



Administration for Community Living

Administration on Disabilities








Office of Intellectual and Developmental

# University Centers for Developmental Disabilities in Education, Research and Service

Opportunity number: HHS-2025-ACL-AOD-DDUC-0057



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# Before you begin

If you believe you are a good candidate for this funding opportunity, secure your [SAM.gov](#) and [Grants.gov](#) registrations now. If you are already registered, make sure your registrations are active and up-to-date.

## **SAM.gov registration (this can take several weeks)**

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier (UEI).

[See Step 2: Get Ready to Apply](#)

## **Grants.gov registration (this can take several days)**

You must have an active Grants.gov registration. Doing so requires a Login.gov registration as well.

[See Step 2: Get Ready to Apply](#)

## **Apply by the application due date**

Applications are due by 11:59 p.m. Eastern Time on February 24, 2025.



To help you find what you need, this NOFO uses internal links. In Adobe Reader, you can go back to where you were by pressing Alt + Left Arrow (Windows) or Command + Left Arrow (Mac) on your keyboard.



# Step 1:

# Review the Opportunity

## In this step

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# Basic information

## Administration for Community Living

Administration on Disabilities

Office of Intellectual and Developmental

UCEDDs generate knowledge to support the independence and inclusion of people with intellectual and developmental disabilities in all aspects of community life.

## Summary

The Administration on Disabilities (AoD) within the Administration for Community Living (ACL), U.S. Department of Health and Human Services (HHS) will use Fiscal Year (FY) 2025 funds to make three, five-year grants available entities designated as University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD). These grantees carry out [four core functions](#).

UCEDDs are interdisciplinary education, research and public service units of universities, or of public or not-for-profit entities associated with universities, that implement these four core functions. The core functions address areas of emphasis (e.g., quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation and other services offered to people in a community). The national network of UCEDDs comprises 68 Centers, including at least one in every state and territory. As liaisons to service delivery systems, UCEDDs serve to positively affect the lives of people with developmental disabilities and their families.

## Funding details

**Type:** Grant

**Expected awards:** 3

In accordance with the DD Act, Funding is the same per applicant per budget period. Funding amount is subject to availability of funds.

**Amount of the award floor:** \$620,675

**Amount of the award ceiling:** \$640,536

We plan to fund awards in five, 12-month budget periods for a five-year period of performance of July 1, 2025, to June 30, 2030.



Have questions?

See [Contacts and Support](#).

## Key facts

**Opportunity name:**

University Centers for Excellence in Developmental Disabilities, Education and Service

**Opportunity number:**

HHS-2025-ACL-AOD-DDUC-0057

**Federal Assistance Listing:**

93.632

**Statutory authority**

**number:** 156(a)(1) of the DD Act

## Key dates

**Application deadline:**

February 24, 2025

**Informational webinar:**

December 12, 2024

**Expected award date:**

July 1, 2025

**Expected start date:**

July 1, 2025

# Eligibility

## Who can apply

### Eligible applicants

Only UCEDD grantees awarded five-year core funds in FY 2020 may apply.

Individuals, foreign entities, and sole proprietorship organizations are not eligible to compete for, or receive, awards made under this announcement.

To pursue a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality, guidance is provided to advance the Administration's policy, as stated in E.O. 13985. This guidance is intended to begin to address inequities in HHS programs, processes, and policies that may be barriers to equal opportunity. By advancing equity in our NOFOs, we can create opportunities for the improvement of communities that have been historically underserved, which benefits everyone.

Section 151(a) of the DD Act states that appropriations authorized under section 156(a)(1) of the DD Act shall be used to make five-year grants to entities in each state designated as UCEDDs.

### Other eligibility requirements

Entities eligible to apply for funds under this funding opportunity announcement are the UCEDD grantees awarded five-year core funds in FY 2020 and their designation as a UCEDD expires June 30, 2025.

### Cost sharing

This program requires you to contribute 25% of the project's total cost.

You can calculate this cost-sharing requirement by using the following formula:

- Start with the federal share
- Multiply the federal share by 25 and divide that product by 75

Example: Multiply \$620,675 (federal share) x 25 (required cost sharing percent) and divide that product by 75.

Cost sharing in this example is \$206,891.

## Types of cost sharing

You can meet your match requirement through any combination of:

- Cash contributed by your organization
- Cash contributed by partners or other third parties
- In-kind (non-cash) contributions from third parties

## Cost-sharing commitments

Recipients must follow through on their promise of cost-sharing funds. This includes those who have promised an amount more than the required minimum. We put these commitments in the Notice of Award.

If you don't provide your promised amount, we may have to decrease your award amount. You'll have to include your funds when you fill out your Federal Financial Reports.

## Reduced Match

In certain circumstances, the minimum required match may be less than 25% of the total project cost. For example, if a project's activities target people with developmental disabilities who live in an urban or rural poverty area as determined by the Secretary, the federal share of the cost of the project can be up to 90% of the necessary costs of the project (Section 154 (d)(2) of the DD Act).

## Two-Tiered Eligibility System for Reduced Match

To meet the requirements in the DD Act, AoD has developed a system that you can use to request a reduced match on the core grant. It is optional to make this request. AoD will use a two-tiered system for determining eligibility for the reduced match:

- **Tier 1:** UCEDDs in states where the poverty rate is equal to or greater than the official national poverty rate would automatically qualify for the reduced match.
- **Tier 2:** UCEDDs in states with a poverty rate not equal to or greater than the official national poverty rate would have to show that the UCEDD activities will target people with developmental disabilities in urban or rural poverty areas.

You would demonstrate that at least 25% of your UCEDD projects target people with developmental disabilities who live in urban and rural poverty areas by providing the following information to AoD:

- The current state poverty rate
- A full listing of all your current projects, which can be generated from the National Information Reporting System (NIRS)

- Identify which of your activities are targeting people with developmental disabilities living in urban and rural poverty areas by stating whether the activity is associated with any of the Urban and Rural Poverty Indicators listed in the announcement
  - You can also explain if your activities target people with developmental disabilities in an urban and rural poverty area through other means

Because there are not federal poverty rates for Puerto Rico, Guam, and the Virgin Islands, these jurisdictions can qualify for the reduced match by establishing that the UCEDD activity is associated with any of the Urban and Rural Poverty Indicators listed in the announcement, or targets people with developmental disabilities in an urban or rural poverty area through other means.

[Appendix A](#) shows the Urban or Rural Poverty Indicators that will be used to determine eligibility for the reduced match. Definitions of key terms are also provided in [Appendix A](#).

The total approved cost of the project is the sum of the ACL share and the reduced non-federal share.



# Program description

The goal of the Developmental Disabilities Assistance and Bill of Rights Act (DD Act) is to promote self-determination, independence, productivity, and integration and inclusion into the community.

As defined in the DD Act, the term “developmental disabilities” means a severe, chronic disability of an individual that is attributable to a mental or physical impairment or combination of mental and physical impairments that are manifested before the individual is 22 years old, and which are likely to continue indefinitely.

