



**Administration for Community Living**

Administration on Disabilities

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

HHS-2020-ACL-AOD-DDUC-0398

Application Due Date: 04/03/2020

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

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**Department of Health & Human Services  
Administration for Community Living**

<b>ACL Center:</b>	Administration on Disabilities
<b>Funding Opportunity Title:</b>	University Centers for Excellence in Developmental Disabilities Education, Research and Service
<b>Announcement Type:</b>	Initial
<b>Funding Opportunity Number:</b>	HHS-2020-ACL-AOD-DDUC-0398
<b>Primary CFDA Number:</b>	93.632
<b>Due Date for Applications:</b>	<b>04/03/2020</b>
<b>Date for Informational Conference Call:</b>	<b>02/28/2020</b>

Applications that fail to meet the application due date will not be reviewed and will receive no further consideration. You are strongly encouraged to submit your application a minimum of 3-5 days prior to the application closing date. Do not wait until the last day in the event you encounter technical difficulties, either on your end or, with <https://www.grants.gov>. Grants.gov can take up to 48 hours to notify you of a successful submission.

### **Executive 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) 2020 funds to make five-year grants to up to three entities designated as University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD). These grantees carry out four core functions: (1) interdisciplinary pre-service preparation and continuing education of students; (2) community services, including training, technical assistance, and/or demonstration and model activities; (3) research; and (4) dissemination of information. UCEDDs are interdisciplinary education, research and public service units of universities, or public or not-for-profit entities associated with universities that implement the four core functions addressing, directly or indirectly, one or more of the areas of emphasis (e.g., quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation and other services available or offered to individuals in a community, including formal and informal community supports, that affect their quality of life). 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 programs designated as UCEDDs. This funding opportunity announcement contains instructions for the three existing UCEDDs that must submit FY 2020 grant applications for core funding to receive continued funding and designation as a UCEDD.

### **I. Funding Opportunity Description**

As defined in the Developmental Disabilities Assistance and Bill of Rights Act of 2000, 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 attains age 22 and 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 and economic self-sufficiency.

The DD Act of 2000 identifies a number of significant findings, including:

- Disability is a natural part of the human experience that does not diminish the right of individuals with developmental disabilities to enjoy the opportunity for independence, productivity, integration and inclusion into the community.
- Individuals whose disabilities occur during their developmental period frequently have severe disabilities that are likely to continue indefinitely.
- Individuals 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 of 2000 promotes the best practices and policies presented below:

- Individuals with developmental disabilities, including those with the most severe developmental disabilities, are capable of achieving independence, productivity, integration and inclusion into the community, and often require the provision of services, supports and other assistance to achieve such.
- Individuals with developmental disabilities have competencies, capabilities and personal goals that should be recognized, supported and encouraged, and any assistance to such individuals should be provided in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities and capabilities of the individual.
- Individuals with developmental disabilities and their families are the primary decision makers regarding the services and supports such individuals and their families receive and play decision making roles in policies and programs that affect the lives of such individuals and their families.

Toward these ends, AoD seeks to support and accomplish the following:

- Increasing ability of individuals with developmental disabilities to exercise greater choice and self-determination and to engage in leadership activities in their communities;
- Enhancing the capabilities of families in assisting individuals with developmental disabilities to achieve their maximum potential;
- Promoting systemic change activities that ensure the active and meaningful engagement and participation of individuals with developmental disabilities in community-based programs and services;
- Promoting the active involvement of individuals with developmental disabilities and

families in all aspects of grantee programs, activities and services;

- Ensuring the protection of the legal and human rights of individuals with developmental disabilities;
- Ensuring that individuals with developmental disabilities from culturally and linguistically diverse backgrounds and their families enjoy increased and meaningful opportunities to access and use community services, individualized supports and other forms of assistance available to other individuals with developmental disabilities and their families; and
- Promoting recruitment efforts that increase the number of individuals from culturally and linguistically diverse backgrounds who work with individuals with developmental disabilities and their families in disciplines related to pre-service training, community training, practice, administration and policymaking.

According to Section 153 (a)(1) of the DD Act of 2000, UCEDDs are funded to provide leadership in, advise federal, state, and community policymakers about, and promote opportunities for individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life. UCEDDs are defined as interdisciplinary education, research, and public service units of universities or public or non-profit entities associated with universities that engage in four core functions, addressing, directly or indirectly, one or more of the areas of emphasis.

The following is a description of the four core functions:

1. Provision of interdisciplinary pre-service preparation and continuing education of students and fellows, which may include the preparation and continuing education of leadership, direct service, clinical or other personnel to strengthen and increase the capacity of States and communities to achieve the purpose of the DD Act of 2000.
2. Provision of community services that provide training and/or technical assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policy makers, students and other members of the community; and may provide services, supports and assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policy makers, students and other members of the community through demonstration and model activities.
3. Conduct of research, which may include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect, either positively or negatively, individuals with developmental disabilities and their families.
4. Dissemination of information related to activities undertaken to address the purpose of the DD Act of 2000, especially dissemination of information that demonstrates that the national network of UCEDDs is a national and international resource that includes specific substantive areas of expertise that may be accessed and applied in diverse settings and circumstances.

According to Section 152 of the DD Act of 2000, 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 of 2000 defines a State as the 50 States, the District of Columbia, the Commonwealth

of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa and the Commonwealth of the Northern Mariana Islands. Currently, there are 67 grants that fund UCEDDs in every State and Territory.

### **National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Service**

The National Network of UCEDDs comprise 67 grants that establish Centers which are interdisciplinary education, research, and public service units of universities or public or not-for-profit entities associated with universities that engage in four core functions: interdisciplinary pre-service preparation and continuing education; community services (including training and/or technical assistance and/or services, supports and assistance); research; and dissemination of information and address, directly or indirectly, one or more areas of emphasis (e.g., quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, and other services available or offered to individuals in a community, including formal and informal community supports, that affect their quality of life). As liaisons to service delivery systems, UCEDDs serve to positively affect the lives of individuals with developmental disabilities and their families, and work toward increasing their independence, productivity, inclusion and integration into communities. UCEDD accomplishments include:

1. *Directing exemplary interdisciplinary pre-service preparation and continuing education.* The provision of formal training is offered in an interdisciplinary format where faculty and trainees represent a variety of disciplines, such as pediatrics, education, psychology and nursing, thereby expanding opportunities for students to learn about the differing perspectives of various professionals who are providing services to, and working on behalf of, individuals with developmental disabilities and their families.
2. *Providing community services.* Staff offer expertise and inform the field through training, technical assistance and demonstration, model activities to individuals with developmental disabilities, families, support service organizations, professionals, paraprofessionals, students, systems, volunteers and others.
3. *Research.* UCEDDs contribute to the development of new knowledge through various research activities that may include the field testing of models of service delivery and evaluation of existing innovative practices.
4. *Information dissemination.* UCEDDs work to bridge the gap between research and practice by developing products and resources in a variety of formats that are then disseminated to the field.

