

*Creating Inclusive Communities*

**Target Areas:**

**Employment, Inclusive Education, and Housing**

**2018 Competitive Grant Program  
Request for Proposals (RFP)**

**(Awards to begin October 1, 2018)**

**Virginia Board for People with Disabilities**

Request for Proposals

Inclusive Communities Grant Program

The Virginia Board for People with Disabilities (the Board) is the Commonwealth’s Developmental Disabilities (DD) Council. The Board’s mission is to **advance opportunities for independence, personal decision-making, and full participation in community life for individuals** with developmental and other disabilities. The Board’s grant and contractual investments are designed to advance its mission and support the tenets of full inclusion by working with organizations at the local, state, and national levels to achieve our goals.

# Overview and Purpose

Through this RFP, the Board seeks to support local, regional, or statewide efforts that encourage inclusive communities and result in changes to policies, programs, and systems. Projects funded through the ***Inclusive Communities Grant Program*** must be designed to result in **sustainable systems change** by (a) demonstrating effective approaches to a particular need of the target population; (b) effecting long-term changes in policies and practices; and/or (c) building capacity and/or expanding the scope of effective programs. To view past grants, go to: [Grants Highlights](http://www.vaboard.org/grants%20highlights.htm).

This year’s RFP is less prescriptive than in the past ---- there are no individual projects identified with specific award caps. Rather, the Board is asking grantees to select one or more of the State Plan objectives contained in this RFP and develop a grant project, using your expertise and creativity that will achieve the Board’s desired outcomes.

# Available Grant Funds

The Board has approximately **$400,000** available for multiple projects in Virginia for the current grant cycle. **Funding for individual projects may range from $10,000 to $150,000.** The Board may award all or a portion of available funds. The Board may choose not to award grant funds if budget limitations are encountered or if it determines that none of the grant proposals will achieve the desired systemic change. Grant periods are typically **18–24 months**, however, shorter or longer periods may be considered.

Grantees are required to contribute a **minimum match** (cash or in-kind) of 25 percent of **total project costs** (grant funds + match). Federal funds cannot be used as match. If the project exclusively serves a Designated Poverty Area, the minimum match requirement is 10 percent of total project costs. Designated Poverty Areas are listed in the Grants Manual, Appendix C.

Entities with a federally negotiated Indirect Cost Rate (ICR) agreement may elect to charge indirect costs to the project and a copy of the ICR agreement must be included with the application. Board staff will review the ICR agreement to determine the most appropriate cost rate. Entities that do not have a negotiated cost rate agreement may elect to charge a de minimis rate of 10 percent of modified total direct costs (MTDC definition can be found in the Grants Manual).In light of the Board’s limited funds availability, **applicants are strongly encouraged to use indirect costs towards the minimum match requirement.**

What We Will Not Fund

Through this RFP, we will not support the following:

* Existing projects or services that are a part of an organization’s current program or budget;
* Projects that would supplant or replace existing federal, state, or local dollars to conduct the project;
* Projects which have a federal, state or local mandate to be delivered by the applicant organization;
* Projects which include capital expenditures for the acquisition of land or buildings, new construction or major repair.
* Projects that do not directly align with one or more of the Board’s current State Plan Objectives.

# Board Objectives and Target Population

Projects should be designed to **achieve systems change**, i.e., to transform fragmented approaches into a coordinated and effective system which ensures that individuals with DD and their families participate in the design of, and have access to, needed community services, individualized supports, and other assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. For projects in which there will be direct benefit to individuals, **at least 60%** **of the target population must be persons with DD.** The definition and all **submission requirements** can be found in the [Grants Manual](https://vaboard.org/grants.htm#administration).

# Projects to be Considered for Funding

Applications must address one or more of the following objectives from the Board’s 2017-2021 State Plan, listed below. To see the entire State Plan, click [here](https://www.vaboard.org/reports.htm).

| **Target Areas** | **Objectives** |
| --- | --- |
| **Employment** | Increase **competitive, integrated employment** **opportunities** for people with DD through projects that advance Virginia’s Employment First Policy and achieve systems change. |
| **Inclusive Education** | Increase the number of students with DD and other disabilities in **K-12 education** who are **educated in inclusive settings** and improve upon the 40%, enrolled in **higher education** programs, and/or engaged in competitive employment. |
| **Housing** | Increase awareness of and access to **integrated, accessible, and affordable housing options** in community settings among 250 individuals with DD and other disabilities and their families. |

**TARGET AREA: EMPLOYMENT**

**State Plan Goal:** By 2021, the Board will promote at least 5 public policies, budget actions, and practices that incentivize and support integrated and competitive employment in both the public and private sectors in order to increase employment opportunities for individuals with developmental and other disabilities.

