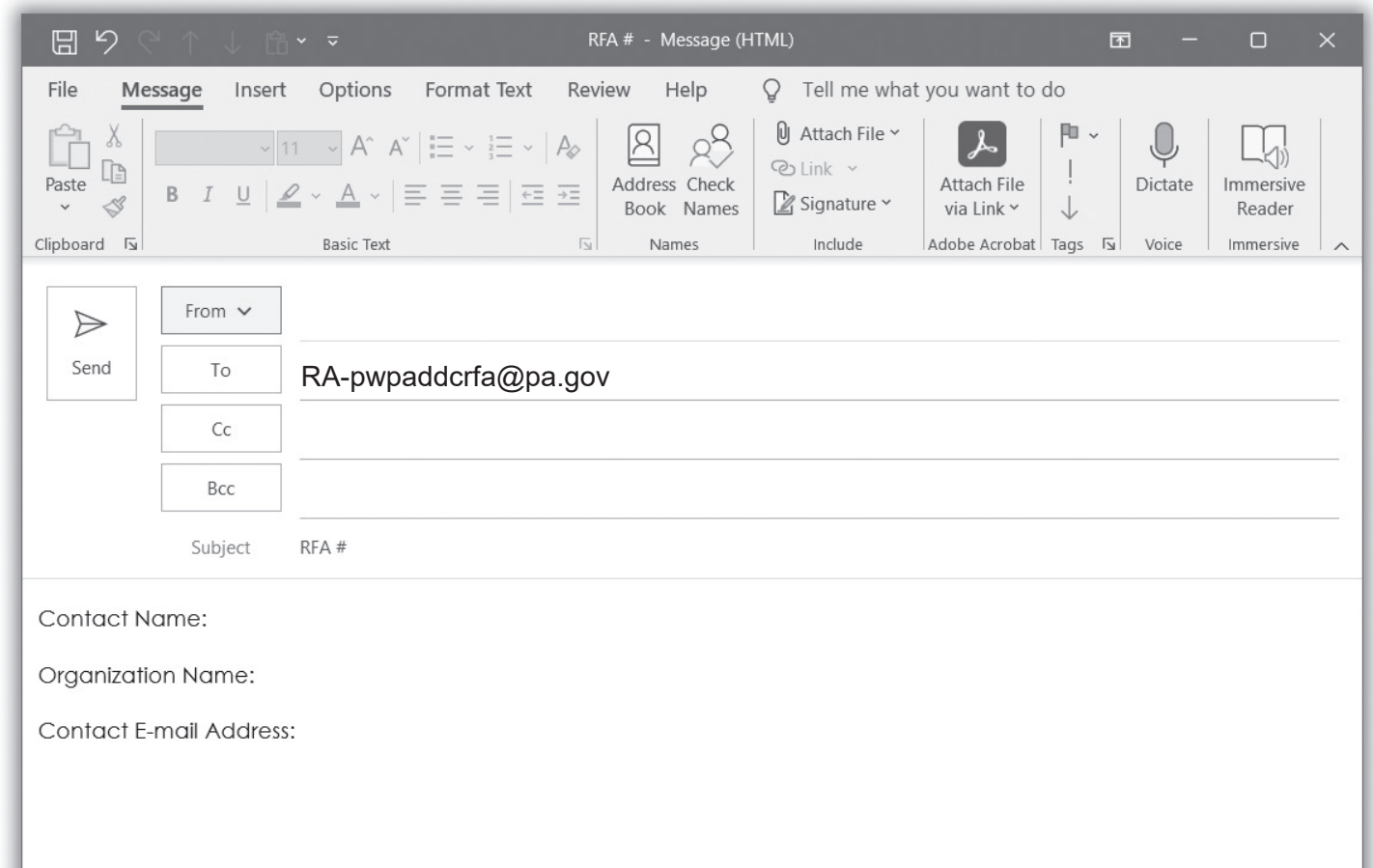and submitted as one file to: **RA-pwpaddcrfa@pa.gov**

Interest E-mail

Your first step in applying for a Council grant is to send an interest e-mail message immediately. If you are considering submitting multiple applications, please send a separate interest message for each grant.

Send Interest E-mail to: **RA-pwpaddcrfa@pa.gov**

• Include the RFA # in the subject line

• In the body of the e-mail, list your contact name, your organization's name, and the e-mail address to which further information should be sent.

In order to receive the pre-application meeting minutes for any given activity, you must inform us of your interest in submitting an application via e-mail. Remember that these pre-application meeting minutes may contain important information regarding the preparation of your application or any addenda to this RFA.

Applications will be accepted electronically via email ONLY.

All documents should be converted to Adobe Acrobat PDF
and submitted as one file to: **RA-pwpaddcrfa@pa.gov**

TITLE PAGE
PENNSYLVANIA DEVELOPMENTAL DISABILITIES COUNCIL
REQUEST FOR APPLICATIONS

Name of Grant:

RFA #:

Name of Applicant:

Street/P.O. Box #:

City/State/Zip + 4:

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 application.

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 Applications book. Please note the pages in your application where those descriptions are located.

Generic Social Change – Page ___   Meaningful Participation – Page ___

Systems Change – Page ___   Disparate Impact – Page ___

Submission of this application constitutes agreement to the following:
- You certify that you will comply with all policies noted in Appendix A of the RFA 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 application remains valid for 150 days from the date of submission.

_____
(Signature of Applicant's Authorized Official)

_____
(Printed Name and Title of the Authorized Official)

Applications will be accepted electronically via email ONLY.

All documents should be converted to Adobe Acrobat PDF
and submitted as one file to: **RA-pwpaddcrfa@pa.gov**

Note: We recommend creating your budget in a Microsoft Excel spreadsheet. A budget template and other resources are available at: www.paddc.org/grant-funding-opportunities/rfp-book.

Using the proper Excel form during the application process will expedite your approval process if your proposal is accepted for funding.

Budget Form

GRANT # _____

GRANTEE: _____

GRANT NAME: _____

GRANT PERIOD: _____

BUDGET CATEGORY	PLANNED ALLOCATION	LOCAL MATCH	TOTALS
PERSONNEL TITLE:			
SUBTOTAL PERSONNEL			
OPERATIONS:			
SUBTOTAL OPERATIONS			
Indirect Costs			
TOTAL			

Pre-application Conferences

Goal Area 1: Self Determination

Community Opportunities for Families of Young Children ... Friday, November 5, 2021, at 10 a.m.
Empowerment through Employment ....Tuesday, November 2, 2021, at 10 a.m.
Parents with Disabilities..Tuesday, November 2, 2021, at 2 p.m.
School Culture .... Wednesday, November 10, 2021, at 10 a.m.
Supported Decision Making... Thursday, November 4, 2021, at 10 a.m.

Goal Area 2: Social and Systems Change

Employment...Monday, November 1, 2021, at 2 p.m.
Quality Healthcare Access...................................... Wednesday, November 3, 2021, at 10 a.m.
Transportation ....Tuesday, November 9, 2021, at 2 p.m.

Goal Area 3: Community Living

Authentic Friendships...Tuesday, November 9, 2021, at 10 a.m.
Community Alliance .... Friday, November 5, 2021, at 2 p.m.
Disability is Not a Crime ....Monday, November 1, 2021, at 10 a.m.

Goal Area 4: Self-Advocate Leadership

Leading the Way: Advocates and Allies............................Monday, November 8, 2021, at 2 p.m.
Self-Advocacy Training Initiative & Network .... Wednesday, November 3, 2021, at 2 p.m.

Notes:

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The identity of the Pennsylvania Developmental Disabilities Council 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.