



**Virginia Board for  
People with Disabilities**

**Request For Proposals**

**Federal Fiscal Year 2013**  
**(Awards to begin October 1, 2012)**

The Virginia Board for People with Disabilities (the “Board” or “VBPD”) is Virginia’s **Developmental Disabilities (DD) Council**. It serves as an advisor to the Governor, General Assembly and Executive Branch agencies on issues affecting individuals with developmental disabilities.

The federal Developmental Disabilities and Bill of Rights Act of 2000 (P.L. 106-402) establishes Councils on Developmental Disabilities in each of the states and territories to engage in **systems change, capacity building and advocacy** activities that promote full inclusion of individuals with developmental disabilities into all facets of community life.

The Board, established by the Virginians with Disabilities Act to serve as the Commonwealth’s DD Council, consists of 40 members, of whom 60 percent are individuals with developmental disabilities and family members or relatives of people with developmental disabilities.

The Board has articulated its guiding principles for developing or evaluating disability policy, regulations, and services in its **Benchmarks for Evaluating Public Policy in Virginia** which can be found at: <http://www.vaboard.org/vapolicy.htm>

The Board’s mission guides its work and the objectives identified in this **Request for Proposals** (RFP). The objectives are driven by the Board’s 2012-2016 State Plan and the Board’s Key Findings and Recommendations contained in *2011 Assessment of the Disability Services System in Virginia*. Both the Assessment and the State Plan can be found at: <http://www.vaboard.org>.

### **The Mission:**

**To create a Commonwealth that advances opportunities for independence, personal decision-making and full participation in community life for individuals with developmental and other disabilities.**

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## RFP OVERVIEW

The Board has approximately **\$500,000** available for grant awards for Federal Fiscal Year (FFY) 2013. Awarded grants will begin on October 1, 2012, and may have a duration of 12 to 36 months. The Board may choose to award all or a portion of funds available for grants. Board grants are 100% federally funded by the U.S. Department of Health, Administration on Children and Families, Administration on Developmental Disabilities. The Board is authorized under the Developmental Disabilities Assistance and Bill of Rights Act (the “DD Act”) of 2000 (P.L. 106-402) to receive federal funds and act as an agent for systems change, capacity building, and advocacy on behalf of people with developmental disabilities and their families.

The DD Act defines the term “**developmental disability**” as a severe, chronic disability of an individual that:

- (i) is attributable to a mental or physical impairment or combination of mental and physical impairments;
- (ii) is manifested before the individual attains age 22;
- (iii) is likely to continue indefinitely;
- (iv) results in substantial functional limitations in 3 or more of the following areas of major life activity:
  - (I) Self-care; (II) Receptive and expressive language; (III) Learning; (IV) Mobility; (V) Self-direction; (VI) Capacity for independent living; (VII) Economic self-sufficiency;
  - and
- (v) reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

An individual from birth to age 9, inclusive, who has a substantial developmental delay or specific congenital or acquired condition, may be considered to have a developmental disability without meeting 3 or more of the criteria described in clauses (i) through (v) of subparagraph (A) if the individual, without services and supports, has a high probability of meeting those criteria later in life.

### **Who is Eligible to Apply for Board Grants?**

- ✓ State or other public agencies
- ✓ Non-profit organizations
- ✓ For-profit organizations

No organization may participate in the Board’s grant projects in any capacity if the organization has been debarred, suspended or otherwise found to be ineligible for participation in Federal grant programs. The Board does not award grants directly to individuals.

## **What Types of Projects Does the Board Fund?**

The Board promotes the development of a person- and family-centered, comprehensive system of services and supports designed to achieve independence, productivity and integration and inclusion in the community for individuals with developmental disabilities. The **primary purpose** of Board-funded projects is to effect change to policies, programs, and systems through the development of consumer-driven model programs that show effective approaches to a particular need, are or can be self-sustaining, and redirect or expand the scope of existing community programs. In addition to demonstration projects, the Board may fund, consistent with federal law, projects related to: outreach; training; technical assistance; supporting and educating communities; interagency collaboration and coordination; barrier elimination, systems design and redesign; coalition development and citizen participation; or informing policymakers. Please refer to the Board's website ([www.vaboard.org/grants.htm](http://www.vaboard.org/grants.htm)) for examples of previously funded projects.

The Board **does not** fund:

- ✓ existing projects or services that are a part of an organization's current program or operating budget;
- ✓ projects that would supplant, or replace, existing federal, state or local dollars to conduct such a project;
- ✓ projects which have a federal, state or local mandate to be delivered by the applicant organization; nor
- ✓ Projects which include capital expenditures for the acquisition of land or buildings, new construction or major repair.

## **2013 Request for Proposal (RFP) Overview and Requirements:**

In this year's RFP, individual projects are not identified with a specific award amount. The Board would like applicants to select one of the State Plan objectives contained in this RFP and to develop a grant project that will achieve the Board's desired outcomes using your expertise and creativity.

To be considered for federal fiscal year (FFY) 2013 funding, submitted proposals **must**:

- ✓ Meet the Board's mission of **system change** and/or **capacity building**.
- ✓ Show development of a specific project, such as a local or regional demonstration/pilot project or statewide initiative that addresses the state plan objective, and if applicable the referenced recommendation from the Board's *2011 Assessment of the Disability Services System*.

- ✓ Target individuals with developmental disabilities. The project may also target individuals with other disabilities for benefit, but a minimum of 60 percent of participants must be those with developmental disabilities.
- ✓ Include a realistic sustainability plan that describes how the program will continue following the conclusion of grant funding.

The State Plan Objectives section (pages 5-11) delineates the two objectives on which the Board will focus its 2013 grant projects. These objectives are included in the Federal Areas of Emphasis of: Formal/Informal Community Supports and Education. **Applications which do not meet the above criteria will not be considered for funding.**

Applicants whose projects are funded through the Request for Proposals (RFPs) will be notified of their award by **July 1, 2012**, and projects will begin on **October 1, 2012**. As noted above, the duration of the projects may range from 12-36 months. Award amounts usually range between \$30,000 and \$250,000.

The approval process for submitting proposals to the Board has two steps.

1. Preparing and submitting a **Letter of Interest** (outlined on page 12); and
2. Preparing and submitting a **Proposal** (outlined on page 15).

To prepare applicants, the Board will conduct a RFP workshop by video-teleconference on January 12, 2012. Please see **Appendix A** for information on locations and registration for the workshop.

