

PENNSYLVANIA DEVELOPMENTAL DISABILITIES COUNCIL



REQUEST FOR APPLICATIONS



*2022-2026 State Plan—Book #2
for grants beginning July 2023*

DEADLINE TO APPLY: Wednesday, October 26, 2022



Published September 2022

Additional Funding Opportunities *available year round*

Community Grants Program

accepts applications on a rolling basis, meaning you can apply at any time. 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.



LEAF Scholarships

provide up to \$750 per person, per year.

The scholarships may be used 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 where all people are valued and thrive.

Mission

The Council engages in advocacy, systems change, and capacity building with 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
- Support communities so that all people belong
- Empower people with all disabilities
- Promote the understanding of the life experiences of people with disabilities
- Pursue equity for 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

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PADDC Vision, Mission, and Values (Cont.)

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.”

Pennsylvania Developmental Disabilities Council

2022 - 2026 State Plan

Goal 1: Self-Determination

Pennsylvanians with developmental disabilities and their families increase their knowledge in order to make informed decisions, exercise their rights, and control their own lives.

- ✓ **Objective 1.A:** Supported Decision Making: Every year, an additional 30 people with developmental disabilities and their families will receive training on how to use supported decision making in their own lives.
- ✓ **Objective 1.B:** Everyday Lives: By 2026, as a result of peer-to-peer training, the number of people with developmental disabilities who state they make decisions for their own lives in housing, employment, and family life will increase.
- ✓ **Objective 1.C:** Education & Early Intervention: Each year, there will be an increase in the number of diverse families of young children with developmental disabilities who receive information and education about the benefits and positive impact of inclusion and self-determination.

Goal 2: Social and System Change

Change service systems and community resources so that they are more responsive, accessible, and flexible for Pennsylvanians with developmental disabilities.

- ✓ **Objective 2.A:** Employment: Each year, 20 businesses will be supported through education and technical assistance focused on promising practices to employ and promote more people with developmental disabilities.
- ✓ **Objective 2.B:** Housing: By 2026, an increased number of people with developmental disabilities will have information and support in order to secure safe, accessible, and affordable housing in the communities they choose.
- ✓ **Objective 2.C:** Technology: By 2026, people with developmental disabilities will report increased independence as a result of accessing, acquiring, using, and/or maintaining assistive technology devices and services.
- ✓ **Objective 2.D:** Transportation: By 2026, as a result of promising practices, people with developmental disabilities will report decreased barriers to using public and private transportation.
- ✓ **Objective 2.E:** Quality Health Care: By 2026, people with developmental disabilities will report increased quality of services as a result of health care professionals having training and information.

PADDC 2022 - 2026 State Plan (Cont.)

Goal 3: Community Living

Empower communities to provide positive, inclusive experience for everyone, so that people with developmental disabilities and their families feel welcomed and supported.

- ✓ **Objective 3.A:** Community Capacity: Each year, starting in 2022, an increasing number of people with disabilities will report fair and equitable treatment when engaging with community resources and public services.
- ✓ **Objective 3.B:** Community Inclusion: Each year, people with developmental disabilities will report increased access and meaningful engagement with people, places, and events in their community.
- ✓ **Objective 3.C:** Targeted Disparity in Education: Each year, in-school suspensions and expulsions among black and brown students with developmental disabilities will decrease as a result of promotion and implementation of promising practices to disrupt the school to prison pipeline that begins in early education.
- ✓ **Objective 3.D:** Community Options: Each year, an increasing number of people with developmental disabilities and their families will be provided information and education around options for community living, including the role of the HCBS final settings rule, the role of natural supports in community living, and the ability to self-direct one or more services in Pennsylvania.

Goal 4: Self Advocate Leadership

Support policy solutions, advocacy, and civic engagement led by people with developmental disabilities, their families, and allies.

- ✓ **Objective 4.A:** Self Advocacy Support: Each year, self-advocacy organizations throughout the state will be provided resources to identify, train, and support an increasing number of self-advocates who are empowered to make change in their communities.
- ✓ **Objective 4.B:** Information and Advocacy: Each year, people with developmental disabilities, their families, and allies will be supported to engage in cross disability and diverse coalitions that increase access to information and advocate for quality community resources and systems.
- ✓ **Objective 4.C:** Planned Collaboration: Throughout the 2022-2026 State Plan, PADDC will collaborate with the Institute on Disabilities at Temple University and Disability Rights Pennsylvania in advocacy efforts to support the closure of state institutions, reduce the waiting list for services, improve COVID response, decrease the number of people in segregated settings, address racial disparities in community systems, and respond to emerging needs.



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(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 to fulfill the goals of the PADDCC 2022-2026 State Plan. 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 where 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 15 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 may 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.

Continued on next page.



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 application 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. You should also consider specific outcomes relative to generic social change, meaningful participation, systems change, and disparate impact. In addition, you should tell us how you plan to measure the impact of your project.

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

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2. Grant Application Instructions (Cont.)

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.

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

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2. Grant Application Instructions (Cont.)

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 PADDCC 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

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

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

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

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 \$.62.5 cents per mile). Details of these requirements will be reviewed with all successful applicants as a part of the formal grant process.

Equipment: The Council does not encourage projects to purchase major equipment unless a direct and imperative relationship to the project can be shown. Show each item to be purchased with federal funds and justify 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, you may use a rate of 10 percent to calculate your indirect costs.

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

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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. ($\$30.05/\text{hr} \times 8\text{hrs}/\text{wk} \times 52\text{wks} \times 2\text{yrs} = \$25,000$)

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. ($\$25/\text{hr} \times 20\text{hrs}/\text{wk} \times 52\text{wks} \times 2\text{yrs} = \$52,000$)

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. ($\$15.84/\text{hr} \times 4.25\text{hrs}/\text{wk} \times 52\text{wks} \times 2\text{yrs} = \$7,000$)

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. ($2 \times 2.75\text{hrs}/\text{wk} \times \$26.67/\text{hr} \times 52\text{wks} \times 2\text{yrs} = \$15,255$)

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	<u>\$ 7,000</u>	=	<u>\$ 2,404</u>
				\$20,260

2. Operations

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

Postage: Estimated to remain under \$5/month to mail various correspondences. ($\$4.17 \times 24\text{mths} = \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. ($\$2,000 \times 2 = \$4,000$) \$3,000 will be allocated to planned allocation and \$1,000 to local match.