**Background:** The Board is interested in supporting efforts to increase the availability of competitive, integrated employment for Virginians with disabilities. In its 2017 Assessment of employment services and outcomes the Board determined that only about one in three Virginians with a disability are employed, and Virginia continues to be overly reliant on segregated employment and subminimum wages for individuals with developmental disabilities. A shift in the focus of state programs towards a greater emphasis on integrated employment is underway, which will hopefully improve outcomes in the coming years.

The Board encourages proposals which provide or expand opportunities for integrated, competitive employment for individuals with developmental and other disabilities. **Priority will be given** **to applicants whose proposals address one or more of the following recommendations from our 2017 assessment of Virginia’s Employment Assessment**:

* **Recommendation:** Improve access to accurate and disability-friendly information about work incentives programs, the effects of employment on eligibility for benefits, and available tools to minimize the impact of employment on benefits.
  1. In partnership with existing experts, ensure that school transition specialist have access to training and information on work incentives programs and effects of employment on benefits eligibility.
  2. Encourage collaboration between responsible parties to include benefits counseling as an ongoing component of the Individualized Education Program (IEP) planning process for students with disabilities who are receiving or who may qualify for public benefits by no later than age 14.
  3. Develop a public education campaign focused on informing people with disabilities and their families about existing work incentives programs and the tools available to assist people with disabilities obtain and maintain employment without adversely affecting their eligibility for needed benefits.
* **Recommendation:** Increase and revise business outreach and engagement strategies focused on improving integrated competitive employment for people with disabilities in the Commonwealth, based on the most recent research on how to influence employer behavior.

1. Identify and recognize employers in the Commonwealth that are leaders in employing people with disabilities and use them to develop success stories for employers with limited experience employing people with disabilities.
2. Incorporate messaging into employer outreach efforts that situates people with disabilities into broader diversity/inclusion efforts of employers with existing inclusive workforce and recruitment efforts.
3. Increase disability awareness training opportunities for employers in the Commonwealth that incorporates people with disabilities as instructors.

* **Recommendation:** Decrease the reliance on sheltered employment and increase competitive integrated employment opportunities for people with disabilities in the Commonwealth.

1. End all new admissions to sheltered employment settings; develop a plan to phase out sheltered employment within 10 years and to transition individuals currently served in sheltered employment settings into competitive integrated employment.

* **Recommendation:**  Increase capacity for integrated employment opportunities in rural, underserved areas of the Commonwealth where employment options and choice of providers is limited.

1. Fund innovative projects focused on increasing integrated competitive employment options, including self-employment for individuals in rural and underserved areas of the Commonwealth.

**TARGET AREA: INCLUSIVE EDUCATION**

# State Plan Goal: By 2021, the Board will support 2 or more initiatives that seek to increase the number of students with developmental and other disabilities in K-12 education who are educated in inclusive settings and to increase beyond the current reported rate of 40 percent, those who are enrolled in higher education programs or engaged in integrated, competitive employment one year post graduation.

# Background: The Board is interested in funding projects which will expand opportunities for students with disabilities to receive education services and supports in integrated (general education) settings alongside their peers without disabilities. A significant body of research supports the conclusion that inclusive educational environments produce better academic and social results for students with and without disabilities than do segregated settings.

# Priority will be given to applicants whose proposals address one or more of the Board’s recommendations from its 2017 Education Assessment as listed below:

# Recommendation: Improve rates at which students with disabilities receive educational services in general education classrooms in their neighborhood schools and receive meaningfully inclusive educational experiences throughout the Commonwealth, especially in districts identified as including students with disabilities in regular education classrooms at exceptionally low rates.

# Recommendation: Decrease the use of overly harsh discipline and harmful behavioral interventions in the Commonwealth and minimize the disparate impact that these practices have on students with disabilities.

# Recommendation: Increase postsecondary educational opportunities for students with disabilities, including students with significant developmental and other disabilities.