It is extremely important that all applicants thoroughly review the **Grants Manual** (revised December 2011) and grantee forms (including workshop registration) to ensure awareness of the terms, conditions, assurances and certifications that must be agreed to when accepting a grant award and conducting a grant project. The Grants Manual includes the minimum administrative, financial and program requirements for grantees, including the reporting of federally required performance measures and participation in consumer satisfaction surveys. Other important information includes funding conditions, such as allowable/unallowable grant expenditures, and the match requirement for grantees. See the Grants Manual (rev. Dec. 2011) and grantee forms at [www.vaboard.org/grants.htm](http://www.vaboard.org/grants.htm)

## 2013 RFP TIMELINE

Jan. 6, 2012	Deadline for Registration for RFP Workshop
Jan. 12, 2012	2013 RFP Workshop – 9:00 a.m. – 12:00 noon (See Appendix A)
Jan. 31, 2012	Deadline for “Letters of Interest” (LOI)
Mid-Feb. 2012	Selection of LOIs to submit full proposal; notification to applicants
Early Mar. 2012	Technical Assistance Conference Call for proposal applicants
Mar. 30, 2012	Deadline for Proposals
Jun. 6, 2012	Board Meeting – Vote on proposals
Jun. 30, 2012	Notification to applicants of determinations
Jul.-Aug. 2012	Grantees work with Board Program Managers on terms/conditions; finalize Work Plan; Grant Agreement executed
Sep. 13, 2012	Mandatory Grantee Orientation (in Richmond)
Oct. 1, 2012	Grant Period Begin Date

## STATE PLAN OBJECTIVES FOR BOARD FOCUS IN FFY 2013

The following State Plan goal is being addressed in this year's RFP.

**State Plan Goal 2: To eliminate the dual system of services (institution and community), work in partnership with public and private entities to increase state financial supports and policies that are directed to expanding community infrastructure, services and supports.**

Within this goal, the Board will be addressing an objective in the following federal area of emphasis.

### AREA OF EMPHASIS: FORMAL/INFORMAL COMMUNITY SUPPORTS

State Plan Objective CS 2-3: Support at least 3 initiatives or state policies which address gaps in community supports, services or oversight and/or facilitate successful transition of individuals with developmental and other disabilities from institutions (such as ICFs-MR, nursing homes, and others) to community settings.

**Background:** Direct Support Professionals (DSPs) play a critical role in supporting individuals with significant disabilities in their communities, including individuals transitioning from institutions to their own homes or other community settings. Across all settings, DSPs support individuals to live in their homes, be involved in their community and obtain employment.<sup>1</sup> The U.S. Office of Disability, Aging and Long-Term Care Policy noted:

“...ensuring access to and quality of direct support professionals (DSPs) is key to realizing national goals established in the Americans with Disabilities Act, the Developmental Disabilities and Bill of Rights Act, and other statements of national purpose with regard to the full citizenship and inclusion of individuals with ID/DD.”<sup>2</sup>

There is—and has been—a shortage of qualified DSPs both in the Commonwealth and nationally. Several factors are contributing to greater demand for DSPs in the near future: continued expansion of community-based services; the increasing life expectancy of individuals with DD; aging of family caregivers; growth in and aging of the general population; and smaller cohorts of young adults in the general population.<sup>3</sup>

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<sup>1</sup> Illinois Direct Support Professional Workforce Initiative. (2006). *Quality Support, 2005: An Agenda to Strengthen the Developmental Disabilities Direct Support Professional Workforce in Illinois*. Chicago, Illinois.

<sup>2</sup> U.S. Office of Disability, Aging and Long-Term Care Policy. (2006). *The Supply of Direct Support Professionals Serving Individuals with Intellectual Disabilities and Other Developmental Disabilities: A Report to Congress*. Washington, D.C. U.S. Department of Health and Human Services: vi.

<sup>3</sup> Paraprofessional Healthcare Institute. (2007, April 18). *Virginia's Direct Care Workforce: Strategies for Quality Care through Quality Jobs: Presentation to VA Health Reform Commission, Health Workforce Committee*. Richmond, Virginia

Individuals with disabilities receiving services through Virginia's Elderly and Disabled with Consumer Direction (EDCD), Intellectual Disability (ID) or Developmental Disability (DD) can obtain direct support services such as personal care, respite, and companion services through one of two models: agency-provided and consumer-directed. While the vast number of Waiver participants still receive personal care or respite services through an agency (23,634 in SFY 2010), interest in and use of Consumer Directed services has increased dramatically over time: during state FY 2010, 8,500 individuals received consumer directed personal care or respite services.

Expansion of the workforce for personal care and direct support services is critical, and individuals with disabilities represent an untapped pool of workers. According to the U.S. Labor Department Bureau of Labor Statistics, in 2010 only 30.9 percent of working age (ages 16 – 64) individuals with disabilities were employed.

Outreach to and recruitment of individuals with disabilities to serve as DSPs is a logical next step to a current Board grant, entitled ***Improvement and Expansion of Consumer Directed Services***. This grant promotes the direct support professional position as a career path through an outreach/education campaign to high school and college students and development of a web-based registry of individuals interested in providing consumer-directed supports. Although this grant project ends in Sept. 2012, the grantee (Virginia Association of Centers for Independent Living, VACIL) will support continuation of the PCA registry on an ongoing basis so that access to potential PCAs is more readily available.

**Scope of Project:** The goal of the project is to expand the pool of direct support professionals and to open up increased avenues of employment in this area for individuals with developmental and other disabilities. The Board seeks to fund a demonstration project which provides outreach and technical assistance to individuals with disabilities to obtain employment as personal care attendants, respite providers or companions, either working with an agency or as a consumer-directed employee.

Resources on person centered practices and self determination that may be of assistance to the applicant and/or grantee were developed by individuals with disabilities in coordination with state agency partners as part of the Commonwealth's System Transformation Grant initiative. These documents are available at:

[www.hhr.virginia.gov/Initiatives/SystemsTransformation/Goals/selfDirectionDocs.cfm](http://www.hhr.virginia.gov/Initiatives/SystemsTransformation/Goals/selfDirectionDocs.cfm) or through the VCU Partnership for People with Disabilities by phone at (804) 828-1335 or online at <http://www.vcu.edu/partnership/cdservices/pcprb.htm>

**Target Population:** A minimum of 60% of individuals targeted for outreach, technical assistance, or other activities must be individuals with a developmental disability.