Supplies: Estimated at \$3,500 per year for 2 years.

($\$3,500 \times 2 = \$7,000$) \$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.

($\$2,000 \times 4 = \$8,000$) \$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.

($\$2,394 \times 24\text{mths} = \$28,728$) \$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.

($\$2,378.75 \times 12 \times 2 = \$28,545$) \$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 ($52 \text{ hours} \times \$100/\text{hr} = \$5,200$)

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. ($\$1,572.50 \times 8 = \$12,580$)

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, use a rate of 10 percent—see Appendix B for more information). This includes administrative overhead, payroll, and business services.

($10 \text{ percent} \times \$116,000 = \$11,600$). 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. **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-application 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/j/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 application 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.

Continued on next page.



3. General Information for Applicants (Cont.)

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 application. 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 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. 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 6 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 1: Self Determination

- Community Inclusion for Young Children
- Housing Myth Busting
- Parents with Disabilities
- Supported Decision-Making (SDM)

Goal 2: Social and Systems Change

- Employment
- Technology for All
- Transportation

Goal 3: Community Living

- Civic Engagement
- Community Alliance
- Homeless Shelters in Pennsylvania
- Preschool-to-Prison Pipeline
- Universal Design

Goal 4: Self Advocate Leadership

- Communications/Publications
- Family Information and Advocacy Center
- Leading the Way: Advocates and Allies

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



Community Inclusion for 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

Parents and families of children with disabilities are increasingly considering more segregated settings for their children. Parents report limiting their choices to segregated disability-specific settings out of concerns for safety or after being told that the community setting is unable or unwilling to support their child. This phenomenon can occur where families live, learn, work, worship, and celebrate their lives because people may not be educated about making structural and social changes in their community spaces to include young children with disabilities. This segregation is counter to the equality, integration, social justice, and civil rights, which people with disabilities and their allies have long fought to secure.

PADDC intends to support families of our youngest children to advocate for what they want to see in their communities, rather than accept what is offered. Parents of infants, toddlers, and children have the power, indeed the right, to experience inclusive locations and practices as their children begin their young lives as full citizens of their communities. Changing our approach to supports should include supporting families to be change agents as they seek to engage communities, schools, and employers to be more accepting and inclusive – resulting in improved opportunities and outcomes for families and individuals with ID/DD.

PADDC believes that families with access to training and information are empowered advocates who can express to others their hopes for the future.

With this request for application, Council seeks to provide information to families about inclusive community living and self-determination, so they feel empowered to have high expectations for their loved ones with a disability. Parents must have opportunities for their child that are not “special” or separated from their community and be able to plan for a future free of system and community barriers in school, work, and life. And community leaders interacting with our youngest children must learn about how their efforts to support inclusion and self-determination can impact the life trajectory of children with disabilities and their families. Two essential elements of this project include introducing people with disabilities as real-life experts and advocates, and providing group learning opportunities.

Required Activities

1. Recruit and hire or contract with working-age youth and adults with diverse developmental disabilities to be speakers with lived experience on inclusive education and community living.
2. Conduct a pre- and post- survey of families engaged with the project to determine their level of knowledge and viewpoints on disability, inclusion and self-determination.
3. Hold interactive opportunities for families where your disability experts can speak about their life experiences and lead group discussions on topics such as inclusion, self-determination, and disability rights.
4. Provide education to diverse families and professionals/community members who interact with infants, toddlers, and young children, including in multiple languages (as needed) discussing inclusion across the lifespan from birth through aging.
5. Connect parents of young children with parents of older children or young adults who benefited from inclusive community experiences to share their experiences and provide support.
6. Create an ongoing communication and networking system for families and professionals/ community members engaged with the project to be able to connect
7. Track the impact of the project by documenting system and community changes.

Expected Outcomes

1. Families will be connected to more resources, including services and supports, at an earlier age.
2. Families of individuals with disabilities from diverse backgrounds will report an increased understanding of the benefits of self-determination and inclusion.
3. Families will report they receive information that is supportive of inclusion for their loved ones.
4. Community members will demonstrate welcoming and supporting practices when engaging with families of children with disabilities.

RFA#: 16-22

Planned Allocation: Up to two projects @ 100,000 per year for up to three years

Match Required: \$33,334 per year

Pre-application Conference Date: September 28, 2022, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Application Due Date: Wednesday, October 26, 2022



Housing Myth Busting

To increase the number of people with developmental disabilities who state they make their own housing decisions

Background

The Council has a long tradition of supporting efforts to ensure that individuals with developmental disabilities have the same opportunities in life as those without disabilities – one such opportunity would be living in homes of their own choosing. However, in Pennsylvania, individuals with developmental disabilities most often live in provider-managed, residential settings or continue to live with their parents or other family members.

More recently, Council's grant projects in this area have focused on person-directed housing and services for those receiving services through the Office of Developmental Programs (ODP). This work was fueled by both public input and the conviction that Pennsylvanians with developmental disabilities needed housing options that enabled a person to live in their own home. As a result of several demonstration projects, establishment of the PA Housing Choice Coalition, and the inclusion of Housing Transition and Tenancy Sustaining Support Services into ODP's waivers, progress has been made. Individuals with developmental disabilities are living in their own homes.

Although strides have been made, surveys of individuals with developmental disabilities continue to show that many individuals feel that they have had little or no choice in where they live or with whom they live. With the implementation of the Center for Medicare and Medicaid Services' (CMS) "Final Rule" for Home and Community Based Services, the Council feels it is an especially appropriate time to support a public education awareness effort on successful, nontraditional housing options for individuals with developmental disabilities. The proposed project is timely because it will not only move forward Council's self-determination goal but will also assist the Commonwealth with advancing Home and Community Based Services.

With this Request for Application (RFA), Council will fund up to two applicants to conduct and support a public awareness project to educate primarily people with developmental disabilities and their families, housing professionals, supports coordinators, transition coordinators, and other interested professionals in a self-selected area.

Required Activities

1. Develop a plan for a public awareness and information outreach effort about how individuals with developmental disabilities can live successfully in their own home or apartment with and without supports.
2. Conduct an outreach project focused on peer-to-peer education and support on housing options in the community on topics, such as:
 - Independent/interdependent home management (by the person or with various forms of support)
 - How to live in your own home or how to purchase and maintain a home
 - Choice making
 - Roommate matching services
 - Success stories from individuals who have chosen various housing options
 - ODP's housing transition and tenancy sustaining support services
3. Plan and implement pre- and post-testing of participants to measure outcomes.
4. Report on the strengths and weaknesses and the overall effectiveness of the project.