Developmental disabilities result in substantial limitations in three or more of the following functional areas:

- Self-care
- Receptive and expressive language
- Learning
- Mobility
- Self-direction
- Capacity for independent living
- Economic self-sufficiency

The DD Act identifies several significant findings, including:

- Disability is a natural part of the human experience that does not diminish the right of people with developmental disabilities to enjoy the opportunity for independence, productivity, integration, and inclusion into the community
- People whose disabilities occur during their developmental period frequently have severe disabilities that are likely to continue indefinitely
- People with developmental disabilities often require lifelong specialized services and assistance, provided in a coordinated and culturally competent manner by many agencies, professionals, advocates, community representatives and others to eliminate barriers and to meet the needs of such individuals and their families

The DD Act promotes best practices and policies. People with developmental disabilities:

- And their families are the primary decision makers regarding the services and supports they receive, and play decision making roles in relevant policies and programs
- Including those with the most severe developmental disabilities, can achieve independence, productivity, integration, and inclusion into the community, with services and supports that meet their individual needs

- Have competencies, capabilities, and personal goals that should be recognized and supported
  - Any assistance towards these ends should be provided in an individualized manner that is consistent with their unique strengths, resources, and priorities, of the person

Toward these ends and through this funding opportunity, AoD seeks to support and accomplish the following:

- Increasing the ability of people with developmental disabilities to exercise greater choice, self-determination and to engage in leadership activities in their communities
- Enhancing the capabilities of families in assisting people with developmental disabilities to achieve their maximum potential
- Promoting systemic change that ensure the active and meaningful engagement and participation of people with developmental disabilities in community-based programs
- Promoting the active involvement of people with developmental disabilities and families in all aspects of grantee programs, activities, and services
- Ensuring the protection of the legal and human rights of people with developmental disabilities
- Ensuring that people with developmental disabilities from culturally and linguistically diverse backgrounds and their families enjoy the same level of meaningful opportunities to access and use community services, individualized supports and other forms of assistance available to other people with developmental disabilities and their families
- Promoting recruitment efforts that increase the number of people from culturally and linguistically diverse backgrounds who work with people with developmental disabilities and their families in disciplines related to pre-service training, community training, practice, administration, and policymaking

UCEDDs are funded to provide leadership in, and advise federal, state, and community policymakers about, people with developmental disabilities. They are also funded to promote opportunities for people with developmental disabilities to exercise self-determination, be independent, productive, and integrated.

## Four core functions

The four core functions to achieve the DD Act are:

- Interdisciplinary pre-service preparation and continuing education of students and fellows
  - May include the preparation and continuing education of leadership, direct service, clinical or other personnel to increase the capacity of states and communities
- Community services, including direct services, training, technical assistance, and model demonstrations
  - These may be for people with developmental disabilities, their families, professionals, paraprofessionals, policy makers, students, and other members of the community
- Research
  - May include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect people with developmental disabilities and their families
- Information dissemination
  - Sharing information that demonstrates that the national network of UCEDDs is a national and international resource that includes specific areas of expertise that may be applied in diverse settings and circumstances

## Funding policies and limitations

For guidance on some types of costs we do not allow or restrictions on them, see 45 CFR 75.420, [General Provisions for Selected Items of Cost](#).

### Funding policies

- Under this NOFO, you can't continue existing projects without expansion or new and innovative approaches.
- Meals are allowed only in limited circumstances linked to program activities, like during travel or when approved in advance by ACL. See Allowable Costs and Activities, Exhibit 4: Selected Items of Cost, Meals in the [HHS Grants Policy Statement \[PDF\]](#).
- Certain telecommunications and video surveillance equipment. See [2 CFR 200.216](#) to make sure this does not apply to any proposed equipment in your application.
- This grant program meets the ACL definition for training grants. Therefore, applicants must limit the indirect cost rate to eight percent of total direct costs,

exclusive of equipment, tuition and stipends, rental of space, major contracts or subgrants and renovation and alteration, under this program announcement.

According to Section 152 of the DD Act, grants must be made to each UCEDD that existed in the preceding Fiscal Year that meets the requirements of subtitle D. Funds are used to pay for the federal share of the cost of the administration and operation of the UCEDD.

The DD Act, Section 155, defines a State as the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, and Guam.

Funds made available under this proposed funding opportunity will be used to pay for the federal share of the cost of the administration and operation of centers designated as UCEDDs.

## Unallowable costs

- Construction or major rehabilitation of buildings
- Basic research, such as scientific or medical experiments

## Indirect costs

Indirect costs are those for a common or joint purpose across more than one project and that cannot be easily separated by project. Learn more at [45 CFR 75.414](#), Indirect Costs.

To charge indirect costs you can select one of two methods:

**Method 1—Approved rate.** You currently have an indirect cost rate approved by your cognizant federal agency.

- This UCEDD Core grant program meets the ACL definition for training grants. Therefore, applicants must limit the indirect cost rate to the approved eight percent of total direct costs, exclusive of equipment, tuition and stipends, rental of space, major contracts or subgrants and renovation and alteration, under this program announcement. See [funding policies](#) for additional, related information.

**Method 2 — *De minimis* rate.** Per [2 CFR 200.414\(f\)](#), if you have never received a negotiated indirect cost rate, you may elect to charge a *de minimis* rate. If you choose this method, costs included in the indirect cost pool must not be charged as direct costs. This rate is 15% of modified total direct costs (MTDC). See [2 CFR 200.1](#) for the definition of MTDC. You can use this rate indefinitely.

## Program income

Program income is money earned from your project activities. You will have to use those funds to add to the project activities. Find more about program income at [45 CFR 75.307](#).

## Statutory authority

The purpose of the DD Act is to assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life, through culturally competent programs [Section 101(b)]. To achieve this purpose, the DD Act authorizes the following programs:

- (1) State Councils on Developmental Disabilities (Subtitle B);
- (2) Protection and Advocacy Systems (Subtitle C);
- (3) University Centers for Excellence in Developmental disabilities Education, Research, and Service (UCEDDs) (Subtitle D); and
- (4) Projects of National Significance (Subtitle E).

Each of these programs engages in systemic change, capacity building, and advocacy activities both as a collaborative network and as independent entities to improve the lives of individuals with developmental disabilities and their families and enhance participation in community life in the State. Section 151(a) of the DD Act states that appropriations authorized under section 156(a)(1) of the DD Section 151(a) of the DD Act shall be used to make five-year grants to entities in each State designated as University Center for Excellence in Developmental Disabilities Education, Research and Service.



# Step 2:

## Get Ready to Apply

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Join the informational call	<a href="#"><u>15</u></a>

# Get registered

## SAM.gov

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier. SAM.gov registration can take several weeks. Begin that process today.

To register, go to [SAM.gov Entity Registration](#) and select Get Started. From the same page, you can also select the Entity Registration Checklist for the information you will need to register.

## Grants.gov

You must also have an active account with [Grants.gov](#). You can see step-by-step instructions at the Grants.gov [Quick Start Guide for Applicants](#).

**Have questions?** See [Contacts and Support](#).

# Find the application package

The application package has all the forms you need to apply. You can find it online. Go to [Search Grants at Grants.gov](#) and search for opportunity number HHS-2025-ACL-AOD-DDUC- 0057. You can also find materials at [Applying for Grants](#) on our website.