### Expected Outcomes:

- ✓ Creation or improvement of an education or employment program targeting individuals with disabilities
- ✓ Identification/documentation of the number of individuals to whom outreach and technical assistance were provided
- ✓ Identification/documentation of the number of individuals with disabilities employed as DSPs as a result of the project
- ✓ Identification/documentation of the number of individuals with disabilities who received supports from DSPs who participated in the project
- ✓ Identification of relevant systems change and barriers encountered

### Possible Federal Performance Measures are:

- CS-01 Number of individuals with disabilities who receive community supports
- CS-03 Number of programs/policies created/improved for formal/informal community supports
- CS-05 Number of people trained in formal/informal community supports (*applies to individuals with disabilities/self-advocates*)
- EM-01 Number of people with disabilities who have jobs of their choice
- EM-05 Number of employment programs/policies created or improved
- ED-07 Number of education programs/policies created or improved

The following findings from the **2011 Assessment of the Disability Services System** are relevant to the State Plan Goal and Objective and should be reviewed by the applicant.

- [p. 15] The Board recommends ongoing training and technical assistance for staff members in state and local agencies that serve people with disabilities—particularly local social services agencies and public school transition personnel, who may be the first point of contact for many individuals with disabilities.
- [p. 16] The Board recommends that Virginia adopt an Employment First policy, in which competitive, integrated employment is promoted as the first expectation for individuals with disabilities.

## STATE PLAN OBJECTIVES FOR BOARD FOCUS IN FFY 2013

The following State Plan goal is being addressed in this year's RFP.

**State Plan Goal 2: To eliminate the dual system of services (institution and community), work in partnership with public and private entities to increase state financial supports and policies that are directed to expanding community infrastructure, services and supports.**

Within this goal, the Board will be addressing an objective in the following federal area of emphasis.

### AREA OF EMPHASIS: EDUCATION

State Plan Objective ED 2-2: Advance systems change locally and statewide by supporting at least one project that demonstrates effective transition services and supports that facilitate successful post-secondary education, training and/or employment.

**Background:** According to the US Labor Department Bureau of Labor Statistics, in 2010, only 30.9 percent of working age (ages 16–64) individuals with disabilities were employed. A majority of working age adults with significant disabilities are supported today in programs that lock them into poverty and long-term dependency. An Employment First policy has the core goal of changing the expectations of family members, teachers, employers, and youth with disabilities from a focus on impairments to a focus on abilities, potential, and optimal independence.

Setting expectations for achievement must begin early in a student's life as transition is a life-long process, not one that begins at age 14 or 16. As a student progresses through school, he or she will typically live up or down to the expectations created by significant others—family, teachers, and friends. In public comment for the Board's three editions of its *Assessment of the Disability Services System in Virginia (Assessment)*, since 2005, parents of children with disabilities have expressed frustration about the low expectations for their children by school staff and other service providers, who did not acknowledge their children's abilities and potential for competitive employment or post-secondary education.

In its *Assessment* the Board recommends that Virginia adopt an Employment First policy in which competitive, integrated employment is promoted as the first, preferred option for individuals with disabilities. (Recommendations are provided at the end of this proposal.) The Board, along with other organizations, supported the state's Employment First Summit, held in October 2011, which was spearheaded by the Department of Behavioral Health & Developmental Services. In conjunction with the Summit, Governor Bob McDonnell awarded a Certificate of Recognition to the Employment First Initiative which stated that Virginia was a "Commonwealth of Opportunity" for all Virginians, regardless of disability, and called upon government, business and industry to seek and employ Virginians with disabilities and to recognize them as a valuable part of the workforce. Information from

this Summit is available online at <http://www.dbhds.virginia.gov/ODS-UsefulInformation.htm#empFirst>. In 2012, the Board plans to partner with a coalition of advocates and organizations in favor of planned Employment First legislation and supports the recent development of an Employment First draft policy by the State Board of Behavioral Health and Developmental Services (Draft Policy 1044 (SYS) 12-10). The Board also supports initiatives such as the I'm Determined project, conducted by the Virginia Department of Education and Virginia Commonwealth University's Partnership for People with Disabilities, that empowers young students in planning their future. This program begins at the elementary level and continues through the student's career helping students with disabilities set their own goals, including academic and employment.

**Scope of Project:** The Board seeks a demonstration project that is committed to long-term systems change that will result in improved planning for and, ultimately, student outcomes for post-secondary education and/or integrated, competitive employment as well as change attitudes and expectations among teaching staff, students with disabilities, parents and guardians, vocational rehabilitation staff, and employers. The project should develop and implement a **transition model that recognizes "transition" as a life-long process** which must begin at an early age rather than a separate process that begins in high school. The goal of the project is to develop and implement a demonstration of effective transition practices using an Employment First philosophy and principles that consider employment as the first option for all students with disabilities. Based on a person-centered model that focuses on individual preferences and abilities, for some students, that will mean employment following post-secondary education; for others, post-secondary training in a trade; and yet others, integrated, competitive employment after graduation. The project should demonstrate Individual Education Plan (IEP) processes which lead to higher expectations and a meaningful career path for students, including those with significant disabilities.

The project should be geared to students with disabilities in a local school district or multiple school districts with potential for replication and expansion to all students. The project should focus on youth with developmental and other disabilities at an early age (ideally elementary through middle school), and will then be continued through their school career. The model should be holistic in scope, incorporating known best practices in education and transition, and include:

- training for teaching staff, and other service providers, parents and students in:
  - early identification and promotion of a student's interests, abilities, and self-determination;
  - long-range academic planning (i.e., early identification of diploma options and assessments and the long-term impact of choices that are made); and
  - evaluation, access, and utilization of assistive technology and other tools and components of a successful lifelong transition process that leads to integrated, competitive employment; and

- Information, training, and direct engagement of teaching staff, parents and other relevant parties in:
  - benefits planning for students, including planning tools and software such as WorkWorld, and
  - potential long-term supports including, but not limited to, home-and community-based waivers, vocational rehabilitation services, and social security benefits.

Training should be hands-on and practical in nature.

**Evaluation Required:** The project must have meaningful and methodologically sound evaluations by which to identify impact on participating individuals, if any. **All training must include a pre-and post test of participants' knowledge** of the information to measure learning. For the project as a whole, a **pre-and post-test of attitudes must be conducted** for students, teaching staff, and parents using a developed survey which produces valid, reliable outcome data. Projects which demonstrate creation of baseline data on students (Example: academic performance, diploma goal, behavioral issues, aspirations, or interests) are preferred.

The project applicant **must have letters of commitment** from key local and state partners who can effect lasting systems change. **Formation and implementation of a Steering Committee is required.** Members should include, but are not limited to:

- students with developmental disabilities;
- family members of students with developmental disabilities;
- representatives from the relevant state and local agencies (e.g., the Departments of Education, Rehabilitative Services, Blind and Vision Impaired, Deaf and Hard of Hearing);
- representatives from local school division(s), community services boards, Centers for Independent Living and Work Incentive Planning & Assistance Program;
- one or more local or regional businesses/employers; and
- representatives from other disability advocacy organizations as determined appropriate.