**TARGET AREA: HOUSING**

**State Plan Goal:** By 2021, the Board will support initiatives that will increase knowledge and awareness among 250 individuals with developmental and other disabilities and their families, and increase access to integrated, accessible, and affordable housing options in community settings.

**Background:** The Board is interested in funding projects which will increase access to integrated, accessible, and affordable housing options for people with disabilities. The Commonwealth of Virginia has made significant progress in improving the living situations of many people with developmental disabilities in recent years. Despite this progress, people with disabilities continue to face multiple barriers to accessing independent housing options including affordability, discrimination, and physical accessibility.

Priority will be given to applicants whose proposals address one or more of the Board’s following recommendations from its 2017 Housing Assessment including projects which focus on the development of independent service models and providing services to people who reside in independent housing:

* **Recommendation:** Enhance public education efforts related to independent housing options for individuals with intellectual and developmental disabilities, including education about the availability of housing resources and the processes of accessing and navigating those resources
* **Recommendation:** Expand education and outreach to individuals with developmental disabilities to inform them about their fair housing rights and the process for filing fair housing complaints.
* **Recommendation:** Continue to educate building professionals, property managers, and other housing professionals about fair housing laws and accessibility requirements.
* **Recommendation:** Increase education and outreach to home builders and about how to affordably incorporate accessible features into housing designs.

# Performance Measure Requirements

After choosing one or more of the objectives from the above list, applicants must demonstrate that their project aligns with at least one of the federally required **Performance Measures** so that desired impacts are clear (see Appendix D of the Grants Manual for a complete list and their meaning). Long-term measures are generally a **result of the activities** undertaken by the grantee and as the name suggests, they usually occur over a longer period of time. Applicants may select a combination of the measures but the project’s scoring is weighted toward grantees that can successfully demonstrate longer term impacts. Applicants must also demonstrate to the Board that they have the organizational capacity to collect and report the required data.

Applicants **MUST** include in their grant proposal, the specific federal performance measures(s) that it intends to meet. If you have questions regarding the performance measures, please feel free to contact the Board’s Grants, Contracts, and Program Information Manager, Jason Withers, at 804-786-9375 or Jason.Withers@vbpd.virginia.gov.

# Target Areas: Employment, Inclusive Education and Housing

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| **Systems Change (SC) Federal Performance Measures** |
| **Short-Term Output Measures:** |
| **SC 1.1 Policies and Procedures.** The number of policies and/or procedures created or changed. |
| **SC 1.2** **Statutes and Regulations.** The number of statutes and/or regulations created or changed. |
| **SC 1.3 Promising and Best Practices.** The number of promising and /or best practices created or supported. |
| **SC 1.4** **Training and Education.** The number of people trained or educated through systemic change initiatives. This measure does not include information like website hits, social media likes, newsletter subscribers, etc. If the people trained have a disability or are family members of someone with a disability, IFA 1.1 and/or 1.2 should be captured instead. |
| **SC 1.5 Collaboration.** The number of collaborative activities with organizations actively involved. |
| **Long-Term Outcome Measures:** |
| **SC 2.1** **Promising and Best Practices.** The number of efforts that led to the improvement of promising or best practices, policies, procedures, statute or regulations changes. This includes sub-measures:  2.1.1 The number of policy, procedure, statute or regulations improved, and;  2.1.3 The number of promising and/or best practices improved. |
| **SC 2.2 Systems Change.** The number of efforts to transform fragmented approaches into a coordinated and effective system that ensures individuals with DD and their families participate in the design of, and have access to, needed community services, individualized supports and other assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.  SC 2.1.2 The number of policy, procedure, statute or regulations changes implemented.  SC 2.1.4 The number of promising and/or best practices implemented. |
| **Individual & Family Advocacy (IFA) Federal Performance Measures** |
| **IFA 1: Short-Term Output Measures:** |
| **IFA 1.1** The number of people with developmental disabilities who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems. |
| **IFA 1.2** The number of family members who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems. |
| **IFA 2: Long-Term Outcome Measures:** |
| **IFA 2.1** After participation in Council supported activities, the percent of people with developmental disabilities who report increasing their advocacy as a result of Council work. You should be able to report aggregate data regarding race/ethnicity, gender, and geographical location (urban vs. rural) of participants. |
| **IFA 2.2** After participation in Council supported activities, the percent of family members who report increasing their advocacy as a result of Council work. You should be able to report aggregate data regarding race/ethnicity, gender, and geographical location (urban vs. rural) of participants. |
| **IFA 2: Sub-Outcome Measures** |
| **IFA 2.3** The percent of people who are better able to say what they want or what services and supports they want or say what is important to them. |
| **IFA 2.4** The percent of people who are participating now in advocacy activities. |
| **IFA 2.5** The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions. |
| **IFA 3: The percent of people satisfied with a project activity** |
| **IFA 3.1** The percent of people with developmental disabilities satisfied with a project activity. |
| **IFA 3.2** The percent of family members satisfied with a project activity. |