Expected Outcomes

1. People with developmental disabilities will express interest in living in their own home.
2. Family members of people with developmental disabilities will express interest in their family member living their own home.
3. People with developmental disabilities will report increased knowledge in order to make informed decisions, exercise their rights and control their own lives.

RFA#: 17-22

Planned Allocation: Possibility of two projects @ \$40,000 per year for up to two years

Match Required: \$13,334

Pre-application Conference Webinar: October 6, 2022, at 10 a.m. *(see page 16 for instructions on how to access the webinar)*

Application Due Date: Wednesday, October 26, 2022



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 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 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.

Rocking the Cradle, a study from the National Council on Disability, reports that 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. 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 developmental disabilities, and the provision of services when persons with developmental disabilities decide to become parents.

With this RFA, Council will fund up to two projects 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.

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. Recruit and hire or contract with parents with disabilities to be peer mentors and leaders of the project. Collectively, peer mentors should represent a range of disabilities and also identify as members of other communities, so that the project is able to speak to diverse audiences.
2. Establish a process for peer mentors to provide direction, guidance, and new ideas for activities and deliverables, and how to best accomplish them, as the project progresses.
3. Offer education and supports for 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.
4. 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. Provide various opportunities and events (mail/email list, social media, live and virtual discussion sessions, etc.) for active conversations and communications between peer mentors and project participants.
6. Create and distribute materials in various formats (print, video, social media, etc.) to share peer mentor and participant stories, life experiences, knowledge and skills; and so that there are resources to enhance and support the project and the discussions during live and virtual sessions.
7. Collect data, gather feedback, and track activities to measure progress toward the expected outcomes of the project.

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#: 18-22

Planned Allocation: Up to two projects @ \$100,000 per year for up to three years

Match Required: \$33,334 per year

Pre-application Conference Webinar: October 4, 2022, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Application Due Date: Wednesday, October 26, 2022



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 the groups that follow 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#: 19-22

Planned Allocation: One project @ \$50,000 per year for up to five years

Match Required: \$16,667 per year

Pre-application Conference Webinar: September 30, 2022, at 10 a.m. (see page 16 for instructions on how to access the webinar)

Application Due Date: Wednesday, October 26, 2022



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

Pennsylvania adopted the Employment First philosophy by signing Act 36 into law on June 19, 2018. The Employment First Law ensures that individuals with disabilities be given the opportunity to achieve economic independence through jobs that pay competitive wages in community-integrated settings. In 2018-2019, 16 percent of working age (18-64) participants enrolled in the Office of Developmental Programs waivers were competitively employed.

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. Pennsylvania has made significant strides forward in the employment of persons with disabilities, but much remains to be done to ensure people with disabilities earn living wages while working in the community, just like their peers without disabilities.

This Request for Applications (RFA) seeks to host 2 employment conferences in separate areas of the state annually. We expect partnership with Fortune 500 companies and HR directors to challenge employers to develop and support strong and diverse workforces that create greater systemic change. We desire to work with private and public groups in creating more opportunities for individuals with disabilities in employment, apprenticeships, and internships across Pennsylvania.

Council wishes to direct efforts toward generic social change; by changing the way the system works rather than changing the employees. Please present us with 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 model.

Required Activities

1. Host annual employment conferences to provide opportunities for companies to share successes, HR policy development, and learn about disability employment.
2. Each year, a minimum of 20 employers will be supported with education and technical assistance.
3. Develop a baseline measure and assessment tool for disability employment changes throughout the duration of this project.
4. Measure employer's attitudes, stigmas, and assumptions regarding disability employment.
5. Create a plan to sustain and expand upon the existing network of support for employers beyond the life of this grant.
6. Collaborate with Council's self-determination 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 report feeling supported and knowledgeable about hiring individuals with developmental disabilities.
3. Documented effective processes, procedures, and policies are developed, so they may be replicated by other organizations to achieve systems change.

RFA#: 20-22

Up to two projects @ \$80,000 per year for up to five years

Match Required: \$26,667 per year

Pre-application Conference Webinar: September 29, 2022, at 9:30 a.m. (see page 16 for instructions on how to access the webinar)

Application Due Date: Wednesday, October 26, 2022



Technology for All

To foster expansion of access and use of technology devices and services that increase independence for all

Background

Technology has become an integral part of our lives. Technology connects us to our communities and to the world. We use common everyday technology such as cell phones, tablets, smart watches, laptops, and computers to wake us, track our daily schedules, connect with friends and family, take and share photos and videos, research, control our home settings, make vacations plans, order home supplies and food, listen to music, pay our bills, watch videos, and even to assist in our medical routines.

As result of accessing, acquiring, and using everyday technology devices and services, we are able to increase our independence. Yet many people with developmental disabilities are not using the technology that is available to them.

Technology can be expensive and difficult to use. Often, when individuals get technology, they are not provided the necessary level of training and education on how to use it. A lack of appropriate training can not only lead to situations where individuals are frustrated and decide not to use the technology, but it can also lead to situations that put individuals' health and safety at risk.

With this RFA, Council seeks to create resources and guides. We seek to provide opportunities for all to learn about the many uses of technology, recommended safety precautions, and the various ways it can enhance lives and connect people with their community. We seek to address the mistaken assumption that technology is only for some people.

Required Activities

1. Provide paid opportunities for people with developmental disabilities and their family members to tell their stories and hold discussions with their peers about how technology supported them in their daily lives, and the benefits and impacts they experienced.
2. Create and conduct a media and advocacy campaign that promotes the idea that technology is for everyone, and also shares examples of ways technology can improve community engagement and quality of life.
3. Partner with service providers, educators, employers, and community members to gather and document stories of individuals with developmental disabilities who use technology to capture diverse perspectives that will enrich the media and advocacy campaign.
4. Create and disseminate plain language and easy-to-read guides on how to fund, access, and use technology, software programs, and applications that lead to increased independence.
5. Create and hold technology learning opportunities for people of varying skill level. The trainings should be both scheduled and upon request. They should be held in a manner to entice and engage a wide range of audiences including those who may not be easily reached or currently connected with technology.
6. Create and maintain an online platform that catalogs and provides easy access to resources and recordings created through the project.
7. Conduct pre- and post- survey of project participants to evaluate the project's ability to meet the expected outcomes.