**Target population:** The majority (**minimum of 60%**) of individuals targeted as direct participants for the project **must be students with developmental disabilities**, including, but not limited to, students with intellectual disabilities and autism spectrum disorders. Developmental disabilities are defined in this RFP on page 1.

**Expected Outcomes:**

- ✓ Design and implementation of transition model.
- ✓ Results of pre-and post-test measurement of attitudes of teaching staff, students & family members are required. (e.g., track changes in expectations, behavior)

- ✓ Dissemination of model for replication.
- ✓ Changes in IEP processes or teaching methods.
- ✓ Identification of systems change achieved and barriers encountered.
- ✓ Willingness to follow students up to five years and document long-term student outcomes in comparison with a pre-project baseline. (Examples of outcomes include: academic progress, measurable attitude changes; and depending on age, selected diploma option and post-secondary career path.)

At the end of the project, the grantee must submit case studies as part of its Final Report and provide documentation of operational changes in transition planning and educational practices.

**Possible Federal Performance Measures are:**

- ED-01 Number of students with disabilities have the education and support they need to reach their educational goals through Council efforts
- ED-02 Number of Infants and young children with disabilities have the services/supports needed to reach developmental goals through Council efforts
- ED-07 Number of education programs/policies created/improved
- ED-09 Number of schools that improved IEP practices
- ED-10 Number of people who facilitated inclusive education
- ED-11 Number of people trained in inclusive education

The following findings from the *2011 Assessment of the Disability Services System in Virginia* are relevant to the State Plan Goal and Objectives and should be reviewed by the applicant.

- [p. 16] *“The Board recommends that Virginia adopt an Employment First policy, in which competitive, integrated employment is promoted as the first expectation for individuals with disabilities ....”*
- [p. 15] *“The Board recommends ongoing training and technical assistance for staff members in state and local agencies that serve people with disabilities—particularly local social services agencies and public school transition personnel, who may be the first point of contact for many individuals with disabilities.”*
- [p. 11] *“The Board recommends that VDOE identify and continue to promote proven (evidence-based) academic strategies that improve performance by and improve graduation rates for students with disabilities.”*

## **PREPARING A LETTER OF INTEREST**

To submit an application, please complete the Letter of Interest Form available on our website at: <http://www.vaboard.org/grants.htm>

The Letter of Interest (LOI) Form consists of a coversheet and a narrative section. Completion of all fields in the form is required. Any LOI that omits required elements or fails to adhere to the prescribed format or submission requirements may result in that LOI being given a lower evaluation score. It is strongly recommended that applicants review the entire RFP, including proposal instructions, before preparing the LOI.

1. **LOI Coversheet** – Complete all fields in the Coversheet.

**Grant Funds Requested** – Please ensure you have thoroughly examined your proposed budget and reviewed the Grants Manual for allowable and unallowable budget items.

**Note:** The grant funds requested and match funds may be modified slightly during the proposal stage.

**Match Requirement** – All grantees are required to contribute a minimum matching share of 25% of the Total Project Costs. Matching funds may be in-kind or cash and must be non-federal funds, such as state, local or private funds. The Board will fund up to 75% of the Total Project Costs.

**If Total Project Costs = \$100,000, then:**

<b>Grant Funds:</b>	<b>75% x \$100,000 = \$75,000</b>
<b>Match Funds:</b>	<b>25% x \$100,000 = \$25,000</b>

**Or, to determine the Total Project Costs based on grant funds requested, divide the grant funds requested by 75%. For example, if you are requesting \$75,000 in grant funds:**

**\$75,000 divided by 75% = \$100,000 Total Project Costs**

**Exception to Requirement:**

If the project exclusively serves a Designated Poverty Area (see Grants Manual, Appendix C), the Board will fund 90% of the Total Project Costs and requires a minimum matching share of 10% of the Total Project Costs. (If Total Project Costs = \$100,000, grant funds = \$90,000, match funds = \$10,000.)

**Identification of State Plan Objective(s) and 2011 Assessment Recommendation(s):**

Please identify the objective that your proposal will address. The form must be completed and signed by the Authorized Official of the applicant organization. This

signature on the proposal coversheet certifies that the applicant will comply with all federal, state and agency regulations, policies and procedures. The Authorized Official also certifies that the organization has the legal authority to apply for federal funds and has the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal matching share of project costs) to ensure proper planning, management and completion of the project as described in the approved proposal.

2. **LOI Narrative**—Please tab through the form and respond to each question succinctly but clearly. The form is set up in 1.15 line spacing. The completed Narrative section may not exceed two (2) pages.

### **Tips for Preparing Your Letter of Interest:**

- ✓ Ensure you have fully completed the LOI form.
- ✓ Be innovative and creative in your approach to project activities.
- ✓ Respond directly to the State Plan objectives in the RFP.
- ✓ Use unambiguous and concise language. The LOI should present a clear concept.
- ✓ Do not attach any supplemental documents.

### **SUBMITTING A LETTER OF INTEREST**

1. Address all LOIs to:  
Grants Manager  
Virginia Board for People with Disabilities  
Washington Office Building  
1100 Bank Street, 7<sup>th</sup> Floor  
Richmond, Virginia 23219
2. The **sealed** LOI must be received by **4:00 p.m. on January 31, 2012. Late LOIs will not be accepted for any reason.** Faxed or e-mailed proposals will not be accepted.
3. Submit the original and signed LOI and 15 copies along with a CD or thumb drive containing the electronic LOI.
  - Staple each original and copies.
  - Please make 2-sided copies to save paper.
  - DO NOT append anything to the completed LOI application.

**Please note:** Any LOI that omits required elements or fails to adhere to the prescribed format or submission requirements described herein will result in a lower evaluation score.

## **LOI REVIEW & NOTIFICATION**

Each sealed LOI received by the published deadline will be screened to determine if the applicant is an eligible agency/organization and will be forwarded for full review according to the following process:

1. **Grant Review Team**—A team comprised of Board members will review each LOI.
2. **LOI Scoring**—LOIs will be scored by each reviewer on: (maximum point value)
  - a. Technical Submission Requirements (10 points)
  - b. Applicant Background and Capacity (10 points)
  - c. Overall Project Goal, Project Activities, Outcomes and Impact on Individuals with Developmental and Other Disabilities (45 points)
  - d. System Change/Capacity Building (20 points)
  - e. Sustainability (15 points)
3. **Applicant Notification**—All applicants will receive written notification of the determination of the Grant Review Team by mid-February. Applicants who submit approved LOIs will be asked to submit a full proposal. **Submission of a proposal does not ensure grant funding.**

## **LOI CONTACT INFORMATION**

Questions regarding the **Community Supports Objective** should be directed to Linda Redmond, Ph.D., Program Manager, at 804-786-7333 or toll free 1-800-846-4464 (Voice/TDD) or by e-mail at [linda.redmond@vbpd.virginia.gov](mailto:linda.redmond@vbpd.virginia.gov).