# Application Submission Process

The review of proposals will be organized in two stages. Eligible applicants may submit a **Stage I application** (Letter of Interest or LOI) which will be reviewed and scored by the Grants Review Team (GRT). Applicants whose Stage I applications are selected following initial review will be invited to submit a **Stage II application**. Final awards will be made after the review of Stage II applications. Key dates are listed below.

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| **Application Activities** | **Key Dates** |
| **Stage I (LOI) applications due** | **April 27, 2018 *by 4 p.m. ET*** |
| Notification of Stage I decisions | May 24, 2018 |
| Technical Assistance for applicants invited to submit a proposal in Stage II | June 18, 2018 |
| **Stage II applications due** | **July 20, 2018 *by 4 p.m. ET*** |
| Notification of Stage 2 decisions | September 15, 2018 |
| **Earliest possible project start date** | **October 1, 2017** |

The Board only accepts grant applications submitted electronically through the performance management and government resource planning site, DD Suite, which can be accessed [here](https://www.ddsuite.org/) .

**In order to submit a Stage I - Letter of Interest (LOI), applicants must first** [**register**](https://www.ddsuite.org/users/register) **with DD Suite to create an account. Please allow sufficient time to complete your account registration. If you experience any difficulties with registration, please see the DD Suite technical assistance page found** [**here**](https://www.ddsuite.org/TA)**.**

***Only complete Stage I applications will be reviewed. Applicants must demonstrate tight alignment with this RFP's Areas of Emphasis and Performance Measures in order to be invited to submit a Stage II (Proposal) application.***

**Stage I & II Applications** must be **received electronically** in the **DD Suite** system by **4 p.m. ET** on or before the due dates listed in the above table. **Late submissions will not be accepted for any reason.**

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| **Stage II applications should contain clear and concise information on the following:** |
| * **Coversheet** |
| * **Abstract** |
| * **Budget** |
| * **Budget Justification Narrative** |
| * **Budget Form** |
| * **Quarterly Activity Timeline & Expenditure Projections** |
| * **Narrative (max 20 double-spaced pages)** |
| * **Applicant Profile** |
| * **Target Population** |
| * **Involvement of Individuals with DD & Families in Project Development, Implementation and Evaluation** |
| * **Collaboration** |
| * **Systems Change, Capacity Building and Sustainability** |
| * **Work Plan: Project Goal, Objectives, Activities, Outcomes, Stories and Performance Measures** |
| * **Strength of Evidence\*** |
| * **Evaluation Plan** |

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| **Stage I applications should contain clear and concise information on the following:** |
| * **Coversheet** |
| * **Narrative (not to exceed 3 pages)** |
| * **Applicant Profile** |
| * **Target Population** |
| * **Involvement of People with DD & Families in Project Activities** |
| * **Collaboration** |
| * **Systems Change, Capacity Building & Sustainability** |
| * **Activities, Outcomes and Strength of Evidence\*** |

*Only complete Stage I applications will be*

*reviewed. Applicants must demonstrate tight*

*alignment with this RFP’s Areas of Emphasis*

*and Performance Measures in order to be*

*invited to submit a Stage II application.*

***\*Strength of Evidence:*** Describe in detail the

evidence-based model/approach you have chosen

and why it was selected for your project, i.e., what

is the evidence that supports your approach.

# Review and Scoring of Applications

Stage I: Each *Letter of Interest* (LOI) will be date and time stamped upon electronic receipt. Late LOIs will not be reviewed. LOIs will be reviewed to ensure the applicant is an eligible organization and that it meets technical submission requirements. Then, eligible LOIs will be reviewed by the Board’s Grant Review Team (GRT). The GRT will score the LOIs. Cut off scores are at the discretion of the GRT.