### **Statutory Authority**

The Administration on Disabilities (AoD) is the lead agency in ACL, HHS for administering the DD Act of 2000, (42 U.S.C. 15001, et seq.). The purpose of the DD Act of 2000 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.

## II. Award Information

Funding Instrument Type:	Grant
Estimated Total Funding:	\$1,716,258
Expected Number of Awards:	3
Award Ceiling:	\$572,086 Per Budget Period
Award Floor:	\$572,086 Per Budget Period
Length of Project Period:	60-month project period with five 12-month budget periods

## III. Eligibility Information

### 1. Eligible Applicants

Section 151(a) of the DD Act of 2000 states that appropriations authorized under section 156(a)(1) shall be used to make five-year grants to entities in each State designated as UCEDDs to carry out the four core functions of interdisciplinary pre-service preparation and continuing education, community services, research and information dissemination. Entities eligible to apply for funds under this funding opportunity announcement are the grantees awarded in FY 2015. Individuals, foreign entities, and sole proprietorship organizations are not eligible to compete for, or receive, awards made under this announcement.

### 2. Cost Sharing or Matching

Cost Sharing / Matching Requirement: Yes

Under this ACL program, ACL will fund no more than 75% of the project's total cost, which means the applicant must cover at least 25% of the project's total cost with non-federal resources. In other words, for every three (3) dollars received in federal funding, the applicant must contribute at least one (1) dollar in non-federal resources toward the project's total cost. This "three-to-one" ratio is reflected in the formula included under Item 18 in the "Instructions for Completing Requested Forms." You can use this formula to calculate your minimum required match. A common error applicants make is to match 25% of the federal share, rather

than 25% of the project's total cost.

There are two types of match: 1) non-federal cash and 2) non-federal in-kind. In general, costs borne by the applicant and cash contributions of any and all third parties involved in the project, including sub-grantees, contractors and consultants, are considered matching funds.

Volunteered time and use of facilities to hold meetings or conduct project activities may be considered in-kind (third party) donations. Examples of non-federal cash match includes budgetary funds provided from the applicant agency's budget for costs associated with the project. ACL encourages you to not exceed the minimum match requirement. Applications with a match greater than the minimum required will not receive additional consideration under the review. Match is not one of the responsiveness criteria as noted in Section III, 3 Application Screening Criteria.

**Grantees are required to meet a non-Federal share of the project cost, in accordance with Section 154(d) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000**

**Grantees must provide at least 25% percent of the total approved cost of the project.** The total approved cost of the project is the sum of the ACL (Federal) share and the non-Federal share. The non-Federal share may be met by cash or in-kind contributions, although applicants are encouraged to meet their match requirements through cash contributions. For example, in order to meet the match requirements, a project requesting \$570,000 in ACL (Federal) funds must provide a non-Federal share of the approved total project cost of at least \$190,000 which is 25% percent of total approved project cost of \$760,000. Grantees will be held accountable for commitments of non-Federal resources even if they exceed the amount of the required match. Failure to provide the required amount will result in the disallowance of Federal funds. A lack of supporting documentation at the time of application submission will not exclude the application from competitive review.

**Reduced Match**

Section 154 (d)(2) of the DD Act states:

*In the case of a project whose activities or products target individuals 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 may not be more than 90 percent of the necessary costs of the project, as determined by the Secretary.*

**DEFINITIONS**

*Poverty area:* Census tracts or block numbering areas (BNAs) where at least 20 percent 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.

*TWO-TIER ELIGIBILITY SYSTEM FOR REDUCED MATCH*

To meet the requirements in the DD Act, AoD has developed a system that UCEDDs can use to request a reduced match on the core grant. Such a request is optional and not a requirement for UCEDDs.

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 target individuals with developmental disabilities in urban or rural poverty areas. In doing so, the UCEDD would demonstrate that at least 25 percent of the UCEDD projects target individuals with developmental disabilities who live in urban and rural poverty areas by providing the following information to ADD:

1. The current State poverty rate;
2. A full listing of all the UCEDD's current projects [this can be generated from the National Information Reporting System (NIRS)];
3. Identify which UCEDD activities are targeting individuals with developmental disabilities living in urban and rural poverty areas by stating whether the UCEDD activity is associated with any of the Urban and Rural Poverty Indicators listed in the announcement or is targeted for individuals with developmental disabilities in an urban and rural poverty area through some other means.

An UCEDD seeking to establish eligibility for a reduced match through means other than showing an activity is associated with one or more of the Urban and Rural Poverty Indicators must include in its application other information that establishes that its activities are targeted to benefit individuals with developmental disabilities in an urban or rural poverty area.

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 is targeted for individuals with developmental disabilities in an urban or rural poverty area through some other means.

The table below shows the Urban or Rural Poverty Indicators that will be used to determine eligibility for the reduced match.

<b>Urban and Rural Poverty Indicator</b>	<b>Description</b>
Empowerment Zones and Enterprise Communities	Areas designated by the U.S. Department of Agriculture as communities with high rates of poverty. The UCEDD project

(EZ/EC)	would have to be implemented in an EZ/EC.
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. ADD will determine the adequacy of the

	justification for eligibility for a reduced match.

*In accordance with the DD Act of 2000, AoD will review all the information submitted by the UCEDD to determine eligibility for the reduced match.*

**SUGGESTED FORMAT FOR SUBMITTING INFORMATION TO AoD**

To streamline the process, below is a suggested format for submitting the information to AoD.