Questions regarding the **Education Objective** should be directed to Lynne Talley, Grants Manager, at (804) 786-9375 or toll free 1-800-846-4464 (Voice/TDD) or by e-mail at [lynne.talley@vbpd.virginia.gov](mailto:lynne.talley@vbpd.virginia.gov).

Questions regarding **grants administration or general guidelines** in the RFP process should be directed to Lynne Talley, Grants Manager, at (804) 786-9375 or toll free 1-800-846-4464 (Voice/TDD) or by e-mail at [lynne.talley@vbpd.virginia.gov](mailto:lynne.talley@vbpd.virginia.gov).

## **PREPARING A PROPOSAL FOLLOWING LOI APPROVAL**

The following materials and forms needed to complete an application to the Board will be available in January on our website at: <http://www.vaboard.org/grants.htm>

- Proposal Abstract Form
- Proposal Coversheet
- Proposal Budget Forms
- Proposal Quarterly Activity Timeline and Budget Projection
- Proposal Narrative Form
- Proposal Work Plan Template

All proposals must include the following required elements. These areas will be evaluated completely in the review process along with overall project design. Any proposal that omits required elements or fails to adhere to the prescribed format or submission requirements described herein may result in that proposal being given a lower evaluation score.

1. **Abstract**—An abstract that succinctly states the goals, objectives, and activities contained in the proposed project and the specific outcomes expected from the project. Applicants must complete the *Proposal Abstract Form* which may not exceed one (1) page.
2. **Coversheet**—The Coversheet Form must be completed and signed by the Authorized Official of the applicant organization. This signature on the proposal coversheet certifies that the applicant, if awarded a grant, will comply with all federal, state and agency regulations, policies and procedures. The Authorized Official also certifies that the organization has the legal authority to apply for federal funds and has the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal matching share of project costs) to ensure proper planning, management and completion of the project as described in the approved proposal.

The Project Coordinator identified on the coversheet will be responsible for the day-to-day activities of the grant project. The Project Coordinator is also responsible for ensuring the timely and accurate submission of all required grant documents, such as the quarterly program reports, collection and reporting of data, and financial reporting. This person will be the main contact for the organization.

In instances where the applicant is a small organization, the Authorized Official and Project Coordinator may be the same person.

3. **Budget Form**—All sections of the Budget Form must be completed and signed by the Authorized Official of the applicant organization. Complete one set of forms for the entire grant period. Please ensure you have reviewed the Grants Manual for allowable and unallowable budget items.

**The following Expenditure Categories should be completed:**

**Personnel**—List each position by job title, annual salary (or wages) and percent of time spent on the project. Fringe benefits for personnel have a separate line item in this category.

**Volunteer Costs and Consultants**—Show each type of expense related to volunteers or subcontracts with consultants and show the rate or unit of pay for consultants (e.g., hourly or daily rate).

**Travel**—List all travel related expenses for personnel, volunteers, consultants or clients including the rate or unit of reimbursement for those expenses. All travel expenses must adhere to Va. State Travel Regulations which can be found at:  
[http://www.doa.virginia.gov/Admin\\_Services/CAPP/CAPP\\_Topics/20335-2011.pdf](http://www.doa.virginia.gov/Admin_Services/CAPP/CAPP_Topics/20335-2011.pdf)

**Rental Space or Equipment**—List all equipment or space rental fees for specific grant activities.

**Consumable Materials and Supplies**—List all consumable materials and supplies.

**Other Costs**—Anything not included in above categories (such as capital expenditures for equipment or improvements) and indirect costs for match.

**Match Requirement**

All grantees are required to contribute a minimum matching share of 25% of the Total Project Costs. Matching funds may be in-kind or cash and must be non-federal funds, such as state, local or private funds. The Board will fund up to 75% of the Total Project Costs.

**If Total Project Costs = \$100,000, then:**

**Grant Funds:           75% x \$100,000 = \$75,000**

**Match Funds:           25% x \$100,000 = \$25,000**

**Or, to determine the Total Project Costs based on grant funds requested, divide the grant funds requested by 75%. For example, if you are requesting \$75,000 in grant funds:**

**\$75,000 divided by 75% = \$100,000 Total Project Costs**

Exception to Requirement:

If the project exclusively serves a Designated Poverty Area (see Grants Manual, Appendix C), the Board will fund 90% of the Total Project Costs and requires a minimum matching share of 10% of the Total Project Costs. (If Total Project Costs = \$100,000, grant funds = \$90,000, match funds = \$10,000.)

4. **Budget Justification**—This narrative must accompany the Budget Form and include a description of each line item for the Total Project Costs. (Please distinguish between grant and matching funds.)
5. **Quarterly Activity Timeline & Expenditure Projections**—The quarterly timetable should list all project activities from the proposal and quarterly grant expenditure projections for each activity for the grant period.
6. **Narrative**—Applicants should use the Proposal Narrative Form. The Proposal Narrative and the Work Plan together may not exceed 15 double-spaced pages with 1 inch margins (font size no smaller than 12 points). The following elements are required:
  - a. **Applicant Profile**—A brief overview of the structure and function of the applicant organization. Describe experience conducting similar programs and demonstrate why the applicant is uniquely qualified for the program and has the capacity to undertake this initiative. Include a description of the geographic area served and the resources available to persons with developmental and other disabilities. Also, please describe how your organization is cognizant of and achieves cultural competence in its work. For purposes of this response, the Board considers cultural competence by its grantees to include the following: the organization has defined values, principles and policies that demonstrate that (1) diversity and differences are valued; and (2) the organization is able to work effectively across cultures and adapt to the cultural context of the communities being served.
  - b. **Background and Need of the Target Population**—Describe the target population. Define the target population for the project in terms of the definition of “developmental disabilities.” Identify the age range, cultural background and number of persons to be served. Identify and explain the specific needs of the target population and how the project will meet these needs. Explain past efforts to address these needs, explain how the project will complement these efforts and why grant funding is necessary.
  - c. **Collaboration**—Explain how the project will collaborate with other organizations. Where project success is dependent upon another organization, the applicant **must** provide written documentation, such as a letter of

commitment or memorandum of understanding, of the collaborative arrangement. Documentation should specify what responsibilities the partner organization has agreed to undertake. (Please note: a letter of commitment is not the same as a letter of support.)