# Join the informational call

An informational conference call will be held on:

- December 12, 2024
- 2 to 3 p.m. ET

We will provide general information on this funding opportunity. You must register for this call in advance. Contact [Pamela.O'Brien@acl.hhs.gov](mailto:Pamela.O'Brien@acl.hhs.gov) to register for this call.

## Get technical assistance

We will provide individual technical assistance on:

- December 12, 2024
- 2 to 3 p.m. ET

Requests for individual technical assistance must be made in advance. Contact [Pamela.obrien@acl.hhs.gov](mailto:Pamela.obrien@acl.hhs.gov).





# Step 3:

# Prepare Your Application

## In this step

Application contents and format

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# Application contents and format

Applications include four main components. This section includes guidance on each. Make sure you include each of these:

Component	Grants.gov Submission Form
<a href="#">Project narrative</a>	Use the Project Narrative Attachment form.
<a href="#">Budget justification narrative</a>	Use the Budget Narrative Attachment form.
<a href="#">Attachments</a>	Insert each in the Other Attachments form.
<a href="#">Standard forms</a>	Upload using each required form.

## Required format for project and budget justification narratives

**Font:** Times New Roman or Arial

**Format:** PDF

**Size:** 11-point font

Footnotes and text in graphics may be 10-point

**Spacing for project narrative main content:** Double-spaced

**Spacing for budget justification narrative:** As needed

**Spacing for project summary, tables, footnotes:** Single-spaced

**Margins:** 1-inch

Include page numbers

## Project narrative

**Page limit:** 60 pages

**File name:** Project Narrative

The project narrative is the most important part of the application. We use it as the primary basis to decide whether your project meets the statutory requirements and to review its merit. The project narrative should give a clear and concise description of your project.

Be sure to cite all your sources. Merit reviewers may lower your score if you do not.

Also study the [merit review criteria](#) to make sure you answer all questions and cover all topics reviewers will look at.

The components of the project narrative counted as part of the 60-page limit include:

- Summary/abstract
- Problem statement
- Goals and objectives
- Proposed intervention
- Special target populations and organizations
- Outcomes
- Project management
- Evaluation
- Dissemination (sharing information)
- Organizational capability
- Equity experience of project team

Your application for core funding must describe a five-year plan for meeting the purpose of the DD Act.

## Areas of emphasis

Your plan must outline a projected, measurable goal for one or more area(s) of emphasis, for each core function:

- Quality assurance
- Education and early intervention
- Childcare
- Health
- Employment
- Housing
- Transportation
- Recreation
- Other services available or offered to people in a community, including formal and informal community supports, that affect their quality of life

Your five-year plan must describe how the goals and your activities are:

- Based on data-driven strategic planning
- Developed in collaboration with the Consumer Advisory Committee

- Consistent with, and to the extent feasible, complement, and further the State Developmental Disabilities Council goals contained in the State Plan, the goals of the State Protection and Advocacy System, and goals of the other UCEDD(s) in the state
- Can be reviewed and revised annually, as necessary, to address emerging trends and needs
- Can be implemented in a manner consistent with the objectives of the DD Act.

Your five-year plan should include a description of how the core funding will be used as a resource to support program infrastructure, and how it will leverage additional public and private funds to achieve your projected goals.

The five-year plan must describe how the applicant will carry out each of the four UCEDD core functions. While drafting your project narrative, you should reference the full descriptions of the four core functions in [Appendix B](#).

## Cultural recruitment efforts

UCEDDs must demonstrate how they will promote recruitment that increases the number of people from culturally and linguistically diverse backgrounds working with people with developmental disabilities and their families, in disciplines related to pre-service training, community training, practice, administration, and policymaking.

- The application should describe the role of people with developmental disabilities and family members in the training program (e.g., serving as lead instructors, co-instructors, curriculum developers)
- The application should describe how the training program offers an interdisciplinary approach to teaching and learning, which may include the use of a core curriculum.
- At the very least the description should include an overview of the variety of disciplines represented in both the faculty and students, which may include:

Early Childhood Education	Early Childhood Special Education	Early Intervention
Community Development	Transition / Special Education	Audiology
Pediatrics	Dentistry (Pediatric and Adult)	Nursing
Law	Health Administration	Public Health
Medicine	Nutrition	Engineering
Behavioral Health	Social Work	Transportation
Psychology	IT/Assistive/ Augmentative/ Alternative Technology	Psychiatry

Early Childhood Education	Early Childhood Special Education	Early Intervention
Speech and Language Development	Employment/ Post-Secondary Education	Occupational Therapy
Architecture	Public Policy	Recreation
Rehabilitation Therapy	General Education	Other

## Accountability requirements

Respondents to this funding opportunity announcement must describe how they will comply with the accountability requirements outlined in the DD Act. The application must include a statement that the UCEDD will adhere to the requirements in the DD Act for UCEDD.

## Project abstract

Provide a brief project summary of no more than 265 words. You will need to include:

- **Goals.** Broad overall purpose, like a mission statement that says what you want to do and where you want to be.
- **Objectives.** Narrow, specific, and clear steps toward the goals. These are the “how’s” to achieve the goals.
- **Outcomes.** These are the measurable results of a project. Include expected changes among those served, such as clients, systems, organizations, and communities. These should tie directly to your goals and those of this funding.
- **Products.** The materials and other deliverables you expect to generate through the project.

## Problem statement

Describe in both quantitative and qualitative terms, the nature and scope of the problem your proposed intervention is designed to address, including how the project will potentially affect older adults and people with disabilities, their families and caregivers, and the health care and social services systems.

Also note any major barriers you anticipate encountering, and how your project will be able to overcome those barriers.

Be sure to describe the role and makeup of any strategic partnerships you plan to involve in implementing the intervention, including other organizations, supporters, and the Consumer Advisory Council.

## Goals and objectives

Describe the project's goal(s) and major objectives. Unless the project involves multiple, complex interventions, we recommend you have only one overall goal.

## Proposed intervention

Provide a clear and concise description of the intervention (approach) you are proposing to address the problem described in the problem statement section.

You should also describe why you chose the intervention, including factors such as:

- Lessons learned from similar projects previously tested in your community, or in other areas of the country
- Factors in the larger environment that have created the right conditions for the intervention (e.g., existing social or economic factors that you'll be able to take advantage of)

## Special target populations and organizations

This section should describe how you plan to involve the other UCEDDs in your state, State Councils on Developmental Disabilities, Protection and Advocacy Systems, Centers for Independent Living, and Consumer Advisory Councils in a meaningful way in the planning and implementation of your proposed plan.

This section should also describe, how the plan will target people with intellectual and developmental disabilities and their families across racial, ethnic, and cultural groups, including limited-English speaking populations. Be sure to plan for and include people in unserved or underserved communities, and in urban and rural areas.

## Outcomes

Clearly identify the measurable outcome(s) that will result from the project. ACL **will not fund** any project that does not include measurable outcomes.

This section should also describe how the project's findings might benefit the field at large, (e.g., how the findings could help other organizations throughout the nation address similar problems).

You can list measurable outcomes in the [example, optional work plan grid](#) in addition to any discussion included in the narrative.

You should keep the focus of this section on describing what outcome(s) will be produced by the project. You should use the evaluation section to describe how the outcome(s) will be measured and reported.