Official National Poverty Rate	12.3
State Poverty Rate	
UCEDD Project Title and Description	Indicators of Poverty
<i>Provide Name of Project and project description</i>	<i>List name of poverty program targeted by project</i>
Of the total UCEDD projects, the percent that is targeting individuals with developmental disabilities living in urban and rural poverty areas	<i>Fill in percentage</i>

***STATES IN TIER 1 and TIER 2***

Below is a list of the States that fall into Tier1 and Tier 2.

<b>Tier 1</b>	
<b>State</b>	<b>Percent</b>
Louisiana	19.8
Mississippi	19.8
New Mexico	18.7
West Virginia	17.2
Alabama	16.0
Arkansas	15.5
Kentucky	15.3
District of Columbia	14.9
Georgia	14.7
Arizona	14.4
North Carolina	14.1
South Carolina	14.1
Oklahoma	14.0
Texas	13.7

Florida	13.6
Ohio	12.8
Maine	12.6
Tennessee	12.6
California	12.5
<b>United States</b>	<b>12.3</b>
<b>Tier 2</b>	
Alaska	12.2
Nevada	12.2
Missouri	11.9
Indiana	11.8
New York	11.8
South Dakota	11.8
Pennsylvania	11.5
Wyoming	11.4
Idaho	11.3
Michigan	11.0
Illinois	10.9
North Dakota	10.8
Kansas	10.8
Virginia	10.7
Oregon	10.6
Montana	10.4
Nebraska	10.4
Rhode Island	10.3
Washington	10.3
Connecticut	9.9
Massachusetts	9.8
Delaware	9.6
Vermont	9.6

Hawaii	9.5
Wisconsin	9.5
Iowa	9.2
New Jersey	9.1
Colorado	8.9
Minnesota	8.7
Utah	7.9
Maryland	7.1
New Hampshire	6.4

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

The reduced non-Federal share may be met by cash or in-kind contributions, although applicants are encouraged to meet their match requirements through cash contributions. For example, in order to meet the match requirements, a project with a total approved project cost of \$627,000 requesting \$570,000 in ACL funds, must provide a non-Federal share of at least \$62,700 (10 percent of total approved project cost). Grantees will be held accountable for commitments of non-Federal resources even if they exceed the amount of the required match. Failure to provide the required amount will result in the disallowance of Federal funds. A lack of supporting documentation at the time of application will not exclude the application from competitive review.

### 3. Responsiveness and Screening Criteria

#### Application Responsiveness Criteria

Application Responsiveness Criteria

Applications will only be reviewed from the 67 UCEDDs listed in the Program Contacts section located at <https://www.acl.gov/programs/aging-and-disability-networks/national-network-university>.

Applications from other entities not designated as a current UCEDD will not be reviewed.

#### Application Screening Criteria

All applications will be screened to assure a level playing field for all applicants. Applications that fail to meet the three screening criteria described below will not be reviewed and will receive no further consideration.

In order for an application to be reviewed, it must meet the following screening requirements:

1. Applications must be submitted electronically via <http://www.grants.gov> by 11:59 p.m., Eastern Time, by the **due date listed in section IV.3 Submission Dates and Times**.

2. The Project Narrative section of the Application must be **double-spaced**, on 8.5" x 11" plain white paper with **1" margins** on both sides, and a **standard font size of no less than 12 point, preferably Times New Roman or Arial**.
3. The Project Narrative must not exceed X pages. **Project Narratives that exceed 60 pages** will have the additional pages removed and only the first 60 pages of the Project Narrative will be provided to the merit reviewers for funding consideration. NOTE: The Project Work Plan, Letters of Commitment, and Vitae of Key Project Personnel **are not counted** as part of the Project Narrative for purposes of the 60-page limit.

## IV. Application and Submission Information

### 1. Address to Request Application Package

Application materials can be obtained from <http://www.grants.gov> or <https://www.acl.gov/grant/s/applying-grants>. Please note, ACL requires applications for all announcements to be submitted electronically through <http://www.grants.gov> in Workspace. Grants.gov Workspace is the standard way for organizations and individuals to apply for federal grants in Grants.gov. An overview and training on Grants.gov Workspace can be found here at: <https://www.grants.gov/web/grants/applicants/workspace-overview.html>

The Grants.gov registration process can take several days. If your organization is not currently registered, please begin this process immediately. **For assistance with <http://www.grants.gov>, please contact them at support@grants.gov or 800-518-4726 between 7:00 a.m. and 9:00 p.m. Eastern Time.**

- At the <http://www.grants.gov> website, you will find information about submitting an application electronically through the site, including the hours of operation. ACL strongly recommends that you do not wait until the application due date to begin the application process because of the time involved to complete the registration process.
- All applicants must have a DUNS number (<http://fedgov.dnb.com/webform/>) and be registered with the System for Award Management (SAM, [www.sam.gov](http://www.sam.gov)) and maintain an active SAM registration until the application process is complete, and should a grant be made, throughout the life of the award. **Effective June 11, 2018, when registering or renewing your registration, you must submit a notarized letter appointing the authorized Entity Administrator. Please be sure to read the FAQs located at [www.sam.gov](http://www.sam.gov) to learn more.** Applicants should allot sufficient time prior to the application deadline to finalize a new, or renew an existing registration. This action should allow you time to resolve any issues that may arise. Failure to comply with these requirements may result in your inability to submit your application or receive an award. Maintain documentation (with dates) of your efforts to register or renew at least two weeks before the deadline. See the SAM Quick Guide for Grantees at: [https://www.sam.gov/sam/transcript/SAM\\_Quick\\_Guide\\_Grants\\_Registrations-v1.6.pdf](https://www.sam.gov/sam/transcript/SAM_Quick_Guide_Grants_Registrations-v1.6.pdf). Note: Once your SAM registration is active, allow 24 to 48 hours for the information to be available in Grants.gov before you can submit an application through Grants.gov. This action should allow you time to resolve any issues that may arise. Failure to comply with these requirements may result in your inability to submit your application or receive an award.