Expected Outcomes

1. People with and without developmental disabilities will learn more technology skills.
2. People with developmental disabilities will be empowered and more independent because of increased use of technology.
3. People with developmental disabilities will know where and how to get support to use their technology.
4. At least 10 people with developmental disabilities will report they acquired and use new technology devices to be more independent and connected to their community.

RFA#: 21-22

Planned Allocation: Up to two projects @ \$75,000 per year for up to three years

Match Required: \$25,000 per year

Pre-application Conference Webinar: October 3, 2022, at 2 p.m. (see page 16 for instructions on how to access the webinar)

Application Due Date: Wednesday, October 26, 2022



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 and if an individual lives outside that route, it is nearly impossible for them to access. 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 come with 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 program expansion of the Shared Ride service to include people with disabilities who did not meet the age requirement has been successful but remains expensive, hard to schedule, has restricted hours, and does not guarantee arrival at your desired destination on time. The overall lack of transportation options forces individuals with disabilities to rely on family, friends, and neighbors for transportation which can lead to decreased independence and “burn out” of loved ones.

With this RFA, council will fund up to 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 make the project work operational and sustainable in rural and/or urban areas across the Commonwealth. Proposed demonstration work could include, but is not limited to, addressing physical accessibility, ADA accommodations, overcoming fears related to transporting individuals with disabilities, and addressing cost-effectiveness of transportation.

Required Activities

1. Identify barriers to public transportation in an underserved area or community and develop a plan to address or overcome those barriers.
2. Identify and demonstrate a promising practice model that provides accessible transportation.
3. Collaborate with other transportation grantee to address policy change, best practices, and sustainability.
4. Develop an assessment tool that can be used to measure the success of the project.

Expected Outcomes

1. System barriers that impact access to transportation for individuals with developmental disabilities will be reduced or eliminated.
2. Project outcomes are replicable across the state in similar geographic locations.
3. Individuals with disabilities will report improved access to transportation for work, healthcare, and social engagements.

RFA#: 22-22

Planned Allocation: Up to two projects @ \$150,000 per year for up to three years

Match Required: \$50,000 per year

Pre-application Conference Webinar: September 28, 2022, at 11:30 a.m. *(see page 16 for instructions on how to access the webinar)*

Application Due Date: Wednesday, October 26, 2022



Civic Engagement

To empower people with disabilities to work together as equal partners with people without disabilities for the betterment of the general community

Background

The Pennsylvania Developmental Disabilities Council believes that people with disabilities have a valuable role to play as active citizens of the communities in which they live. Their involvement builds personal connections in the community, helps break down misconceptions about people living with developmental disabilities, and enables them to contribute back to their community as civic volunteers and partners.

PADDC has worked through two previous grants to enable individuals with disabilities to contribute their time and talents to their communities. This previous work included fully integrating both individuals with disabilities and individuals without disabilities as equal partners. Thousands of integrated volunteer hours were donated because of the Council's previous grants.

The integrated nature of the volunteerism helped elevate the value of the contributions of individuals with disabilities in the eyes of the general community. Where individuals with disabilities were often viewed as only recipients of charity and of volunteer work, they now are seen as those who perform the charity and volunteer work. The Council is seeking to take the next step in civic engagement by further elevating the perception of the contributions individuals with disabilities make to their communities, so they are not recognized as individuals with disabilities, but simply as members of their community.

Building on what was previously accomplished, the Council wants to enable individuals with disabilities to identify the specific issues that are important to them, particularly issues of public concern, and to empower them to be civically engaged in their communities. Additionally, the Council wants to support individuals with disabilities to be involved in sustained meaningful civic engagement that deepens their connections with their communities as opposed to participation in limited episodic civic engagements. Council wants this new initiative to be fully integrated, where individuals both with and without disabilities participate as equal partners.

Required Activities

1. Offer resources and information to individuals with developmental disabilities so they understand the value and purpose of civic engagement.
2. Ensure that individuals with and without disabilities work as equal partners in all aspects of the project, including planning and implementation.
3. Assist people with developmental disabilities in identifying the issues of public concern that matter most to them and document this through surveys or reports.
4. Ensure that individuals with developmental disabilities are supported to engage with civic organizations. Offer information and technical assistance to community groups, as needed, to improve accessibility and inclusive practices.
5. Assist individuals with developmental disabilities in establishing sustained meaningful civic engagement as opposed to episodic civic engagement, and track this through surveys or documented interviews.
6. Promote the work that is being done, so the process used can be replicated throughout Pennsylvania.

Expected Outcomes

1. People with disabilities will report increased access to and meaningful engagement with their communities.
2. People with disabilities will increase their knowledge of the importance and the purpose of civic engagement.
3. Public spaces will become more inclusive of people with disabilities.
4. Local communities will recognize that people with disabilities bring equal value to the betterment of communities through civic engagement.
5. People with disabilities will feel more welcomed and supported in their communities.

RFA#: 23-22

Planned Allocation: Up to two projects @ \$75,000 per year for up to three years

Match Required: \$25,000 per year

Pre-application Conference Webinar: September 29, 2022, at 11:30 a.m. (see page 16 for instructions on how to access the webinar)

Application Due Date: Wednesday, October 26, 2022



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 applications 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 Create an advisory group to guide the work of the project.
 - a) The advisory group must include PADDCC Council or Committee members to ensure that the grantee continues to fulfill the Council's vision of building a Community Alliance.
 - b) The advisory group must include leaders from disenfranchised groups or leaders of organizations that support disenfranchised groups to ensure that the grantee continues to receive input from those groups.

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 the 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#: 24-22

Planned Allocation: One project at \$80,000 per year up to five years

Match Required: \$26,667 per year

Pre-application Conference Webinar: September 28, 2022, at 9:30 a.m. *(see page 16 for instructions on how to access the webinar)*

Application Due Date: Wednesday, October 26, 2022



Homeless Shelters in Pennsylvania

To identify the homeless shelters in Pennsylvania by how accessible, inclusive, and accommodating they are to individuals with disabilities, so that people with disabilities can make informed choices

Background

According to the National Association of County and City Health Officials, *“Many shelters are inaccessible to people with disabilities, which has been the subject of recent litigation in several major cities, including Chicago and New York City. When denied access to shelters, nearly 7 in 10 people with disabilities who experience homelessness stay in dangerous locations (e.g., on sidewalks or under bridges), directly affecting their health outcomes.”*

A lack of wheelchair access, failure to provide written materials in braille, failure to accommodate service animals, and not having staff trained in sign language are a few examples of barriers that individuals with disabilities might face when trying to access the services of homeless shelters. Shelters might turn individuals with disabilities away because the staff of the shelter do not believe that they have resources to meet their needs, or the staff have not been trained on how to work with individuals with physical and mental health disabilities.