## Measurable outcome

A measurable outcome is an observable end-result that describes how an intervention i.e., the UCEDD five-year strategic plan benefits people with ID/DD and their families across racial, ethnic and cultural groups inclusive of those in unserved or underserved communities or urban and rural areas. It demonstrates the functional status, mental well-being, knowledge, skill, attitude, awareness or behavior. It can also describe a change in the degree to which people exercise choice over the types of services they receive, or whether they are satisfied with the way a service is delivered.

Additional examples include:

- A change in the responsiveness or cost-effectiveness of a service delivery system
- A new model of support or care that can be replicated in the ACL network
- New knowledge that can contribute to the field of community living
- A measurable increase in community awareness
- A measurable increase in persons receiving services

A measurable outcome is not a measurable output, such as: the number of clients served, the number of training sessions held, or the number of service units provided.

## Project management

Include a clear delineation of the roles and responsibilities of project staff, consultants and partner organizations, and how they will contribute to achieving the project's objectives and outcomes.

Specify who will be responsible for day-to-day tasks such as:

- Leadership of project
- Monitoring the project's on-going progress, (i.e., measure of performance towards the goals stated in the funding opportunity announcement, and for your specific intervention/activities)
- Preparation of reports
- Communicating with other partners and ACL

You should also describe how you will monitor and track progress on the project's tasks and objectives.

## Evaluation

Evaluation (project Impact) should describe the method(s), techniques and tools that will be used to:

- Determine whether the proposed intervention achieved its anticipated outcome(s)

- Document the lessons learned, both positive and negative, that will be useful to people interested in replicating the intervention, if it proves successful

Additionally:

- This section should address how the conduct of the project and its results will be evaluated
- State what measures will be used to determine the extent to which the project has achieved its stated objectives
- Explain the extent to which the accomplishment of objectives can be attributed to the project
- Discuss the criteria to be used to evaluate results
- Explain the methodology that will be used to determine if the needs identified and discussed are being met and if the project results and benefits are being achieved
- Define how you will determine whether the project is consistent with the presented work plan
- Discuss the impact of the project's various activities and their effectiveness
- Explain the methodology to annually gather and report data, outcomes and impacts using the UCEDD Annual Report Template, and using the Logic Model to report five-year outcomes.
  - Your methodology should include use of quantitative and qualitative techniques to determine if the needs identified are being met and if the UCEDD results are being achieved

## Dissemination (sharing information)

This section should describe the method that will be used to share the project's results and findings widely, in a timely manner, and in easily understandable formats. These results are for parties who might be interested in using them to inform their practice, service delivery, program development, and policymaking, including and especially those parties who would be interested in replicating the project.

## Organizational capability

Your application should include an organizational capability statement and vitae for key project personnel. Include a short two-page vitae for key project staff only. Neither vitas nor an organizational chart will count towards the narrative page limit.

The organizational capability statement should:

- Describe how the applicant agency (or the particular division of a larger agency which will have responsibility for this project) is organized and the nature and scope of its work and the capabilities it possesses



- Include the organization’s capability to sustain some or all project activities after federal financial assistance has ended
- Cover capabilities of the applicant agency not included in the program narrative, such as any current or previous relevant experience or the record of the project team in preparing cogent and useful reports, publications, and other products
- Include an organizational chart showing the relationship of the project to the current organization
- Include information about any contractual organization(s) that will have a significant role(s) in implementing project and achieving project goals
- Describe the qualifications of the faculty and staff assigned to the UCEDD grant. The UCEDD staff shall include a director [section 154 (a)(3)(G)] with:
  - Appropriate academic credentials
  - Demonstrated leadership
  - Expertise regarding developmental disabilities
  - Significant experience in managing grants and contracts
  - The ability to leverage public and private funds

## Equity experience of project team

For FY 2025, this guidance is provided to advance the Administration’s policy, as stated in E.O. 13985, to pursue a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality. This guidance is intended to begin to address inequities in HHS programs, processes, and policies that may serve as barriers to equal opportunity. By advancing equity in our NOFOs, we can create opportunities for the improvement of communities that have been historically underserved, which benefits everyone.

## Budget justification narrative

**Page limit:** 40 pages

**File name:** Budget justification narrative

The budget justification narrative supports the information you provide in Standard Form 424-A. See [standard forms](#).

It includes added detail and justifies your costs. As you develop your budget, consider:

- If the costs are reasonable and consistent with your project’s purpose and activities
- The restrictions on spending funds. See funding limitations.

Applicants requesting funding for a multi-year grant program are required to provide a detailed budget justification narrative for **each** potential year of grant funding requested.

To create your budget justification narrative, see the [example format](#) on our website. Pay particular attention to the level of detail.

A combined UCEDD five-year budget justification narrative, as well as a detailed budget justification narrative for each year of the five-year potential grant funding is required.

HHS now uses the definitions for [equipment](#) and [supplies](#) in 2 CFR 200.1. The new definitions change the threshold for equipment to the lesser of the recipient's capitalization level or \$10,000 and the threshold for supplies to below that amount.

## Attachments

You will upload attachments in Grants.gov using the Other Attachments form.

## Work plan

You must provide a work plan for your project. The work plan connects your period of performance outcomes, strategies and activities, and measures. It provides more detail on how will measure outcomes and processes.

Applicants requesting funding for a multi-year grant program are required to provide a work plan for **each** potential year of grant funding requested.

To complete your work plan, see the [project work plan sample template](#) on our website.

## Memorandum of understanding (MoU)

You will be [evaluated on the documentation](#) that you provide explaining that the UCEDD has a written agreement (MOU) or charter with the University which specifies the:

- UCEDD designation as an official, independent university component
- The relationships between the UCEDD and other university components
- The University's commitment (including financial and other resources) to the UCEDD, and the UCEDD's commitment to the university
- That the UCEDD Director reports directly to a university administrator who will represent the interests of the UCEDD within the University

## Indirect cost agreement

If you include indirect costs in your budget using an approved rate, include a copy of your current agreement approved by your [cognizant agency for indirect costs](#). If you use the *de minimis* rate, you do not need to submit this attachment.

## Commitment letters

Include letters from any organization that will have a significant role in carrying out your project. The letter should explain their role and their commitment to the project.

## Resume and job descriptions

For key personnel, attach resumes for positions that are filled. If a position isn't filled, attach the job description with qualifications.

## Standard forms

You will need to complete some other standard forms. Upload the following forms at Grants.gov. You can find them in the NOFO [application package](#) or review them and their instructions at [Grants.gov Forms](#).

Form	Submission requirement
Application for Federal Assistance (SF-424)	With application. See the <a href="#">SF-424 instructions</a> . <b>Line 8f Contact is name of the PI on grant (UCEDD Director), not AOR</b>
Budget Information for Non-Construction Programs (SF-424A)	With application.
Assurances for Non-Construction Programs (SF-424B)	With application.
Other Attachments form	With application.
Key Contacts	With application.
Project Narrative Attachmentform	With application.
Grants.gov Lobbying form(Certification Regarding Lobbying)	With application
Project/Performance Site Location(s)	With application.