1. Register in SAM prior to submitting an application or plan;

2. Maintain an active SAM registration with current information at all times during which it has an active award or an application or plan under consideration by an OPDIV; and
3. Provide its DUNS number in each application or plan to submit to the OPDIV.
4. Additionally, all first-tier subaward recipients must have a DUNS number at the time the subaward is made.
  - Since October 1, 2003, The Office of Management and Budget has required applicants to provide a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number when applying for federal grants or cooperative agreements. It is entered on the SF-424. It is a unique, **nine-digit identification number**, which provides unique identifiers of single business entities. The DUNS number is *free and easy* to obtain.
  - Organizations can receive a DUNS number at no cost by calling the dedicated toll-free DUNS Number request line at 866-705-5711
  - You must submit all documents electronically, including all information included on the SF424 and all necessary assurances and certifications.
  - After you electronically submit your application, you will receive an automatic acknowledgement from <http://www.grants.gov> that contains <http://www.grants.gov> tracking number. The Administration for Community Living will retrieve your application form from <http://www.grants.gov>.
- **Note:** Failure to submit the correct EIN Suffix can lead to delays in identifying your organization and access to funding in the Payment Management System.
- Effective October 1, 2010, HHS requires all entities that plan to apply for and ultimately receive federal grant funds from any HHS Operating/Staff Division (OPDIV/STAFFDIV) **or receive subawards directly from the recipients of those grant funds** to:

U.S. Department of Health and Human Services  
 Administration for Community Living  
 Pamela O'Brien  
 Administration on Disabilities  
 Phone Number: (202) 795-7417  
 E-mail: [pamela.obrien@acl.hhs.gov](mailto:pamela.obrien@acl.hhs.gov)

## 2. Content and Form of Application Submission

### Project Narrative

The Project Narrative must be double-spaced, on 8 ½" x 11" paper with 1" margins on both sides, and a standard font size of not less than 12, preferably Times New Roman or Arial. You can use smaller font sizes to fill in the Standard Forms and Sample Formats. The suggested length for the Project Narrative is 40 to 60 pages; 60 pages is the maximum length allowed. Project Narratives that exceed 60 pages will have the additional pages removed and only the first 60 pages of the Project Narrative will be provided to the merit reviewers for funding consideration. The Project Work Plan, Letters of Commitment, and Vitae of Key Personnel are

not counted as part of the Project Narrative for purposes of the 60-page limit, but all of the other sections noted below are included in the limit.

The components of the Project Narrative counted as part of the 60 page limit include:

- Summary/Abstract
- Project Relevance and Current Need (Problem Statement)
- Approach (Goals and Objectives, Proposed Intervention, Special Target Populations and Organizations and Outcomes and Dissemination)
- Project Impact (Evaluation)
- Organizational Capability (Program Management)
- Budget

Below are the instructions for responding to this announcement that follow requirements set forth in the DD Act of 2000 with regard to the UCEDD program.

The application for core funding must describe a five-year plan for meeting the purpose of the DD Act of 2000. **The plan must outline a projected measurable goal for one or more area(s) of emphasis:** (quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, and other services available or offered to individuals in a community, including formal and informal community supports, that affect their quality of life) for each core function. The five-year plan must describe how the goals and the goal-related activities:

1. Are based on data-driven strategic planning;
2. Were developed in collaboration with the Consumer Advisory Committee;
3. Are 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 the other UCEDD(s) in the State;
4. Will be reviewed and revised annually, as necessary, to address emerging trends and needs; and
5. Will be implemented in a manner consistent with the objectives of the DD Act of 2000.

The five-year plan should include a description of how the core funding is used as a resource to support program infrastructure and how it will be utilized to leverage additional public and private funds to successfully achieve the projected goals developed in the five-year plan.

The five-year plan must describe how the applicant will carry out each of the following four UCEDD 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 (a) leads to the award of an initial academic degree or certificate; (b) includes internship, practicum, fellowship, or residency activities; or (c) represents advancement in academic credentials through a course of study.



- UCEDDs must demonstrate in the application how they will promote recruitment efforts that increase the number of individuals 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 individuals 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:

Audiology	Community Development	Dentistry
Early Intervention	Early Childhood Education	Early Childhood Special Education
Engineering	General Education	Health Administration
Law	Leadership Education	Medicine
Nursing	Nutrition	Occupational Therapy
Pediatrics	Pediatric Dentistry	Physical Therapy
Psychiatry	Psychology	Public Health
Public Policy	Social Work	Special Education
Speech-Language Pathology	Architecture	Economic Educational Administration
		Others

**Community Services** include the provision of training, technical assistance, and/or demonstration and model activities of services, supports and assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policy makers,

students and other members of the community.

- Community services provide education & support activities so communities can be accessible and responsive to the needs of individuals with DD and their families. Community services also work toward creating communities that are enriched by the full and active participation and contributions of Individuals with developmental disabilities and their families in community activities.
- Community services promote the inclusion and integration of Individuals 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 individuals 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 individuals 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, individuals 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 thereby ensuring that these individuals and their families contribute to the development, design and implementation of research activities, as well as the dissemination of research information.

**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.

Respondents to this funding opportunity announcement must describe how they will comply with the accountability requirements outlined in the DD Act of 2000.

The application must include a statement that the UCEDD will adhere to the requirements in the DD Act of 2000 for UCEDD programs.

### **Summary/Abstract**

This section should include a brief (265 words maximum) description of the proposed project, including: goal(s), objectives, outcomes, and products to be developed. Detailed instructions for completing the summary/abstract are included in the “Instructions for Completing the Project Summary/Abstract.

### **Problem Statement**

This section should describe, in both quantitative and qualitative terms, the nature and scope of the particular problem or issue the proposed intervention is designed to address, including how the project will potentially affect older adults and /or 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/or consumer groups.

### **Goals and Objectives**

This section should consist of a description of 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**

This section should provide a clear and concise description of the intervention (Approach) you are proposing to use to address the problem described in the "Problem Statement". You should also describe the rationale for using the particular intervention including factors such as: "lessons learned" for 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, etc.). 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/or consumer groups.

### **Special Target Populations and Organizations**

This section should describe how you plan to involve organizations in a meaningful way in the planning and implementation of the proposed project. This section should also describe whether, and if so, how the proposed intervention will target disadvantaged populations, including limited-English speaking populations, those of greatest economic need and those of greatest social need.

### **Outcomes**

This section of the project narrative must clearly identify the measurable outcome(s) that will result from the project. **(NOTE: 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 to address the same or similar problems.) List measurable outcomes in the optional work plan grid ("Project Work Plan – Sample Template") under "Measurable Outcomes" in addition to any discussion included in the narrative along with a description of how the project might benefit the field at large.