Additionally, there is a need to identify how homeless shelters are connecting individuals with disabilities to resources, especially resources that would assist in successfully transitioning them into more stable permanent housing.

The Pennsylvania Developmental Disabilities Council is interested in exploring the accessibility, inclusivity, and accommodations of homeless shelters for people with disabilities across the commonwealth. The Council is looking to fund a project that identifies homeless shelters in Pennsylvania that need improvement to achieve equitable treatment of people with disabilities. Applicants are required to define the regional area where the project work will be initially focused and may be a geographical area/multi-community/county or multi-county joinder. The Council is also seeking to identify the shelters that are the most accessible, inclusive, and accommodating to people with various disabilities.

Required Activities

1. Collect data from individual shelters in Pennsylvania regarding their facility specific accommodations for people with disabilities, their eligibility requirements, their registration processes, their funding sources, and the types of shelters they are (temporary, emergency, domestic violence, faith based etc.).
2. Identify and address barriers to individuals with disabilities when attempting to seek shelter. At a minimum, the grantee must include a focus on the following areas:
 - Physical barriers to the shelters
 - Attitudinal barriers, including perceptions by shelter staff and volunteers who may misunderstand the needs of the individuals with disabilities. Consider the challenges when individuals have intellectual or mental disabilities
 - Access to information regarding shelter accommodations in multiple forms of media including, internet, print, televisions, brail, social media, etc.
 - Access to support services including transportation, health and/or therapy appointments, support groups for substance use disorder, etc.
 - Identification of local assets to access services vital to maintaining health
3. Share the collected data with the Council, state or community agencies that help to fund the shelter and its activities, and with individuals with disabilities who use homeless shelters. This data should be easily accessible to people with disabilities.
4. Collect feedback and / or outcomes from those who receive the data; emphasizing what changes will be made as a result of this project.

Expected Outcomes

1. People with disabilities will be able to make better informed choices when seeking services from homeless shelters.
2. People with disabilities will have greater access to community resources.
3. Communities in Pennsylvania will be better informed about the accommodations, the accessibility, and the inclusivity of the shelters in their areas.
4. Promising and best practices will be identified and shared with homeless shelters, people with disabilities, the families of people with disabilities, and advocacy organizations.
5. People with disabilities will report that they felt welcomed and supported, or that they received fair and equitable treatment, when accessing the services of homeless shelters.

RFA#: 25-22

Planned Allocation: Up to two projects @ \$40,000 per year for up to two years

Match Required: \$13,334 per year

Pre-application Conference Webinar: October 3, 2022, at 10 a.m. (see page 16 for instructions on how to access the webinar)

Application Due Date: Wednesday, October 26, 2022



Preschool-to-Prison Pipeline

To decrease in-school suspensions and expulsions among black and brown students with developmental disabilities during early learning stages

Background

The Council has done extensive work exploring how to disrupt the school-to-prison pipeline through previous grants. Our work included creating training materials to educate the public about the nature of the school-to-prison pipeline and how people with disabilities and minority groups were disproportionately funneled into this system. The Council also researched the benefits of providing mindfulness training in school to children with disabilities, children experiencing poverty, and children of color, in helping prevent those children from entering the school-to-prison pipeline. Finally, after researching the problems that children faced exiting the pipeline, the Council created a best practice guide on how to successfully transition children back to school from alternate placement. All of the Council's work to date has focused on school-age children, but the Council has identified the need to focus on disrupting the pipeline at the preschool and early learning stages of childhood.

Zero tolerance policies can lead to the expulsion of children from preschool. According to data from the U.S. Department of Education's Office for Civil Rights, black preschool students are 3.6 times more likely to receive one or more out-of-school suspensions than white students. Students with disabilities, LGBTQ youth, and trauma-affected students are also disproportionately suspended. The preschool-to-prison pipeline is the process in which students are pushed out of school through out-of-school suspensions, expulsions, and overly-harsh discipline and into the prison system. Preschool children experience pushout at a rate that is higher than school-age students. These early contacts with the criminal justice system can result in the parents of the children, who may already be financially disadvantaged, receiving citations, fines, and other penalties in addition to the need to return home from work and lose wages or their job. These early interactions could also lead to the stigmatization and internalization of the children feeling like criminals.

Council is interested in funding research to understand the full scope children with disabilities and children of color who are being disproportionately funneled out of preschool and early education into the criminal justice system. In the Council's previous work on the school-to-prison pipeline, implicit bias was identified as one of the primary reasons that the behavior of children with disabilities, and the behavior of children of color was being criminalized in school. These behaviors included normal childhood behaviors, or behaviors related to the children's disabilities. Prior findings demonstrate the need for research to determine if preschool-aged children with disabilities and preschool-aged children of color are being seen through the same lens of implicit bias as their school-aged counterparts.

Required Activities

1. Complete an environmental scan of discipline in preschools and early learning facilities in the Commonwealth, leading to a report detailing your findings specific to disability status, race, ethnicity, and gender.
 - a. The environmental scan can include, but will not be limited to, reaching out to organizations like the Office of Childhood Development and Early Learning for data they have collected.
 - b. Research the propensity of families to be penalized through citations, fines, and other legal sanctions when their preschool-aged child is involuntarily removed from a facility, or when law enforcement is used in any way against the child in preschool or an early learning facility.
2. Research and identify evidence based promising practices and interventions that have been proven to effectively disrupt the preschool-to-prison pipeline. The research on the promising practices and interventions should include work being done in other states.
3. Share findings of your research on the preschool-to-prison pipeline and educate interested parties like parents, preschool staff, and others.
4. Promote the evidence based promising practices and interventions with preschools and early learning facilities in Pennsylvania.
5. Track through surveys and interviews the policy, procedure, suspension, and expulsion changes, and the implementation of best practices and interventions, in the preschools and early learning facilities that you have educated on your research findings about the preschool-to-prison pipeline.
6. Provide Council a final report of recommendations and suggestions for future work in this area, including interventions to disrupt the preschool to prison pipeline, and that documents that you have reached the expected outcomes.