# Step 4:

# Learn About Review and Award

## In this step

Application review	<u>29</u>
Award notices	<u>38</u>

# Application review

## Initial review

We review each application to make sure it meets basic requirements. We won't consider an application that:

- Is from an organization that doesn't meet all eligibility criteria
- Requests funding above the award ceiling shown in the [funding range](#)
- Is submitted after the deadline

We will not review any pages over the page limit.

## Merit review

A panel reviews all applications that pass the initial review. The members use the following criteria.

Criterion	Total number of points = 100
Project relevance and current need	10 points
Approach	45 points
Budget	10 points
Project impact	15 points
Organizational capacity	20 points

## Criteria

### Project relevance and current need (Maximum points: 10)

Using the following values for each required item in this criterion, points will be awarded according to the extent to which the application:

- Provides a portrait of the state needs and clearly identifies the need for assistance based on relevant and current data, including that collected through planning studies **(4 points)**
- Describes how the Consumer Advisory Committee, people with developmental disabilities, family members, advocates, the State DD Council, the State Protection and Advocacy System, the other UCEDD(s) in the state, and representatives of state agencies were consulted in the development of the application **(3 points)**

- Also provides evidence that feedback from these representatives was utilized in developing the project approach, including the goals and goal-related activities outlined in the five-year plan
- Shows a direct relationship between the needs identified based on research and planning studies and feedback from the key stakeholders Consumer Advisory Committee, people with developmental disabilities, family members, advocates, the State DD Council, the State Protection and Advocacy System, the other UCEDD(s) in the State, and representatives of State agencies and the goals and goal-related activities in the five-year plan **(3 points)**

## Approach (Maximum points: 45)

Describes a five-year plan for meeting the purpose of the DD Act by outlining a projected measurable and attainable goal for one or more [area\(s\) of emphasis](#).

- The plan **(3 points)**:
  - Provides quantitative projections of the accomplishments to be achieved for each core function or activity
  - Provides such terms as the number of people to be served and the number of activities to be accomplished
  - Provides a chronological order of approach with target dates
- Describes the UCEDD's goals, objectives and activities reflect interagency collaborations and strategies to effect systemic change in the state and local communities and service systems **(2 points)**
  - Also describes how the five-year plan for the UCEDD complements and furthers the State DD Council five-year plan, the Protection and Advocacy Statement of Goals and Priorities, and the five-year plan for the other UCEDD(s) in the state
- Describes how the infrastructure and resources obtained through funds made available under the grant will be utilized to leverage additional public and private funds to achieve the projected goals developed in the five-year plan **(2 points)**
- Describes how the UCEDD will carry out the Interdisciplinary Pre-service Preparation core function as an instructional program offered by the UCEDD that **(3 points)**:
  - Integrates knowledge and methods from two or more distinct disciplines
  - Integrates direct contributions to the field made by people with disabilities and family members
  - Examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families
  - Is designed to advance an individual's academic or professional credentials

- Takes place in an academic setting or program
- Reflects a mix of students and faculty from diverse academic disciplines/ academic programs (e.g., Audiology, Dentistry, Early Intervention, Early Childhood, Special Education, Medicine, Nursing, Pediatrics, etc. see Section IV.2. for a full listing of possible disciplines)
- Reflects a mix of cultures that reflect the diversity of the community
- May lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and contribute to a discipline-specific course of study offered by the UCEDD or by another academic department
- Describes the core curriculum for the Interdisciplinary Pre-service Preparation Instructional program which **(2 points)**:
  - Incorporates cultural diversity and demonstrates cultural competence/ responsiveness
  - Prepares trainees to address the needs of people of developmental disabilities and their families in a culturally competent/responsive manner
  - Prepares trainees to be active participants in research and dissemination efforts
  - Prepares trainees to be consumers of research as it informs practice and policy
- Demonstrates how efforts to recruit UCEDD trainees in disciplines related to developmental disabilities in the areas of pre-service training, community training, practice, administration, and policymaking will focus on bringing larger numbers of racial, ethnic, cultural and linguistically diverse trainees into the disciplines **(2 points)**
- Describes a continuing education program that is comprised of seminar(s) or courses of instruction offered by a UCEDD that **(3 points)**:
  - Serves to maintain professional credentials
  - Encourages professionals to expand their knowledge base and stay current on new developments
  - Offers certificates of completion or CEUs (or their equivalents)
- Describes meaningful roles (may include serving as course instructors and developers of curriculum) of people with developmental disabilities and their families in the Interdisciplinary pre-service preparation and continuing education training program **(3 points)**
  - Also describes how the UCEDD participates in broader university academic programs that prepare personnel in a wide range of social and community roles that will contribute to the accommodation and inclusion of people with developmental disabilities

- Describes community services core function activities of training or technical assistance for people with developmental disabilities, families, professionals, paraprofessionals, policy- makers, students and other members of the community **(2 points)**
  - These may be services, supports, and assistance for people with developmental disabilities through demonstration and model activities
- Describes how community services offer innovative designs and methods that **(5 points)**:
  - Promote the inclusion and integration, productivity, and human rights of people with developmental disabilities and their families in all aspects of community life
  - Are integrated into the community setting and involves community members, agencies and other organizations
  - Addresses a local or universal need
  - Are based on evidence and can be replicated
  - Will promote increased and meaningful opportunities for people with developmental disabilities from racial and ethnic minority backgrounds and their families to access community services, support, and other forms of available assistance
  - Are designed so communities can be accessible to and responsive to the needs of people with developmental disabilities and their families, and are enriched by full participation in community activities, and contributions by people with developmental disabilities and their families
- Describes community services training and/or technical assistance (T/TA) activities that **(3 points)**:
  - Use capacity building strategies to strengthen the capability of communities, systems and service providers
  - Are planned collaboratively, including the participation of people with developmental disabilities and their families
  - Address the unique needs of people with developmental disabilities and their families from diverse cultural, linguistic and ethnic backgrounds who reside within the geographic area
  - Describes how community services demonstration service activities address and provide evidence of an emerging, critical problem that reflects current trends or anticipated developments in the field
- Describes a research program, which may include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect people with DD and their families **(3 points)**



- Describes how people with developmental disabilities and their families, including those from culturally and linguistically diverse groups, will be active participants in the research process, ensuring that individuals and their families participate in the development, implementation and, evaluation of research activities, as well as the sharing of information **(3 points)**
- Describes an Information Dissemination (ID) plan that **(5 points)**:
  - Includes strategies for translating research into practice for communicating and facilitating replication of best practices in state and out-of-state and to diverse audiences
  - Describes how the UCEDD serves as a resource for information for people with developmental disabilities and their family members, community members, state agencies, and other providers/advocacy organizations
  - Provides for the development of a variety of products to promote public awareness and visibility of the UCEDD
  - Targets a range of audiences including people with developmental disabilities, family members, service providers, policy makers, administrators, university faculty, researchers and the general public
  - Will educate and share information related to the purpose of the DD Act to the legislature of the state in which the Center is located and to members of Congress from the state
  - Responds to community requests and utilizes a variety of networks
- Describes how the development and sharing of UCEDD products and information **(4 points)**:
  - Use the principles of universal design
  - Are available in multiple accessible formats in a culturally competent manner
  - Utilize person first, person centered language
  - Displays positive images of people with developmental disabilities and their families in inclusive communities