A "measurable outcome" is an observable end-result that describes how a particular intervention benefits consumers. 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 consumers 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; or 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**

This section should 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. It should specify who would have day-to-day responsibility for key tasks such as: leadership of project; monitoring the project's on-going progress, preparation of reports; communications with other partners and ACL. It should also describe the approach that will be used to monitor and track progress on the project's tasks and objectives.

### **Evaluation**

This section should describe the method(s), techniques and tools that will be used to: 1) determine whether or not the proposed intervention achieved its anticipated outcome(s), and 2) document the "lessons learned" – both positive and negative - from the project that will be useful to people interested in replicating the intervention, if it proves successful.

This section should provide a narrative addressing how the conduct of the project and its results will be evaluated. In addressing the evaluation of results, state what measures will be used to determine the extent to which the project has achieved its stated objectives and the extent to which the accomplishment of objectives can be attributed to the project. Discuss the criteria to be used to evaluate results, and 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. With respect to the conduct of the project, define the procedures to be employed to determine whether the project is being conducted in a manner consistent with the work plan presented and discuss the impact of the project's various activities that address the project's effectiveness. Explain 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. 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.

### **Dissemination**

This section should describe the method that will be used to disseminate the project's results and findings in a timely manner and in easily understandable formats, to parties who might be interested in using the results of the project to inform practice, service delivery, program development, and/or policy-making, including and especially those parties who would be interested in replicating the project.

### **Organizational Capacity Statement**

Each application should include an organizational capability statement and vitae for key project personnel. 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, the nature and scope of its work and/or the capabilities it possesses. It should also include the organization's capability to sustain some or all project activities after federal financial assistance has ended. This description should cover capabilities of the applicant agency not included in the program narrative, such as any current or previous relevant experience and/or the record of the project team in preparing cogent and useful reports, publications, and other products. If appropriate, include an organization chart showing the

relationship of the project to the current organization. Please attach short vitae for key project staff only. Neither vitas nor an organizational chart will count towards the narrative page limit. Also include information about any contractual organization(s) that will have a significant role(s) in implementing project and achieving project goals.

Each application should include an organizational capability statement and vitae for key project personnel. 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, the nature and scope of its work and/or the capabilities it possesses. It should also include the organization's capability to sustain some or all project activities after federal financial assistance has ended. This description should cover capabilities of the applicant agency not included in the program narrative, such as any current or previous relevant experience and/or the record of the project team in preparing cogent and useful reports, publications, and other products. If appropriate, include an organization chart showing the relationship of the project to the current organization. Please attach short vitae for key project staff only. Neither vitas nor an organizational chart will count towards the narrative page limit. Also include information about any contractual organization(s) that will have a significant role(s) in implementing project and achieving project goals.

Provide a biographical sketch or resume for each key person appointed. Resumes should be no more than two pages in length. Job descriptions for each vacant key position should be included as well. As new key staff is appointed, biographical sketches or resumes will also be required. The application should describe the qualifications of the faculty and staff assigned to the UCEDD grant.

***The UCEDD staff shall*** include a director with:

1. Appropriate academic credentials;
2. Demonstrated leadership;
3. Expertise regarding developmental disabilities;
4. Significant experience in managing grants and contracts; and
5. The ability to leverage public and private funds (section 154 (a)(3)(G)).c.

### **Budget Narrative/Justification**

The Budget Narrative/Justification can be provided using the format included in the document, "Budget Narrative/Justification – Sample Format." Applicants are encouraged to pay particular attention to this document, which provides an example of the level of detail sought. A combined multi-year Budget Narrative/Justification, as well as a detailed Budget Narrative/Justification for each year of potential grant funding is required

The Budget Narrative/Justification can be provided using the format included in the document, "Budget Narrative/Justification – Sample Format." Applicants are encouraged to pay particular attention to this document, which provides an example of the level of detail sought. A combined multi-year Budget Narrative/Justification, as well as a detailed Budget Narrative/Justification for each year of potential grant funding is required.

Provide a budget with line-item detail and detailed calculations for each budget object class identified on the Budget Information Form (SF-424A). Detailed calculations must include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated. If matching is a requirement, include a breakout by the funding sources identified in Block 18 of the SF-424.

Provide a narrative budget justification for each of the five years of the proposed project. The narrative budget justification should describe how the categorical costs are derived. Discuss the necessity, reasonableness, and allocation of the proposed costs.

The budget narrative should clearly outline how funds awarded under this grant will support the administration or operation of the UCEDD. Funds made available through the grant will be used to supplement, and not supplant, 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.

General:

Use the following guidelines for preparing the budget and budget justification. Both Federal and non-Federal resources (when required) shall be detailed and justified in the budget and budget narrative justification. "Federal resources" refers only to the ACL grant funds for which you are applying. "Non-Federal resources" are all other non-ACL Federal and non-Federal resources. It is suggested that budget amounts and computations be presented in a columnar format: first column, object class categories; second column, Federal budget; next column(s), non-Federal budget(s); and last column, total budget. The budget justification should be in a narrative form.

Personnel

Description: Costs of employee salaries and wages.

Justification: Identify the project director or principal investigator, if known at the time of application. For each staff person, provide: the title; time commitment to the project in months; time commitment to the project as a percentage or full-time equivalent; annual salary; grant salary; wage rates; etc. Do not include the costs of consultants, personnel costs of delegate agencies, or of specific project(s) and/or businesses to be financed by the applicant.

Fringe Benefits:

Description: Costs of employee fringe benefits unless treated as part of an approved indirect cost rate.

Justification:

Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, Federal Insurance Contributions Act (FICA) taxes, retirement insurance, taxes, etc.

Travel:

Description: Costs of project-related travel by employees of the applicant organization. (This item does not include costs of consultant travel).

Applicants must include in their budget, funds to pay for travel expenses to attend at least one AIDD-sponsored Project Director's two-day meeting in Washington, DC. In their budget,

applicants should include funds to support the travel of data coordinators to attend an annual training on the National Information Reporting System (NIRS). All other travel costs must be related to the implementation of the four core functions and the operation or administration of the Center.

Justification: For each trip show: the total number of traveler(s); travel destination; duration of trip; per diem; mileage allowances, if privately owned vehicles will be used to travel out of town; and other transportation costs and subsistence allowances. If appropriate for this project, travel costs for key staff to attend ACL-sponsored workshops should be detailed in the budget.