Expected Outcomes

1. The public will become aware of the preschool-to-prison pipeline.
2. Parents, preschool staff, and other interested parties will be educated on the prevalence of the preschool to prison pipeline, possible causes and recommended interventions.
3. Suspensions and expulsions of black and brown students with developmental disabilities will decrease as a result of the increased awareness of the preschool to prison pipeline and implementation of the recommended interventions.

RFA#: 26-22

Planned Allocation: Up to two projects @ \$85,000 per year for up to three years

Match Required: \$28,334 per year

Pre-application Conference Webinar: September 30, 2022, at 2 p.m. (see page 16 for instructions on how to access the webinar)

Application Due Date: Wednesday, October 26, 2022



Universal Design

To make public spaces inclusive and welcoming to individuals with all types of disabilities

Background

As the Council has engaged local communities, one of the recurring themes that has emerged is that public spaces, particularly community hubs, are not very inclusive to individuals with disabilities. The disability community has expressed the need to feel a sense of belonging in these spaces and yet public spaces are often designed in a way that makes people with disabilities feel like they are unwelcome there.

Universal design, or perhaps more correctly termed, “inclusive design” goes far beyond accessibility. Accessibility is more about minimum legal requirements, particularly the requirements of the American with Disabilities Act. Individuals with disabilities desire public spaces that are designed in a way that gives them more than just access to those places. Public spaces should be designed in ways that makes it clear that the needs of individuals with disabilities were factored into the development of the spaces and that they are just as welcome there as everyone else.

When Council solicited input and feedback from individuals with disabilities and their families during the creation of our 5-year plan, we were informed that there was a need to educate the public on the concept of universal/inclusive design. The concept of universal/inclusive design has often been applied to physical structures such bathrooms, entrances, waiting areas, and curbs, but is has also been applied to the learning process in classrooms through universal design in learning. Universal/inclusive design touches many areas of life including but not limited to transportation, recreation, civic engagement, and employment.

The University at Buffalo’s Center for Inclusive Design and Environmental Access developed eight goals of universal design, and we believe that they reflect the mission and values of the Council.

1. Body fit – accommodating a large range of body sizes and abilities
2. Comfort – keeping demands within desirable limits of body function and perception
3. Awareness – ensuring that critical information for use is easily perceived
4. Understanding – making methods of operation and use intuitive, clear, and unambiguous
5. Wellness – contributing to health promotion, avoidance of disease, and protection from hazards
6. Social Integration – treating all groups with dignity and respect
7. Personalization – incorporating opportunities for choice and the expression individual preferences
8. Cultural Appropriateness – respecting and reinforcing cultural values, and social and environmental contexts of any design project

The Council would like to fund two projects, whose work can be replicated, making public spaces across Pennsylvania more welcoming and inclusive to individuals with disabilities.

Required Activities

1. Complete a survey at the beginning of the grant to gauge the public's baseline understanding of universal/inclusive design, and another at the end of the grant to see what has been learned.
 - a. The surveys must include the settings and locations chosen in the required activities for #2 and #3, and the people educated in required activity #5.
2. Identify the location/s or setting/s that the project will improve to align with the concept of universal/inclusive design.
3. Improve these locations and settings to align with the concept of universal/inclusive design and create a written before and after report that details the changes made.
4. Demonstrate how the work of the project can be replicated across Pennsylvania.
5. Educate the public on the importance of universal/inclusive design and survey the people you educated to determine if their understanding of universal/inclusive design has increased.
6. Ensure that individuals with disabilities, by collecting and responding to feedback given by these individuals, are meaningfully involved in all areas of the work, including planning and implementation.

Expected Outcomes

1. People with disabilities will report that they feel a greater sense of belonging in the public spaces of their communities.
2. People with disabilities will report that they feel their community hubs are more welcoming and inclusive.
3. People with disabilities will feel more connected to their communities.
4. The general public will gain a greater awareness about the importance of universal/inclusive design.

RFA#: 27-22

Planned Allocation: Up to two projects @ \$75,000 per year for up to three years

Match Required: \$25,000

Pre-application Conference Webinar: October 6, 2022, at 2 p.m. *(see page 16 for instructions on how to access the webinar)*

Application Due Date: Wednesday, October 26, 2022



Communications/Publications

To help shape and lead Council's communication strategies to influence change, share our work, the accomplishments of our grantees, and information of importance to the disability community in Pennsylvania

Background

The PA Developmental Disabilities Council engages in systems change, advocacy, and capacity building to improve the health, educational, social, and economic well-being of all people with developmental disabilities and their families. We empower individuals with developmental disabilities and their families to help shape policies that impact them. This grantee will be expected to communicate and influence the broad community to create social and systems change. We hope to harness the power of our social media to uplift our advocacy voice.

The grantee of this project must have a background in the disability culture/disability movement and have experience working in corporate/nonprofit communications. This RFA will fund one project statewide to coordinate and facilitate the gathering and dissemination of pertinent information about issues of importance to the disability community, the work of the Council and its grantees, and the impact of these efforts on the lives of people with developmental disabilities residing in communities across Pennsylvania.

Required Activities

1. Advise Council staff on best practices for content/format/style of information being presented for publication and/or dissemination. All materials on the website and social media and all materials disseminated on the Council's behalf must be accessible to the fullest extent possible.
2. Create an annual communications timeline detailing release dates for all publications.
3. Advise Council on the development and implementation of a strategic communication plan.
4. Design, update and maintain the Council's web site and social media presence, including Facebook, Twitter and YouTube. Track and report to Council levels of engagement and activity on each platform.
5. Provide technical assistance to other Council grantees and Council staff to ensure that relevant project information is shared on Council's social media and that information is submitted for publication for use in newsletters, website articles, annual reports and related publications.
6. Review a variety of publications on current issues and national trends concerning the disability community to update the Council and its grantees via the Council web site, social media, newsletter, or other relevant publications.