### **Budget (Maximum points: 10)**

Using the following values for each required item in this criterion, points will be awarded according to the extent to which the application for core funding:

- Provides a budget justification narrative that describes how the costs for different categories are calculated and discusses why the costs are needed, fair, and can be assigned to the right categories within the UCEDD program's administration and operation of the program **(5 points)**
  - Includes implementation of the four core functions and support of the CAC

- Describes a budget that shows funds made available through the grant are being used to supplement, and not replace, the funds that would otherwise be made available for activities related to interdisciplinary pre-service preparation, and continuing education, community services, research and information dissemination **(3 points)**
- Provides a budget with **(2 points)**:
  - Line-item detail and detailed calculations for each budget object class identified on the budget justification narrative
  - Detailed calculations that include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated
  - A breakout by the funding sources identified in Block 15 of the SF-424

### **Project impact (Maximum points: 15)**

Using the following values for each required item in this criterion, points will be awarded according to the extent to which the application for core funding:

- Describes a logic model for evaluating the extent to which the goals for the UCEDD have been achieved in a manner consistent with the objectives of the DD Act **(5 points)**
- Explains the methodology that will be employed to gather data to report annually, outcomes and results using the UCEDD Annual Report Template and using the Logic Model to report five-year outcomes **(5 points)**
  - The methodology should include use of quantitative and qualitative techniques to determine if the needs identified and discussed are being met and if the UCEDD results and benefits are being achieved
- Diverse people with intellectual and developmental disabilities, families, and other consumers of UCEDD programs and services to evaluate its programs **(1 point)**
- Describes how the CAC will review and comment on the progress of the Center to determine whether the UCEDD is carrying out the five-year plan in a manner consistent with the work plan presented **(4 points)**

### **Organizational capacity (Maximum points: 20)**

- Points will be awarded based on the extent to which the UCEDD's mission reflects a commitment to **(3 points)**:
  - Ensuring that people with developmental disabilities achieve outcomes consistent with the DD Act
  - Supporting families, service agencies and the larger community
  - Promoting culturally competent attitudes and practice

- Its unique role as a bridge between university programs
- Promoting the goals of the university or indicates a relationship to training and the development of new knowledge and service
- The UCEDD's programs (**2 points**):
  - Reflect a life span and interdisciplinary approach
  - Reflect the active participation of people with developmental disabilities and their families
  - Address the needs of people with developmental disabilities, including people with developmental disabilities, who are culturally diverse, unserved or underserved; in institutions or on waiting lists
- Documentation is provided that the UCEDD has a written agreement (MOU) or charter with the University which specifies the (**4 points**):
  - UCEDD designation as an official, independent university component
  - The relationships between the UCEDD and other university components
  - The University's commitment (including financial and other resources) to the UCEDD and the UCEDD's commitment to the university
  - That the UCEDD Director reports directly to a university administrator who will represent the interests of the UCEDD within the University
- The application describes an organizational structure of the UCEDD which provides evidence that the Center is (**3 points**):
  - An interdisciplinary education, research, and public service unit of a university or public or a not-for-profit entity associated with a university that engages in four core functions and addresses directly or indirectly, one or more areas of emphasis
  - Demonstrates the ability of the UCEDD to leverage resources and has a long-range planning capability to allow the UCEDD to respond to emergent and future developments in the field
  - Describes how the applicant does or will employ people with developmental disabilities, their family members, and people from culturally and linguistically diverse backgrounds
- Describes the qualifications of the UCEDD director with (**2 points**):
  - Appropriate academic credentials
  - Demonstrated leadership
  - Expertise
  - Commitment to the field of developmental disabilities
  - Significant experience in managing grants and contracts

- The ability to leverage public and private funds
- The vision to carry out the mission of the UCEDD
- Describes the qualifications of the faculty and staff assigned to the UCEDD grant **(2 points)**
  - Explains how the UCEDD will maintain the faculty and staff necessary to support the functions and purposes of the UCEDD, and plan adequate staff time to carry out activities related to each of the four core functions
- Describes how the UCEDD will maintain a Consumer Advisory Committee, the majority of which shall be people with developmental disabilities and family members of such people; includes representatives of the DD Council, Protection and Advocacy System, (P and A), other UCEDD(s) in the State (as appropriate); and a self-advocacy organization that reflects the racial and ethnic diversity of the state **(2 points)**
- Describes how the UCEDD engages in collaborative relationships with the DD Network partners (the State Developmental Disabilities Council, the Protection and Advocacy System, and the other UCEDD[s]) and identifies and delineates the UCEDD's role and involvement with the DD Network partners **(2 points)**
  - Also describes how the UCEDD actively participates in community networks and includes a range of collaborating partners

## Risk review

Before making an award, we review the risk that you will not prudently manage federal funds. We need to make sure you've handled any past federal awards well and demonstrated sound business practices. We use SAM.gov [Responsibility / Qualification](#) to check this history for all awards likely to be over \$250,000. You can comment on your organization's information in SAM.gov. We'll consider your comments before making a decision about your level of risk.

If we find a significant risk, we may choose not to fund your application or to place specific conditions on the award.

For more details, see [45 CFR 75.205](#).

## Selection process

When making funding decisions, we consider:

- Merit review results. These are key in making decisions but are not the only factor.
- The larger portfolio of agency-funded projects, including the diversity of project types and geographic distribution.

- The past performance of the applicant. We may choose not to fund applicants with management or financial problems.
- Reasonableness of proposed costs to the expected results and the likelihood you will achieve those results.
- Available funding.

We may:

- Fund applications in whole or in part.
- Fund applications at a lower amount than requested.
- Decide not to allow a prime recipient to subaward if they may not be able to monitor and manage subrecipients properly.
- Choose to fund no applications under this funding opportunity.

The ACL administrator makes all final award decisions.

## Review process

The grant applications that pass the initial screening will undergo a rigorous review process that follows the requirements of Section 154(c) of the DD Act.

This shall include the following:

- Peer review
  - All applications submitted shall undergo a technical and qualitative review by peer review groups
  - Each peer review group will be comprised of approximately three subject matter experts and shall include people with lived experience and parents, family members of individuals with developmental disabilities
  - Based on the application review criteria, the reviewers will comment on and score the applications, focusing their comments and scoring decisions on the identified criteria
  - Because AOD uses non-federal reviewers, applicants have the option of omitting from the application copies (not the original) of specific salary rates or amounts for people specified in the application budget
  - It is recommended **not** to include Social Security Numbers in the application submission
- Supplemental review
  - Should the peer review group determine that further review is necessary to make a decision to recommend an application for funding, it will advise ACL of its determination

- The peer review group may conduct site visits as part of the supplemental review before recommending an application for funding
- Recommendation for funding
  - The peer review group will make a recommendation for funding an application
  - The recommendations for funding will be the following:
    - Recommended for funding
    - Not recommended for funding
    - Need additional information before making a recommendation for funding

ACL may approve an application only if the application has been recommended by the peer review group unless the requirement for such review and recommendation has been waived by the Secretary of HHS [see Section 154(c)].

ACL may consider other factors or elements, other than the evaluation criteria, such as past performance, ability of the applicant to meet the purpose of the DD Act, and geographical dispersion and diversity, in reviewing and selecting applications.