- d. **Involvement of Individuals with Developmental and other Disabilities**—Include a discussion of individuals with developmental and other disabilities and family involvement in project development, project implementation and evaluation activities. Explain how the project will collaborate with individuals with developmental and other disabilities and their families in a meaningful way.
  - e. **Project Evaluation**—Present an evaluation plan for the proposal describing how the applicant will assess attainment of project objectives with a clear measure of outcomes. The evaluation plan should describe the methodology planned for assessing project activities and products, including establishing baselines, the methods for evaluating project objectives and the systemic impact.
  - f. **Sustainability Plan**—The sustainability plan should describe in detail how the project will continue after the conclusion of the grant period, and what long-term impact can realistically be expected from the project after the conclusion of grant funding.
7. **Work Plan: Project Goal, Objectives, Activities, Outcomes & Performance Measures**  
The Proposal Narrative (section above) and the Work Plan must be succinct; together they may not exceed 15 double-spaced pages (font size no smaller than 12 points). Applicants must use the Work Plan Template. (A sample Work Plan is also available on the Board website.) The following elements are required:
- a. **Project Goal**—State the overall project goal and briefly explain how it will achieve the Board’s State Plan Goal(s) and Objective(s).
  - b. **Objectives**—State project objectives that are specific and measurable and will achieve the selected State Plan objective(s).
  - c. **Activities**—For each project objective include a list all activities (specific tasks, including project deliverables and products) that will achieve the objective; strategies for each activity; an explanation of how each activity will be accomplished; realistic start and end dates for accomplishing each activity; and the primary personnel who will carry out each activity. Any project products should include dissemination plans.
  - d. **Outcomes and/or Performance Measures**—for each activity state the expected Outcome and/or Performance Measure(s). For each Performance Measure, state

the expected target (number), how you will reach the target and how you will collect and report the data accurately to the Board.

Please refer to **Appendix B** for an introduction to and complete list of Federal Performance Measures. Please pay special attention to those Performance Measures that fall under your project's Area of Emphasis. Note that you may have activities that will garner outcomes across multiple Areas of Emphasis.

8. **Appendices**—The Proposal Appendices must include:
  - a. Letters of commitment or memoranda of understanding, if applicable. Letters of commitment should demonstrate a commitment to be involved in the project, delineating the party's specific responsibilities with respect to the project.
  - b. Letters of support. Letters of support should demonstrate an organization's support of the project and attest to the capability of the applicant.
  - c. One-page project resumes for key personnel and position descriptions.
  - d. A copy of the most recent Form 990 submitted to the IRS, if the organization is a non-profit.
  - e. A copy of the most recent annual submission to the SEC (not the annual report itself), if the organization is a for-profit.

### **Tips for Preparing Your Proposal**

- ✓ Be innovative and creative in your approach to project activities.
- ✓ Respond directly to the expectations outlined in the RFP.
- ✓ Use clear and concise language. Responses that are unnecessarily long or include too much jargon may negatively affect your review score.
- ✓ Respond directly to the State Plan objective included in the RFP.
- ✓ Ensure that your proposal has been reviewed by key members of your organization.

### **SUBMITTING A PROPOSAL**

1. Address all proposals to:  
Grants Manager  
Virginia Board for People with Disabilities  
Washington Office Building  
1100 Bank Street, 7th Floor  
Richmond, Virginia 23219
2. The **sealed** proposal must be received by **4:00 p.m. on March 31, 2012**. Late proposals will not be accepted for any reason and will be returned to sender. Faxed or emailed proposals will not be accepted and will be returned to sender.

3. Submit the original and signed proposal along with 15 copies and a CD or thumb drive containing the proposal.
  - Do not staple the entire original proposal.
  - Do not use binders, notebooks or report covers for the proposal.
  - DO NOT append agency annual reports, program manuals or other lengthy publications to the grant proposal.

**Please note:** Any proposal that omits required elements or fails to adhere to the prescribed format or submission requirements described herein will result in that proposal being given a lower evaluation.

## **PROPOSAL REVIEW & NOTIFICATION**

Each proposal received by the published deadline will be screened initially to determine if the applicant is an eligible agency/organization and forwarded for full review according to the following process:

1. **Grant Team Review**—A team comprised of Board members will review each grant proposal. During the review process, grant review team members may direct staff to contact applicants to obtain additional information, including a request for a presentation. The process may also involve written requests to grant applicants for clarification or additional information covering materials presented in their application.

Proposals are scored by each reviewer on:

- a. Technical Submission Requirements (10 points)
  - b. Budget (5 points)
  - c. Applicant Profile (10 points)
  - d. Meeting Needs of Target Population (5 points)
  - e. Collaboration (5 points)
  - f. Involvement of Individuals with Disabilities (10 points)
  - g. Project Evaluation (10 points)
  - h. Sustainability Plan (10 points)
  - i. Work Plan: Objectives, Activities, Outcomes & Performance Measures (30 points)
  - j. Reviewer “Bonus” Points for Innovation and Creativity (5 points)
2. **Board Review**—The Grant Review Team will make funding recommendations to the full Board. The Board will then discuss the recommendation and vote on it.
  3. **Applicant Notification**—All applicants will receive written notification of the funding determination of the Board. Notification of approval will include the amount of funds awarded, any special conditions under which the grant is made and details on the

mandatory orientation workshop. Grant applicants who are denied funding may request in writing a more detailed description of the review team's evaluation of the strength and weaknesses of the proposal.

## **PROPOSAL CONTACT INFORMATION**

Questions regarding the **Community Support** Objective should be directed to Linda Redmond, Ph.D., Program Manager, at 804-786-7333 or toll free 1-800-846-4464 (Voice/TDD) or by e-mail at [linda.redmond@vbpd.virginia.gov](mailto:linda.redmond@vbpd.virginia.gov).

Questions regarding the **Education** Objective should be directed to Lynne Talley, Grants Manager, at (804) 786-9375 or toll free 1-800-846-4464 (Voice/TDD) or by e-mail at [lynne.talley@vbpd.virginia.gov](mailto:lynne.talley@vbpd.virginia.gov).

Questions regarding the **grants administration or general guidelines** in the RFP process should be directed to Lynne Talley, Grants Manager, at 804-786-9375 or toll free 1-800-846-4464 (Voice/TDD) or by e-mail at [lynne.talley@vbpd.virginia.gov](mailto:lynne.talley@vbpd.virginia.gov).