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| **Stage I – Letter of Interest Scoring** |
| **Applicant Profile**………………………………………………………………………………………………….……………………………………..**10 pts** |
| **Target Population**…………………………………………………………………………………………………………………………………….....**5 pts** |
| **Involvement of Individuals with DD and Families in Project Activities**………………………………………………………**10 pts** |
| **Collaboration**………………………………………………………………………………………………………………………………………….....**10 pts** |
| **Systems Change, Capacity Building & Sustainability**…………………………………………..…………………………………..…**25 pts** |
| **Activities, Outcomes and Strength of Evidence**……………………………………………………………...............................**35 pts** |
| **Technical Submission Requirements**…………………………………………………………………………………………………………...**5 pts** |
| **Total Possible Points**…………………………………………………………………………………………………………..…**100 pts** |

Stage II: Each *Proposal* will be date and time stamped upon electronic receipt. Late proposals will not be reviewed. After a review for technical completeness, the GRT will review all proposals. Within the dollar amount available, the highest scoring proposals will be recommended to the Board for funding. A project Work Plan (see page 19 in the Grants Manual) must be developed during Stage II and must demonstrate how the proposed objectives and activities align with the selected performances measures.

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| **Stage II – Full Proposal Scoring** |
| **Applicant Profile**………………………………………………………………………………………………….……………………………………....**10 pts** |
| **Target Population**…………………………………………………………………………………………………………………………………….…....**5 pts** |
| **Involvement of Individuals with DD and Families in Project Development,**  **Implementation and Evaluation………………………………………………………..**………………………………………………….……..**7 pts** |
| **Collaboration**…………………………………………………………………………………………………………………………………………….....**.6 pts** |
| **Systems Change, Capacity Building & Sustainability**…………………………………………..……………………………………..…**12 pts** |
| **Work Plan: Project Goal, Objectives, Activities, Outcomes, Stories**  **and Performance Measures……………………………………………………………………………………………………………………...30 pts** |
| **Strength of Evidence……………………………………………………………………………………………………………………….…….……7 pts** |
| **Evaluation Plan………………………………………………………………………………………………………………………………………….10 pts** |
| **Budget………………………………………………………………………………………………………………………………………….……………10 pts** |
| **Technical Submission Requirements ……………………………………………………………………………………………………………3 pts** |
| **Bonus Points (projects with multiple funding sources)…………………………………………………………………………………5 pts** |
| **Total Possible Points**……………………………………………………………………………………………..…………………**105 pts** |

# Reporting Requirements

All grantees will be required to submit **quarterly and final programmatic and financial progress** reports. Grantees also will be expected to track and share aggregated data about their projects and participants. Reporting deadlines and requirements will be included in the award letter and contract. In some circumstances, the Board may require monthly programmatic and/or financial reporting. In addition, some grantees may be required to provide post grant reporting and more frequent reports may be required in certain circumstances.

For grants that include direct benefit to individuals, we require that the grantee provide (in the quarterly program reports, final report, or at other times as requested) **stories about people with developmental and other disabilities and their families whose lives have improved as a result of grant activities**. Examples of the types of stories the Board is looking for (who, what, when, where and why) may include: how someone became more independent because they obtained employment, housing, or transportation; how someone became more connected to their community as a result of opportunities provided through the grant; or how someone was able to remain in the community vs. being institutionalized. The privacy of program participants must be protected.

# Frequently Asked Questions

## Who can apply for funding from the Virginia Board for People with Disabilities’ Competitive Grant Program?

Eligible organizations include state or other public agencies, including universities; non-profit organizationsor for-profit organizations. The Board encourages braided funding and partnerships. Please be sure to clearly describe the planned role and responsibilities of each partner at all stages of the project. Only one organization can receive the grant and will be contractually responsible for grant administration, reporting and delivery of the project.

## Where does VBPD receive its funding?

Board grants are 100% federally funded by the U.S. Department of Health, Administration for Community Living, Administration on Intellectual and Developmental Disabilities.

## Can an organization submit more than one application in response to this RFP?

Yes.

## Are there community types you're interested or not interested in, such as urban or rural areas?

We are particularly interested in projects that benefit individuals with developmental disabilities who are part of underserved, low-income and/or culturally diverse communities.

## If I currently have an active grant from the Virginia Board for People with Disabilities, can I submit an application?

Yes.