#### Equipment

Description: "Equipment" means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of: (a) the capitalization level established by the organization for the financial statement purposes, or (b) \$5,000. (Note: Acquisition cost means the net invoice unit price of an item of equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose or which it is acquired. Ancillary charges, such as taxes, duty, protective in-transit insurance, freight, and installation, shall be included in or excluded from acquisition cost in accordance with the organization's regular written accounting practices.)

Justification:

For each type of equipment requested provide: a description of the equipment; the cost per unit; the number of units; the total cost; and a plan for use on the project; as well as use and/or disposal of the equipment after the project ends. An applicant organization that uses its own definition for equipment.

#### Indirect Charges

Description: Total amount of indirect costs. This category should be used only when the applicant currently has an indirect cost rate approved by the Department of Health and Human Services (HHS) or another cognizant Federal agency.

Justification: An applicant that will charge indirect costs to the grant must enclose a copy of the current rate agreement. If the applicant organization is in the process of initially developing or renegotiating a rate, upon notification that an award will be made, it should immediately develop a tentative indirect cost rate proposal based on its most recently completed fiscal year, in accordance with the cognizant agency's guidelines for establishing indirect cost rates, and submit it to the cognizant agency. Applicants awaiting approval of their indirect cost proposals may also request indirect costs. When an indirect cost rate is requested, those costs included in the indirect cost pool should not be charged as direct costs to the grant. Also, if the applicant is requesting a rate that is less than what is allowed under the program, the authorized representative of the applicant organization must submit a signed acknowledgement that the applicant is accepting a lower rate than allowed. **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.**

## Work Plan

The Project Work Plan should reflect and be consistent with the Project Narrative and Budget and should cover all five (5) years of the project period. It should include a statement of the project's overall goal, anticipated outcome(s), key objectives, and the major tasks / action steps that will be pursued to achieve the goal and outcome(s). For each major task / action step, the work plan should identify timeframes involved (including start- and end-dates), and the lead person responsible for completing the task. Please use the "Project Work Plan - Sample Template" format as a reference and resource, if desired.

## Letters of Commitment from Key Participating Organizations and Agencies

Include confirmation of the commitments to the project (should it be funded) made by key collaborating organizations and agencies in this part of the application. Any organization that is specifically named to have a significant role in carrying out the project should be considered an essential collaborator. For applications submitted electronically via <http://www.grants.gov>, signed letters of commitment should be scanned and included as attachments. Applicants unable to scan the signed letters of commitment may fax them to the ACL Office of Grants Management at 202-357-3467 by the application submission deadline. In your fax, be sure to include the funding opportunity number and your agency name.

## 3. Submission Dates and Times

Due Date for Applications: **04/03/2020**

Date for Informational Conference Call: 02/28/2020

## 4. Intergovernmental Review

This program is subject to Executive Order (E.O.) 12372, Intergovernmental Review of Federal Programs. Applicants must contact their State's Single Point of Contact (SPOC) to find out about and comply with the State's process under the EO 12372.

## 5. Funding Restrictions

The following activities are not fundable:

- Construction and/or major rehabilitation of buildings
- Basic research (e.g. scientific or medical experiments)
- Continuation of existing projects without expansion or new and innovative approaches

**Note:** A recent Government Accountability Office (GAO) report has raised considerable concerns about grantees and contractors charging the Federal Government for additional meals outside of the standard allowance for travel subsistence known as per diem expenses. Executive Orders on Promoting Efficient Spending (E.O. 13589) and Delivering Efficient, Effective and



Accountable Government (E.O. 13576) have been issued and instruct Federal agencies to promote efficient spending. Therefore, if meals are to be charged in your proposal, applicants should understand such costs must meet the following criteria outlined in the Executive Orders and HHS Grants Policy Statement:

- *Meals are generally unallowable except for the following:*
  - *For subjects and patients under study (usually a research program);*
  - *Where specifically approved as part of the project or program activity, e.g., in programs providing children’s services (e.g. Head Start);*
  - *When an organization customarily provides meals to employees working beyond the normal workday, as a part of a formal compensation arrangement,*
  - *As part of a per diem or subsistence allowance provided in conjunction with allowable travel; and*
  - *Under a conference grant, when meals are necessary and integral part of a conference, provided that meal costs are not duplicated in participants' per diem or subsistence allowances. (Note: conference grant means the sole purpose of the award is to hold a conference.)*

**6. Other Submission Requirements**

A letter of intent is not required for this funding opportunity.

<b>Project Narrative</b>	<b>60 double spaced pages maximum</b>
Table of Contents	Not counted
Abstract	Counted
<b>Appendix</b>	<b>40 single spaced pages maximum</b>
Project Work Plan	Counted
Org Chart	Counted
Logic Model	Counted
Letters of Commitment	Counted
Budget Narrative	Not counted
Resumes	Not counted
UCEDD-University MOU	Not counted
References	Not counted
Assurances- UCEED/DD Act compliance statement for the duration of the project	Not counted
Lobbying Certificates; Tax Exempt documents.	Not counted
Indirect Cost Rate Agreement- Indirect Cost	

<p><b>Rate Agreement-This grant program meets the ACL definition for training grants. For training grants, 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. For more information on the long form see: <a href="https://rates.psc.gov/fms/dca/a21-appx_c.pdf">https://rates.psc.gov/fms/dca/a21-appx_c.pdf</a>.</b></p>	<p>Not counted</p>
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Pamela O'Brien  
Administration for Community Living  
Administration on Disabilities  
Office of Intellectual and Developmental Disabilities  
330 C Street, SW  
Washington  
DC, 20024

## V. Application Review Information

### 1. Criteria

Applicants must document all of their source material. If any text, language and/or materials are from another source, the applicant must make it clear the material is being quoted and where the text comes from. The applicant must also cite any sources when they obtain numbers, ideas, or other material that is not their own. If the applicant fails to comply with this requirement, regardless of the severity or frequency of the plagiarism, the reviewers shall reduce their scores accordingly even to the degree of issuing no points at all.