Successful applicants will be judged on their ability to demonstrate the capacity or the development of the capacity to meet the purpose of the DD Act through full implementation of the UCEDD core functions.

## Award notices

If you are successful, we will email a Notice of Award (NoA) to your authorized official. We will email you or write you a letter if your application is disqualified or unsuccessful.

The NoA is the only official award document. The NoA tells you about the amount of the award, important dates, and the terms and conditions you need to follow. Until you receive the NoA, you don't have permission to start work.

To see what is in a NoA, [see an example](#) on our website.



# Step 5: Submit Your Application

## In this step

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# Application submission and deadlines

See [find the application package](#) to make sure you have everything you need.

Make sure you are current with SAM.gov and UEI requirements. See [get registered](#). You will have to maintain your registration throughout the life of any award.

## Deadlines

### Application

**Due on February 24, 2025, at 11:59 p.m. ET.**

Grants.gov creates a date and time record when it receives the application. If you submit the same application more than once, we will accept the last on-time submission.

The grants management officer may extend an application due date based on emergency situations such as documented natural disasters or a verifiable widespread disruption of electric or mail service.

If you can't submit your application because of problems with Grants.gov, you will need verification for us to consider accepting your application. Call the [Federal Service Desk](#) before the application due time and record your tracking number. Save your tracking number and any error messages you receive.

## Submission methods

### Grants.gov

You must submit your application through Grants.gov. See [get registered](#).

For instructions on how to submit in Grants.gov, see the [Quick Start Guide for Applicants](#). Make sure your application passes the Grants.gov validation checks. Do not encrypt, zip, or password protect any files.

See [Contacts and Support](#) if you need help.

## Other submissions

### Intergovernmental review

You will need to submit application information for intergovernmental review under [Executive Order 12372](#), Intergovernmental Review of Federal Programs. Under this order,



states may design their own processes for obtaining, reviewing, and commenting on some applications. Some states have this process and others don't.

To find out your state's approach, see the [list of state single points of contact](#). If you find a contact on the list for your state, contact them as soon as you can to learn their process. If you do not find a contact for your state, you don't need to do anything further.

This requirement never applies to American Indian and Alaska Native tribes or tribal organizations.

## Mandatory disclosure

You must submit any information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. See Mandatory Disclosures, [45 CFR 75.113](#).

Send written disclosures to ACL at [Pamela.O'Brien@acl.hhs.gov](mailto:Pamela.O'Brien@acl.hhs.gov) and to the Office of Inspector General at [grantdisclosures@oig.hhs.gov](mailto:grantdisclosures@oig.hhs.gov).

# Application checklist

Make sure that you have everything you need to apply:

Component	How to upload	Page limit
<input type="checkbox"/> <a href="#">Project narrative</a>	Use the Project Narrative Attachment form.	Yes
<input type="checkbox"/> <a href="#">Budget justification narrative</a>	Use the Budget Narrative Attachment form.	Yes
<p><a href="#">Attachments</a> (5 total)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work plan</li> <li><input type="checkbox"/> Memorandum of understanding (MoU)</li> <li><input type="checkbox"/> Indirect cost agreement</li> <li><input type="checkbox"/> Commitment letters</li> <li><input type="checkbox"/> Resumes and job descriptions</li> </ul>	Insert each in a single Other Attachments form.	No
<p><a href="#">Standard forms</a> (8 total)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application for Federal Assistance (SF-424) – SF 424, required – Application for Federal Assistance</li> <li><input type="checkbox"/> Budget Information for Non-Construction Programs (SF-424A)</li> <li><input type="checkbox"/> Assurances for Non-Construction Programs (SF-424B)</li> <li><input type="checkbox"/> Other Attachments form</li> <li><input type="checkbox"/> Key Contacts</li> <li><input type="checkbox"/> Project Narrative Attachment form</li> <li><input type="checkbox"/> Grants.gov Lobbying form (Certification Regarding Lobbying)</li> <li><input type="checkbox"/> Project/Performance Site Location(s)</li> </ul>	Upload using each required form.	No



# Step 6:

# Learn What Happens After Award

## In this step

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# Post-award requirements and administration

## Administrative and national policy requirements

There are important rules you need to know if you get an award. You must follow:

- All terms and conditions in the Notice of Award. You can find information at [Managing a Grant](#) on our website
- The rules listed in [45 CFR 75](#), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards, or any superseding regulations. Effective October 1, 2024, HHS adopted the following superseding provisions:
  - [2 CFR 200.1](#), Definitions, Modified Total Direct Cost.
  - [2 CFR 200.1](#), Definitions, Equipment.
  - [2 CFR 200.1](#), Definitions, Supplies.
  - [2 CFR 200.313\(e\)](#), Equipment, Disposition.
  - [2 CFR 200.314\(a\)](#), Supplies.
  - [2 CFR 200.320](#), Methods of procurement to be followed.
  - [2 CFR 200.333](#), Fixed amount subawards.
  - [2 CFR 200.344](#), Closeout.
  - [2 CFR 200.414\(f\)](#), Indirect (F&A) costs.
  - [2 CFR 200.501](#), Audit requirements.
- The HHS [Grants Policy Statement \[PDF\]](#) (GPS). This document has terms and conditions tied to your award. If there are any exceptions to the GPS, they'll be listed in your Notice of Award
- All federal statutes and regulations relevant to federal financial assistance, including those highlighted in the [HHS Administrative and National Policy Requirements](#)

## Managing changes

After award, either you or ACL may request changes. We manage these using the rules at 45 CFR 75, including [45 CFR 75.308](#).

## Reporting

If you are successful, you will have to submit financial and performance reports. To learn more about reporting, see Managing a Grant, [Funding Requirements](#) on our website.

### Financial and performance reports

The terms and conditions in the Notice of Award will have information on performance and financial reports including:

- How often you will report
- Any required form or formatting
- How to submit them

### FFATA and FSRS reporting

The Federal Financial Accountability and Transparency Act (FFATA) requires:

- Data entry at the FFATA Subaward Reporting System for all sub-awards and sub-contracts you issue for \$30,000 or more
- Reporting executive compensation for both recipient and sub-award organizations

## Non-discrimination and assurance

If you receive an award, you must follow all applicable nondiscrimination laws. You agree to this when you register in SAM.gov. You must also submit an Assurance of Compliance ([HHS-690 \[PDF\]](#)). To learn more, see the [Laws and Regulations Enforced by the HHS Office for Civil Rights](#).



# Contacts and Support

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# Agency contacts

## Program and eligibility

**Pamela O'Brien**

[Pamela.O'Brien@acl.hhs.gov](mailto:Pamela.O'Brien@acl.hhs.gov)

202-795-7417

## Financial and budget

**Sean Lewis**

[Sean.Lewis@acl.hhs.gov](mailto:Sean.Lewis@acl.hhs.gov)

202-795-7384

## Review process and application status

**Pamela O'Brien**

[Pamela.O'Brien@acl.hhs.gov](mailto:Pamela.O'Brien@acl.hhs.gov)

202-795-7417

# Grants.gov

Grants.gov provides 24/7 support. You can call 1-800-518-4726 or email [support@grants.gov](mailto:support@grants.gov). Hold on to your ticket number.