## **MANDATORY GRANTEE ORIENTATION**

All 2013 grantees will be required to attend an orientation at the Board offices in Richmond on September 13, 2012. The orientation must be attended by the project coordinator and fiscal coordinator (the person responsible for preparing the quarterly financial reports). Administrative, program and financial requirements, including instructions on completing quarterly "Program Reports" and "Financial Reports," final reports and evaluations and project deliverables will be reviewed.

**Please note:** Pre-award travel expenditures related to attendance at a mandatory grantee orientation in Richmond held prior to the grant period begin date are allowable. This is the only allowable pre-award expenditure. However, this line item(s) must be included in the applicant's proposal narrative under the "Travel" expenditure category.

## **APPENDICES**

- A. 2013 RFP Workshop Announcement
- B. Federal Performance Measures

**Virginia Board for People with Disabilities  
2013 RFP WORKSHOP**

**January 12, 2012  
9:00 a.m. – 12:00 noon**

The Board will conduct one RFP workshop on January 12, 2012, through video-teleconference at the locations listed below. You will attend at the location you select from the options below and will be video-teleconferenced into the host site in Richmond, where Board staff will also attend. **Seating is limited and registration is on a first come, first served basis.** Applicants are not required to attend the workshop, however, it is highly recommended.

DRS—Alexandria  
5904 Old Richmond Highway, Suite 410  
Alexandria, VA 22303  
703-960-3411

NewWell Fund (Host Site)  
1602 Rollinghills Drive, Suite 107  
Richmond, VA 23229  
804-662-9000

DRS—Danville  
211 Nor-Dan Drive, Suite 1055  
Danville, VA 24540  
434-791-5257

DBVI—Richmond  
397 Azalea Avenue  
Richmond, VA 23227  
804-371-3110

DRS—Harrisonburg  
1909 B East Market Street  
Harrisonburg, VA 22801  
540-434-5981

DRS—Roanoke  
1351 Hershberger Road, Suite 205  
Roanoke, VA 24012  
540-204-9725

Independence Center Norfolk  
6300 E Virginia Beach Blvd  
Norfolk, VA 23502  
757-461-8007

DRS—Pounding Mill  
113 Short Street, Suite 2  
Pounding Mill, VA 24637  
276-963-1028

To register for the workshop please complete a RFP Workshop Registration Form and e-mail to Lynne Talley at [lynne.talley@vbpd.virginia.gov](mailto:lynne.talley@vbpd.virginia.gov) or contact Ms. Talley with any questions at **804-786-9375**. **Please DO NOT contact the sites above to register.** Registration must be received by **4:00 p.m. on January 6, 2012**.

**Please notify the Board by January 6, 2012, if reasonable accommodations are needed.**

There is VTC support staff at each remote site that will set up the equipment. After receiving registrations, we will ask for one volunteer at each site to serve as a “facilitator” during the workshop. The support staff will instruct the facilitator on muting the remote and moving the camera, if needed.

## **Federal Performance Measures**

Below is an explanation of the Federal Performance Measures, followed by a complete list of the measures. Please pay special attention to those Performance Measures that fall under your project's Federal Area of Emphasis; however, you may have grant activities that will garner outcomes across multiple Areas of Emphasis. Projects are expected to improve and expand the disability service system and to directly impact individuals with developmental and other disabilities.

### **Introduction**

The Board submits a Program Performance Report (PPR) annually to its federal oversight agency, the U.S. Administration on Developmental Disabilities. The report includes a summary of all projects and activities conducted during the federal fiscal year, including projects implemented by Board grantees. In addition, for each federal performance measure, the Developmental Disability (DD) Council reports the cumulative total from all projects and activities. These measures are used to determine the DD Council's success in meeting its goals and objectives, and are used by the federal oversight agency in performance reports to the administration and the congress.

### **Types of Measures**

Each of the nine federal areas of emphasis includes performance measures for DD Councils. The basic types of measures include People, Dollars, Policies and Programs, Training and Facilitation. Each performance measure is identified by a code number and a description. For example, "EM01" is the first performance measure under Employment and its description is "Number of adults with disabilities have jobs of their choice through Council efforts."

Performance measures are reported under three categories:

- Individuals with Developmental Disabilities (self-advocates)  
(May also include other disabilities)
- Family Members
- Other

Some performance measures are reported under only one category. Others are reported under all three categories.

**People**—These are the most important systems change measures as they indicate a significant positive outcome for people with DD (people are employed, people have a home, etc.).

- Individuals with Disabilities/Self-Advocates—adults and children with disabilities.

- Family Members—parents, guardians and siblings of people with developmental disabilities.
- Other—Advocates and professionals including, but not limited to, employers, medical personnel, teachers, bankers, lawyers, childcare workers, recreational instructors, public transportation employees and public servants.

Important: All “01” measures are reported under the “Individuals with Disabilities” category only.

**Dollars**—Financial support leveraged for, or as a result of, a project or activity. Grantee matching funds and any dollars gained through additional grants or contracts to support a project are included under this measure. All dollar measures are reported under the “Other” category only.

**Policies and Programs**—New policies or programs, or improvements in current policies or programs, that enhance the services and/or supports either provided or funded by state or local agencies. All policy and program measures are reported under the “Other” category only.

**Training**—Training or formal education of people. Training measures are reported under all three categories.

**Facilitation**—Activities on the part of people or organizations that are not directly affiliated with the grant that result in an increase in achieving “people” outcomes (e.g., employment, homes, etc.). Facilitation measures are reported under the “Other” category only. This outcome is used infrequently with Board grants.

## **List of Federal Areas of Emphasis & Performance Measures**

### **Employment (EM): People with disabilities get and keep employment consistent with their interests, abilities and needs.**

- EM-01 Number of adults with disabilities have jobs of their choice through Council efforts  
*(applies to individuals with disabilities/self-advocates only)*
- EM-02 Dollars leveraged for employment programs *(applies to other only)*
- EM-03 Number of employers provided vocational supports to students who have disabilities on the job *(applies to other only)*
- EM-04 Number of businesses/employers employed adults with disabilities *(applies to other only)*
- EM-05 Number of employment programs/policies created/improved *(applies to other only)*
- EM-06 Number of people who facilitated employment *(applies to other only)*
- EM-07 Number of people trained in employment *(applies to individuals with disabilities/self-advocates, family members, or other)*

### **Education & Early Intervention (ED): Students with disabilities reach their educational potential and infants and young children with disabilities reach their developmental potential.**