7. Create content and disseminate information about the Council's work and that of its grantees through:
 - 3 newsletters yearly (approximately 8 pages @ 1,500 copies each) additionally, produce and disseminate these issues in e-newsletter format
 - Request for Application books (2,500 copies twice annually)
 - Other materials as needed by the Council (including grantee networking materials, public service announcements, press releases, etc.)
 - Council position papers (4-5 pages in length; 1,000 copies)
 - Annual report to the public for each of the 5 years (up to 20 pages in length; 2,500 copies)
 - Five Year Plan publication to the public (up to 20 pages in length; 2,500 copies)

These publications and numbers of copies are listed to assist prospective bidders to develop a reasonable budget to submit with their application. The budget should include the cost to design, edit, print, and mail each project. They are subject to change based on Council need, mailing lists, and information requests received by the Council.

8. Handle routine printing of Council collateral materials, including letterhead, business cards, etc.
9. Maintain and update the Council mailing distribution lists.
10. Assist in the maintenance and update of the Council resources and Member Work Zone sections of the website, uploading materials as directed for inclusion.
11. Attend Council meetings, 3-4 times per year to advise Council and its committees and workgroups on communication strategies.

Expected Outcomes

1. Expanded interest and knowledge throughout the Commonwealth about the work of the Council, its grantees, and issues concerning people with developmental disabilities in Pennsylvania.
2. Materials viewed by the public will be timely, pertinent, useful, attractive, cognitively, and visually accessible, and of the highest quality within given budget.
3. All publications will be produced on the timeframe outlined and agreed upon annually.

RFA#: 28-22

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

Match Required: \$50,000 per year

Pre-application Conference Webinar: October 4, 2022 at 9:30 a.m. *(see page 16 for instructions on how to access the webinar)*

Application Due Date: Wednesday, October 26, 2022



Family Information and Advocacy Center

To establish a statewide network of organizations that support families of people with developmental disabilities and to provide information and assistance through networking, community organizing, and collective advocacy

Background

The purpose of the Developmental Disabilities Assistance and Bill of Rights Act is to “assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life...” Over the years Council has funded self-advocacy organizations to build capacity among individuals with disabilities to be leaders and build their skills. In addition to those efforts, the Council recognizes that investment in families is essential to achieve the goals set forth in the DD Act.

We know that for individuals with intellectual and developmental disabilities, the role of the family is vital. Families provide medical, behavioral, financial, and other daily supports beyond what most typical families provide. They are tasked with navigating systems, finding resources, fostering inclusion, and advocating on their loved one’s behalf. Frequently, this support continues throughout the lifespan, from infancy through aging. It is critical for families to have access to information and resources at each life stage, so that they can assure their loved one will enjoy all the benefits of inclusion in community life. It is equally important that both the systems providing services and the community is supportive, welcoming, and accessible for all.

It can be difficult for families to find information and the support they need to make this a reality. Systems change with each life stage, including new rules, sets of people, and processes. Since Pennsylvania is a large state, it can be confusing to know where to go for help. We believe creating a central location where family members can find support and resources will reduce frustration and confusion. This one-stop central hub can serve as a referral resource and connect families to one another as they move from one life stage to the next.

The DD Act calls for families to participate in the design of needed community services. Through interaction with other families and groups that support them, this project should explore how to improve the systems of support in place for families. When opportunities arise, families need a stage from which to advocate on a large scale for system change. They can connect to and join forces with self advocates on issues of common interest to the disability community.

With this RFA, Council will fund one project to create a network of organizations that support families of people with disabilities. This network will bring organizations together to learn from and support one another. It will be a place where people can connect, learn what resources network members have, and obtain contact information for those resources. Additionally, this network will be a place where family members can collectively advocate to speak as one formidable voice.

Required Activities

1. Create and build a network of organizations that support families of individuals with developmental disabilities of all ages.
2. Identify a leadership group that shares the values of Council to establish the guiding values and vision for the network and its member organizations.
3. Ensure individuals with disabilities, and their families and allies, can participate with the network by focusing on concepts such as accessibility, inclusion, and cultural competency.
4. Hold routine network meetings to share work being completed, ideas on collaborative work and advocacy being done.
5. Create and maintain an online directory of family-led organizations and resources.
6. Establish a way that allows organizations to communicate with each other and also for people to gain resources such as information and public service announcements.
7. Conduct events for organizations, families, and self-advocates that would promote community organizing, collective advocacy, and building connections.
8. Develop a family advocacy agenda as the framework for systems change.

Expected Outcomes

1. Families of individuals with disabilities will have increased access to information and resources at each life stage.
2. Family organizations will increase their knowledge of advocacy and community organizing.
3. Organizations that support families of individuals with disabilities will engage with diverse communities, including diverse disabilities.
4. Families of people with disabilities will have more connection with the self advocacy movement and conduct collective advocacy with self advocates on topics of mutual interest.
5. Individuals with disabilities and their families will have access to needed community services as a result of advocacy efforts.

RFA#: 29-22

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

Match Required: \$28,334 per year

Pre-application Conference Webinar: September 29, 2022 at 2 p.m. (see page 16 for instructions on how to access the webinar)

Application Due Date: Wednesday, October 26, 2022



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 the 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 want 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. We also want to continue to expand choice and availability of different types of organizations for self-advocates to become members of, and lead. 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.

We believe that empowering individuals with disabilities to be members of public and private groups, clubs, associations, and councils will bring a 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 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 take a different path to leadership.

With this RFA, Council will fund one project to provide leadership development, capacity building, and ongoing administrative support to individuals with developmental disabilities, their families, and allies as they organize community groups, accomplish their goals as leaders, and lead change in their communities.

NOTE: *The ideal applicant must be able to adjust their support strategies to the needs of each individual, the groups they join, and the groups they lead. This cannot be a one-size-fits-all approach. This cannot be a standard “program” or educational “course” type of project.*

Required Activities

1. Recruit prospective leaders with developmental disabilities to be participants in the project, ensuring equal opportunity across rural and urban Pennsylvania, who are members of diverse communities including disability diverse.
2. Support participants to develop a personal plan for leadership development and to identify their social and community interests and goals.