# SAM.gov

If you need help, you can call 866-606-8220 or live chat with the [Federal Service Desk](#).

# Reference websites

- [U.S. Department of Health and Human Services \(HHS\)](#)
- [Home Page | ACL Administration for Community Living](#)
- [Applying for Grants | ACL Administration for Community Living](#)
- [Application Tips | ACL Administration for Community Living](#)
- [How to Apply for a Competitive Grant | ACL Administration for Community Living](#)
- [Code of Federal Regulations \(CFR\)](#)
- [United States Code \(U.S.C.\)](#)

# Appendix A: Urban or rural poverty indicators

In accordance with the DD Act, AoD will review all the information submitted by the UCEDD to determine eligibility for the reduced match.

## Definitions

- **Poverty area:** Census tracts or block numbering areas (BNAs) where at least 20% of residents are below the poverty level
- **Urban Area:** Collective term referring to all areas that are urban
  - For Census 2000, there are two types of urban areas: urban clusters and urbanized areas
- **Urban Cluster (UC):** A densely settled territory that has at least 2,500 persons but fewer than 50,000
- **Urbanized Area (UA):** An area consisting of a central place(s) and adjacent territory with a general population density of at least 1,000 persons per square mile of land area that together have a minimum residential population of at least 50,000 persons
  - The U.S. Census Bureau uses published criteria to determine the qualification and boundaries of UAs
- **Rural:** Territory, population and housing units not classified as urban
  - Rural classification cuts across other hierarchies and can be in metropolitan or non-metropolitan areas
  - Rural can include frontier, which are places having a population density of six or fewer persons - per square mile



**Table 1: Urban and rural poverty indicator descriptions**

Urban and rural Poverty indicator	Description
Empowerment Zones and Enterprise Communities(EZ/EC)	Areas designated by the U.S. Department of Agriculture as communities with high rates of poverty.
Food Stamps	The Food Stamp Program helps low-income people and families buy the food they need for good health. The UCEDD project would have to target individuals with Developmental Disabilities and their families who receive food stamps.
National School Lunch Program (NSLP) - also referred to as Free and Reduced Lunch Program	NSLP is a federally assisted meal program operating to provide low-cost or free lunches to children. The UCEDD project would have to be implemented in a school that qualifies for the NSLP.
Head Start	The Head Start program provides grants to local public and private non-profit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families. The UCEDD project would have to work with a Head Start program.
Housing Assistance	The U.S. Department of Housing and Urban Development has a variety of housing assistance programs, such as Section 8 housing assistance programs. The UCEDD project would have to target individuals with Developmental Disabilities and their families who are receiving Federal housing assistance.
Medicaid	Title XIX of the Social Security Act is a Federal/State entitlement program that pays for medical assistance for certain individuals and families with low incomes and resources. The UCEDD project would have to target individuals with Developmental Disabilities and their families who are Medicaid-eligible.
Supplemental Security Income (SSI)	SSI is designed to help aged, blind and disabled people, who have little or no income. It provides cash to meet basic needs for food, clothing and shelter. The UCEDD project would have to target individuals with Developmental Disabilities who are SSI recipients.
Temporary Assistance for Needy Families (TANF)	TANF is a federal poverty program that provides assistance and work opportunities to needy families through grants to states. The UCEDD project would have to target individuals with Developmental Disabilities, children with Developmental Disabilities, and their families who are TANF recipients.
Other	The UCEDD may provide other indicators of poverty not included in this list. The UCEDD would have to provide adequate information to justify use of the 'other' category. In doing so, the UCEDD will have to demonstrate the project is targeting individuals with developmental disabilities in rural and urban poverty areas. AoD will determine the adequacy of the justification for eligibility for a reduced match.

# Example format for submitting information to AoD:

**Table 2: Example format for submitting information to AoD**

Official National Poverty Rate	11.4
UCEDD Project Title and Description	Indicators of Poverty
Provide Name of Project and project description	List name of poverty program targeted by project
Of the total UCEDD projects, the percent that is targeting people with developmental disabilities living in urban and rural poverty areas	Fill in percentage

**Table 3: States in Tier 1 and Tier 2**

Tier	One
State	Percent
Louisiana	18.9
New Mexico	18.5
Mississippi	17.3
Arkansas	15.7
Kentucky	15.6
West Virginia	15.2
Oklahoma	14.9
Alabama	14.6
District of Columbia	13.4
North Carolina	13.2
Texas	13.1
Nevada	12.9

Tier	One
Georgia	12.9
South Carolina	12.7
Florida	12.5
Arizona	12.4
New York	12.1
Michigan	11.9
California	11.7
<b>United States</b>	<b>11.4</b>
Tier	Two
Missouri	11.1
Ohio	10.9
Pennsylvania	10.6
Tennessee	10.6
Alaska	10.4
Illinois	10.0
Oregon	9.8
Montana	9.7
Indiana	9.7
Delaware	9.6
North Dakota	9.4
Hawaii	9.3
Virginia	9.2
Iowa	9.0
Rhode Island	8.9
Connecticut	8.9
Idaho	8.8

Tier	One
Kansas	8.8
Massachusetts	8.8
Maine	8.7
Wyoming	8.6
Washington	8.5
Wisconsin	8.4
New Jersey	8.4
Nebraska	8.4
Maryland	8.4
South Dakota	8.3
Colorado	8.2
Vermont	7.7
Minnesota	7.2
New Hampshire	7.1
Utah	6.7

# Appendix B:

## Descriptions of the four core functions

**Interdisciplinary pre-service preparation and continuing education** includes preparation and continuing education of students and fellows representing leadership, direct service, clinical, or other personnel to strengthen and increase the capacity of states and communities.

Interdisciplinary pre-service preparation and continuing education is a formal training program that usually takes place in an academic setting or program and:

- Leads to the award of an initial academic degree or certificate
- Includes internship, practicum, fellowship, or residency activities, or
- Represents advancement in academic credentials through a course of study

**Community services** include the provision of training, technical assistance, and demonstration and model activities of services, supports and assistance for people with developmental disabilities, their families, professionals, paraprofessionals, policy makers, students and other members of the community.

- Community services provide education and support activities so communities can be accessible and responsive to the needs of people with DD and their families.
- Community services also work toward creating communities that are enriched by the full and active participation and contributions of people with developmental disabilities and their families in community activities.
- Community services promote the inclusion and integration of people with DD and families in all aspects of community life through the delivery of programs, projects, activities and services in community-based settings rather than academic or traditional clinical settings.
- The provision of community services should ensure that people with developmental disabilities from racial and ethnic minority backgrounds and their families enjoy increased and meaningful opportunities to access and use community services, individualized supports, and other forms of assistance as other people with DD their families.

**Research** includes basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect, either positively or negatively, people with developmental disabilities and their families.

- To the extent possible, UCEDDs should seek to include people with developmental disabilities and their families, including those from culturally and linguistically diverse groups, as active participants in the research process.
  - This ensures that individuals with disabilities contribute to the development, design and implementation of research activities, as well as the sharing of research.

**Information Dissemination** includes the distribution of knowledge that demonstrates the UCEDD network as a national and international resource with substantive areas of expertise that may be accessed and applied in diverse settings and circumstances.