- ED-01 Number of students with disabilities have the education and support they need to reach their educational goals through Council efforts *(applies to individuals with disabilities/self-advocates only)*
- ED-02 Number of Infants and young children with disabilities have the services/supports needed to reach developmental goals through Council efforts *(applies to individuals with disabilities/self-advocates only)* Note: Includes early intervention and pre-school.
- ED-03 Number of students with disabilities transitioned from school to community and jobs *(applies to individuals with disabilities/self-advocates only)*
- ED-04 Number of children with disabilities transitioned from early intervention and pre-school to inclusive classrooms/schools *(applies to individuals with disabilities/self-advocates only)*
- ED-05 Number of people on waiting lists who received services *(applies to individuals with disabilities/self-advocates only)*
- ED-06 Dollars leveraged for education *(applies to other only)*
- ED-07 Number of education programs/policies created/improved *(applies to other only)*
- ED-08 Number of post-secondary institutions improved inclusive education *(applies to other only)*
- ED-09 Number of schools that improved IEP practices *(applies to other only)*
- ED-10 Number of people who facilitated inclusive education *(applies to other only)*

- ED-11 Number of people trained in inclusive education (*applies to individuals with disabilities/self-advocates, family members, or other*)
- ED-13 Number of parents or guardians trained regarding their child's education rights (*applies to family members only*)

**Housing (HO): Adults with disabilities choose where and with whom they live.**

- HO-01 Number of individuals with disabilities have homes of their choice through Council efforts (*applies to individuals with disabilities/self-advocates only*)
- HO-02 Number of people with disabilities moved from congregate settings to homes in the community (*applies to individuals with disabilities/self-advocates only*)
- HO-03 Dollars leveraged for housing (*applies to other only*)
- HO-04 Number of banks that made mortgage funds available to enable people with disabilities to own their own homes (*applies to other only*)
- HO-05 Number of housing programs/policies created/improved (*applies to other only*)
- HO-06 Units of affordable, accessible housing made available to people with disabilities (*applies to other only*)
- HO-07 Number of people who facilitated home ownership/rental for people with disabilities (*applies to other only*)
- HO-08 Number of people trained in housing (*applies to individuals with disabilities/self-advocates, family members, or other*)

**Health (HE): People with disabilities are healthy and benefit from the full range of needed health services.**

- HE-01 Number of people with disabilities who have needed health services through Council efforts (*applies to individuals with disabilities/self-advocates only*)
- HE-02 Dollars leveraged for health services (*applies to other only*)
- HE-03 Number of health care programs/policies created/improved (*applies to other only*)
- HE-04 Number of people who improved health services (*applies to other only*)
- HE-05 Number of people trained in health care services (*applies to individuals with disabilities/self-advocates, family members, or other*)

**Child Care (CH): Children with disabilities & families benefit from a range of inclusive, flexible childcare options.**

- CH-01 Number of children with disabilities in inclusive child care settings through Council efforts (*applies to individuals with disabilities/self-advocates only*)
- CH-02 Dollars leveraged for child care (*applies to other only*)
- CH-03 Number of child care programs/policies created/improved (*applies to other only*)

- CH-04 Number of people who facilitated inclusive childcare (*applies to other only*)  
 CH-05 Number of people trained in childcare (*applies to individuals with disabilities/self-advocates, family members, or other*)

**Recreation (RE): People with disabilities benefit from inclusive recreational, leisure and social activities consistent with their interests and abilities.**

- RE-01 Number of people with disabilities active in recreational activities through Council efforts (*applies to individuals with disabilities/self-advocates only*)  
 RE-02 Dollars leveraged for recreation programs (*applies to other only*)  
 RE-03 Number of recreation programs/policies created/improved (*applies to other only*)  
 RE-04 Number of people who facilitated recreation (*applies to other only*)  
 RE-05 Number of people trained in recreation (*applies to individuals with disabilities/self-advocates, family members, or other*)

**Transportation (TR): People with disabilities have transportation services for work, school, medical, and personal needs.**

- TR-01 Number of people with disabilities have transportation services that meet their needs (*applies to individuals with disabilities/self-advocates only*)  
 TR-02 Dollars leveraged for transportation programs (*applies to other only*)  
 TR-03 Number of transportation programs/policies created/improved (*applies to other only*)  
 TR-04 Number of people who facilitated transportation (*applies to other only*)  
 TR-05 Number of people trained in transportation (*applies to individuals with disabilities/self-advocates, family members, or other*)

**Quality Assurance (QA): People with disabilities have the information, skills, opportunities and supports to live free of abuse, neglect, financial and sexual exploitation, violations of their human and legal rights, and the inappropriate use of restraints or seclusion. Quality Assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.**

- QA-01 Number of people with disabilities benefiting from quality assurance efforts of the Council (*applies to individuals with disabilities/self-advocates only*)  
 QA-02 Dollars leveraged for quality assurance programs (*applies to other only*)  
 QA-03 Number of quality assurance programs/policies created/improved (*applies to other only*)  
 QA-04 Number of people who facilitated quality assurance (*applies to other only*)  
 QA-05 Number of people trained in quality assurance (*applies to individuals with disabilities/self-advocates, family members, or other*)

- QA-06 Number of people active in systems advocacy about quality assurance (*applies to individuals with disabilities/self-advocates, family members, or other*) Note: Each person may be counted only once per federal fiscal year.
- QA-07 Number of people trained in systems advocacy about quality assurance (*applies to individuals with disabilities/self-advocates, family members, or other*)
- QA-08 Number of people with disabilities trained in leadership, self-advocacy, and self-determination (*applies to individuals with disabilities/self-advocates only*)
- QA-09 Number of people with disabilities attained membership on public and private bodies and other leadership Coalitions (*applies to individuals with disabilities/self-advocates only*) Note: Each person may be counted only once per federal fiscal year and may be counted once in subsequent years if new membership is attained.
- QA-10 Number of entities participating in coalitions created or sustained as a result of Council efforts (*applies to other only*) Note: "Entities" are partner organizations.

**Formal and Informal Community Supports (CS): Individuals with disabilities have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.**

- CS-01 Number of individuals with disabilities receive formal/informal community supports (*applies to individuals with disabilities/self-advocates only*)
- CS-02 Dollars leveraged for formal/informal community supports (*applies to other only*)
- CS-03 Number of programs/policies created/improved formal/informal community supports (*applies to other only*)
- CS-04 Number of people who facilitated formal/informal community supports (*applies to other only*)
- CS-05 Number of people trained in formal/informal community supports (*applies to individuals with disabilities/self-advocates, family members, or other*)
- CS-08 Number of buildings/public accommodations became accessible (*applies to other only*)