Applications are scored by assigning a maximum of 100 points across the desired review criteria:

- a. Project Relevance & Current Need
- b. Approach
- c. Budget
- d. Project Impact
- e. Organizational Capacity

<b>Project Relevance &amp; Current Need</b>	<b>Maximum Points: 10</b>
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Applications will be evaluated according to the extent to which the applicant demonstrates a thorough understanding and analysis of the problem(s) being addressed in the project; documents the need for assistance and the importance of addressing these problems in the area(s) to be addressed by the proposed project; outlines key goals and objectives of the project directly related to the four core functions (interdisciplinary pre-service preparation and continuing education, community services, research and information dissemination) in one or

more selected areas of emphasis (quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation and other services available or offered to individuals in a community, including formal and informal community supports, that affect their quality of life); provides evidence that diverse consumer members provided input into the development of the application for core funding; and provides any supporting documentation and relevant data based on research or planning studies, and maps and other graphical aids.

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 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, individuals 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 and provides evidence that feedback from such representatives was utilized in developing the project approach, including the goals and goal-related activities outlined in the five-year plan. **(3 points)**

Shows a direct relationship between the needs identified based on research and/or planning studies and feedback from the Consumer Advisory Committee, individuals 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
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The applications will be evaluated according to the extent to which the applicant outlines a sound, workable and detailed plan of action pertaining to the measurable goals and objectives of the proposed project and the proposed approach; identifies activities in chronological order with target dates for accomplishment; and clearly identifies the plan of action and delineates the roles and involvement of each of the proposed project's partners and collaborators.

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 five-year plan for meeting the purpose of the DD Act that includes the following:

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 (e.g., quality assurance, early intervention, health, employment, housing, transportation, and other services offered to individuals in a community, including formal and informal community supports, that affect their (quality of life) for each core function, consistent with the mission of the UCEDD. The Plan:

1. Provides quantitative projections of the accomplishments to be achieved for each core function or activity;
2. Provides such terms as the number of people to be served and the number of activities to be accomplished; and

3. Provides a chronological order of approach with target dates. **(3 points)**

Describes the extent to which, 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. **(1 point)**

Describes how the five-year plan for the UCEDD complements and furthers the State DD Council five-year plan, the P & A Statement of Goals and Priorities, and the five-year plan for the other UCEDD(s) in the State. **(1 point)**

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 successfully 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:

1. Integrates knowledge and methods from two or more distinct disciplines;
2. Integrates direct contributions to the field made by people with disabilities and family members;
3. Examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families;
4. Is designed to advance an individual's academic or professional credentials
5. Takes place in an academic setting or program;
6. 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, Psychology, etc. see Section IV.2. for a full listing of possible disciplines);
7. Reflects a mix of cultures that reflect the diversity of the community; and
8. 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. **(3 points)**

Describes the Core curriculum for the Interdisciplinary Pre-service Preparation Instructional program which:

1. Incorporates cultural diversity and demonstrates cultural competence;
2. Prepares trainees to address the needs of individuals of developmental disabilities and their families in a culturally competent manner;
3. Prepares trainees to be active participants in research and dissemination efforts; and
4. Prepares trainees to be consumers of research as it informs practice and policy. **(2 points)**

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 and ethnic minorities** into the disciplines in order to provide appropriate skills, knowledge, role models, and sufficient personnel to address the growing needs of an increasingly diverse population. **(2**

**points)**

Describes a continuing education program that is comprised of seminar(s) or courses of instruction offered by a UCEDD that:

1. Serve to maintain professional credentials;
2. Encourage professionals to expand their knowledge base and stay up-to-date on new developments; and
3. Offer certificates of completion or CEUs (or their equivalents). **(3 points)**

Describes active and meaningful roles of individuals with developmental disabilities and their families in the Interdisciplinary Pre-service Preparation and Continuing Education formal training program. Such roles may include serving as course instructors and developers of curriculum. **(2 points)**

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 individuals with developmental disabilities. **(1 point)**

Describes Community Services core function activities of training or technical assistance for individuals with developmental disabilities, families, professionals, paraprofessionals, policy-makers, students and other members of the community that may be services, supports, and assistance for individuals with developmental disabilities through demonstration and model activities. **(2 points)**

Describes how Community Services offer innovative designs and methods that:

1. Promote the inclusion and integration, productivity, and human rights of individuals with developmental disabilities and their families in all aspects of community life;
2. Are integrated into the community setting and involves community members, agencies and other organizations;
3. Addresses a local or universal need;
4. Are based on evidence and can be replicated;
5. Will promote increased and meaningful opportunities for individuals with developmental disabilities from racial and ethnic minority backgrounds and their families to access and use community services, individualized supports, and other forms of assistance available to other individuals with developmental disabilities and their families; and
6. Are designed so communities can be accessible to and responsive to the needs of individuals with developmental disabilities and their families and are enriched by full and active participation in community activities, and contributions by individuals with developmental disabilities and their families. **(5 points)**

Describes Community Services Training and/or Technical Assistance (T/TA) activities that:

1. Use capacity building strategies to strengthen the capability of communities, systems and service providers;
2. Are planned collaboratively, including the participation of individuals with developmental disabilities and their families; and

3. Address the unique needs of individuals with developmental disabilities and their families from diverse cultural, linguistic and ethnic backgrounds who reside within the geographic locale. **(2 points)**

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. **(1 point)**

Describes a Research program. It may include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect, either positively or negatively, individuals with DD and their families. **(4 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 these individuals and their families participate in the development, design and implementation of research activities, as well as the dissemination of research information. **(2 points)**

Describes an Information Dissemination (ID) plan that:

1. 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;
2. Describes how the UCEDD serves as a resource for information for individuals with developmental disabilities and their family members, community members, State agencies, and other providers/ advocacy organizations;
3. Provides for the development of a variety of products to promote public awareness and visibility of the UCEDD;
4. Targets a range of audiences including: individuals with developmental disabilities, family members, service providers, policy makers, administrators, university faculty, researchers and the general public;
5. Will educate and disseminate information related to the purpose of the DD Act of 2000 to the legislature of the State in which the Center is located and to Members of Congress from the State; and
6. Responds to community requests and utilizes a variety of networks. **(5 points)**

Describes how the development and dissemination of UCEDD products and information

1. Use the principles of universal design;
2. Are available in multiple accessible formats in a culturally competent manner;
3. Utilize person first, person centered language; and

Displays positive images of individuals with developmental disabilities and their families in inclusive communities. **(4 points)**

Budget

Maximum Points:10

The applications will be evaluated according to the extent to which the applicant provides a budget with line-item detail and detailed calculations for each budget object class identified on the Budget Information form; 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; a narrative budget justification that describes how the categorical costs are derived; and discusses the necessity, reasonableness, and allocability of the proposed costs.