3. Support and educate leaders both with and without disabilities to organize in their communities around common identities, interests, activities, etc., and support them to redesign/increase the capacity of current groups to be inclusive or establish new groups where all can thrive.
4. Provide administrative and financial support to individuals with developmental disabilities to establish self advocate led organizations where they can build capacity to effect change in their communities.
5. Create ongoing opportunities for feedback from the project participants, support them to talk with each other, and ensure they are given opportunities to mentor their fellow project participants and allies to adjust their leadership plans and/or group structures as they choose.
6. Educate leaders, both self advocates and their allies in their groups, to know how and when they can use their leadership skills in their communities; and assist them to take advantage of new opportunities to join and become members of other councils and committees where they can continue to expand their capacity to make change in their communities.
7. Track and document the changes in groups that reflect efforts to increase diversity, accessibility, and inclusion.
8. Track and document creation of new groups led by self advocates and the procedures and policies they put in place.
9. Track and document inclusion of leaders and their ally group members when they expand their leadership participation to new community committees, councils, and in discussions with officials. Track policies and practices that change because of their inclusion and leadership.

Expected Outcomes

1. An identified number of new organizations will be established and led by self-advocates across Pennsylvania with the support of this project.
2. An identified number of self advocates with developmental disabilities will join and be leaders in groups that they choose and that are important to them.
3. Communities will change their policies and practices through the leadership of people with disabilities.
4. 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#: 30-22

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

Match Required: \$50,000 per year

Pre-application Conference Webinar: October 4, 2022 at 11:30 a.m. (*see page 16 for instructions on how to access the webinar*)

Application Due Date: Wednesday, October 26, 2022

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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
- Identifying an Allowable Indirect Cost Amount
- 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 2-7	Key stakeholders will be contacted and invited to provide input into this process
4. Conduct forums (20 participants per forum x 2 per region x 4 regions)	Project Director, Project Coordinator, Forum Facilitators, Recorders	Months 3 - 8	Through the forums, qualitative data will be available from approximately 160 stakeholders
5. Summarize and record forum results using project design protocol	Forum Facilitators and Recorders.	Months 3 - 8	Consistent data will be gathered from each of the forums held
6. Review results and findings from forums	Project Director, Project Coordinator, Data Analysis Consultant,	Months 8-10	Data will be reviewed to determine issues and life areas most relevant to stakeholders to create the report/vision statement on...
7. Draft report/vision document based on findings from forums	Project Director	Month 10	A draft report will be completed.
8. Conduct validation workshop with representatives from forums, project team and other stakeholders	Project Director, Project Coordinator, Forum Facilitators, Recorder	Month 11	The report and findings will be validated
9. Revise report document based on results of validation process	Project Director	Months 11-12	A final report and vision statement will be completed
10. Publish and disseminate report (print, web -version and alternative formats as requested)	Project Coordinator, Administrative Assistant	Month 12	The report will be disseminated reaching the people who can use it.

*This PERT chart is given as a sample only and not intended to dictate or suggest activities for your grant approach. The PERT chart must cover the first 24 months of your proposed effort.

Identifying an Allowable Indirect Cost Amount

The first step in determining an allowable indirect cost amount 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 amount based on the relationship between total indirect costs and total direct costs using a rate of 10 percent:

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.

Each program's share of indirect costs can be calculated as a proportion of its direct costs: Program A indirect expenses: $\$1,000 \times 10 \text{ percent} = \100 . Program B indirect expenses: $\$2,000 \times 10 \text{ 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.

If you do not have a federally approved rate, you may use a rate of 10 percent to calculate your indirect costs.

Continued on next page.



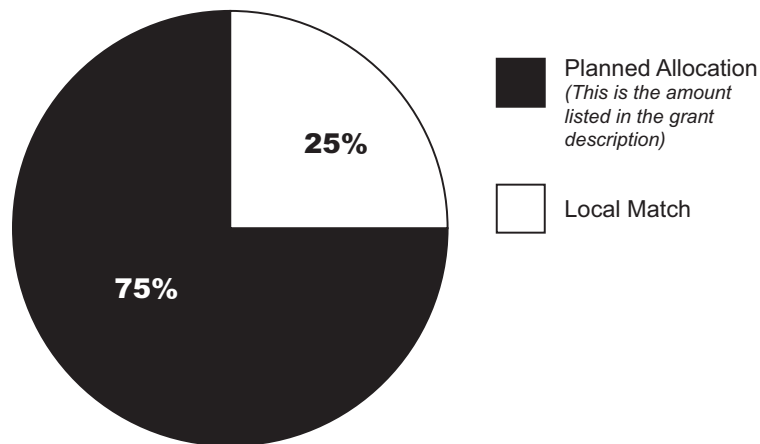
Appendix B: Resources (Cont.)

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



General Formula

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

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

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



Appendix C: Forms and Attachments

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

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.

RFA # - Message (HTML)

File Message Insert Options Format Text Review Help Tell me what you want to do

Paste Basic Text Names Include Adobe Acrobat Tags Voice Immersive

Send From To RA-pwpaddcrfa@pa.gov Cc Bcc

Subject RFA #

Contact Name:

Organization Name:

Contact E-mail Address:

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 application 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 1: Self Determination

Community Inclusion for Young Children..... September 28, 2022, at 2 p.m.
Housing Myth Busting..... October 6, 2022, at 10 a.m.
Parents with Disabilities..... October 4, 2022, at 2 p.m.
Supported Decision-Making (SDM)..... September 30, 2022, at 10 a.m.

Goal 2: Social and Systems Change

Employment..... September 29, 2022, at 9:30 a.m.
Technology for All October 3, 2022, at 2 p.m.
Transportation September 28, 2022, at 11:30 a.m.

Goal 3: Community Living

Civic Engagement September 29, 2022, at 11:30 a.m.
Community Alliance September 28, 2022, at 9:30 a.m.
Homeless Shelters in Pennsylvania October 3, 2022, at 10 a.m.
Preschool-to-Prison Pipeline September 30, 2022, at 2 p.m.
Universal Design October 6, 2022, at 2 p.m.

Goal 4: Self Advocate Leadership

Communications/Publications October 4, 2022 at 9:30 a.m.
Family Information and Advocacy Center..... September 29, 2022 at 2 p.m.
Leading the Way: Advocates and Allies..... October 4, 2022 at 11:30 a.m.

Notes:



PADDCC

PA Developmental Disabilities Council

The identity of the Pennsylvania Developmental Disabilities Council is inspired by the Sassafra tree, a native species found in wooded areas throughout Pennsylvania.

The Sassafra is a natural symbol of perfect diversity. Graced with three distinct leaf shapes, each leaf and each branch of the Sassafra is supported by the same root system and habitat...much like an inclusive community where each member is cherished, valued, and nourished to develop fully.





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