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 narrative budget justification that describes how the categorical costs are derived and discusses the necessity, reasonableness, and allocability of the proposed costs in relation to the administration or operation of the UCEDD program, including implementation of the four core functions and support of the CAC. **(5 points)**

Describes a budget that shows funds made available through the grant are being used to supplement, and not supplant, 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 line-item detail and detailed calculations for each budget object class identified on the Budget Information form; 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. **(2 points )**

Project Impact	Maximum Points: 15
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The applications will be evaluated according to the extent to which the applicant provides a narrative outlining how project results will be evaluated; states methods for measuring the extent to which project goals have been achieved; discusses the criteria to be used to evaluate results; explains 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; with respect to the conduct of the project, defines the procedures to be employed to determine whether the project is being conducted in a manner consistent with the work plan presented; and discusses the impact of the project's various activities on the project's effectiveness.

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:

1. 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 of 2000. **(5 points)**
2. 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. 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. **(5 points)**
3. Describes how the UCEDD utilizes innovative methods, including the active participation of diverse individuals with intellectual and developmental disabilities, families and other consumers of UCEDD programs and services to evaluate its

programs. **(1 point)**

4. 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

The applications will be evaluated according to the extent to which the applicant provides information on the applicant's organization and cooperating partners, such as: organizational overview and charts; financial statements; audit reports or statements from Certified Public Accountants/Licensed Public Accountants; Employer Identification Number(s); documentation of professional accreditation; information on compliance with Federal/State/local government standards; documentation of experience in the program area; and, other pertinent information.

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

The UCEDD's mission reflects a commitment to:

1. Ensuring that individuals with developmental disabilities achieve outcomes consistent with the DD Act;
2. Supporting families, service agencies and the larger community;
3. Promoting culturally competent attitudes and practice;
4. Its unique role as a bridge between university programs;
5. Promoting the goals of the university or indicates a relationship to training and the development of new knowledge and service. **(3 points)**

The UCEDD's programs:

1. Reflect a life span and interdisciplinary approach;
2. Reflect the active participation of individuals with developmental disabilities and their families; and
3. Address the needs of individuals with developmental disabilities, including: individuals with developmental disabilities, who are culturally diverse, unserved or underserved; in institutions or on waiting lists. **(3 points)**

Documentation is provided that the UCEDD has a written agreement (MOU) or charter with the University which specifies the:

1. UCEDD designation as an official, independent university component;
2. The relationships between the UCEDD and other university components;
3. The University's commitment (including financial and other resources) to the UCEDD and the UCEDD's commitment to the university; and
4. That the UCEDD Director reports directly to a University administrator who will represent the interests of the UCEDD within the University. **(3 points)**

The application describes an organizational structure of the UCEDD which provides evidence that the Center is an interdisciplinary education, research, and public service unit of a university or public or a non-profit entity associated with a university that engages in four core



functions and addresses directly or indirectly, one or more areas of emphasis. **(1 point)**

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. **(1 point)**

Describes how the applicant does or will employ individuals with developmental disabilities, their family members, and individuals from culturally and linguistically diverse backgrounds. **(1 point)**

Describes the qualifications of the UCEDD director with:

1. Appropriate academic credentials,
2. Demonstrated leadership,
3. Expertise,
4. Commitment to the field of developmental disabilities,
5. Significant experience in managing grants and contracts,
6. The ability to leverage public and private funds,
7. The vision to carry out the mission of the UCEDD. **(2 points)**

Describes the qualifications of the faculty and staff assigned to the UCEDD grant. Explains how the UCEDD will maintain the faculty and staff necessary to support the functions and purposes of the UCEDD and allocate adequate staff time to carry out activities related to each of the four core functions. **(2 points)**

Describes how the UCEDD will maintain a Consumer Advisory Committee, the majority of which shall be individuals with developmental disabilities and family members of such individuals; includes representatives of the DD Council, Protection and Advocacy System (P&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. **(1 point)**

Describes how the UCEDD actively participates in community networks and includes a range of collaborating partners. **(1 point)**

## **2. Review and Selection Process**

As required by 2 CFR Part 200 of the Uniform Guidance, effective January 1, 2016, ACL is required to review and consider any information about the applicant that is in the Federal Awardee Performance and Integrity Information System (FAPIIS), <https://www.fapiis.gov> before making any award in excess of the simplified acquisition threshold (currently \$150,000) over the period of performance. An applicant may review and comment on any information about itself that a federal awarding agency has previously entered into FAPIIS. ACL will consider any comments by the applicant, in addition to other information in FAPIIS, in making a judgment about the applicant's integrity, business

ethics, and record of performance under federal awards when completing the review of risk posed by applicants as described in 2 CFR Section 200.205 Federal Awarding Agency Review of Risk Posed by Applicants ([https:// www.ecfr.gov/ cgi-bin/ text-idx?node=se2.1.200\\_1205&rgn=div8](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_1205&rgn=div8)).

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 of 2000.

This shall include the following:

(1) *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 individuals with disabilities and parents, guardians, or advocates for individuals with developmental disabilities. Based on the Application Review Criteria as outlined under section V.1, the reviewers will comment on and score the applications, focusing their comments and scoring decisions on the identified criteria. Because AIDD uses non-Federal reviewers, applicants have the option of omitting from the application copies (not the original) of specific salary rates or amounts for individuals specified in the application budget. It is recommended **not** to include Social Security Numbers in the application submission.

(2) *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 AIDD of its determination. The peer review group may conduct site visits as part of the supplemental review before recommending an application for funding.

(3) *Recommendation for Funding.*

The peer review group will make a recommendation for funding an application. The recommendations for funding will be the following:

- a. Recommended for funding;
- b. Not recommended for funding.
- c. Need additional information before making a recommendation for funding.

AIDD 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)]. AIDD 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 of 2000, 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 of 2000 through full implementation of the UCEDD core functions.

Final award decisions will be made by the Administrator, ACL. In making these decisions, the Administrator will take into consideration: recommendations of the review panel; reviews for

programmatic and grants management compliance; the reasonableness of the estimated cost to the government considering the available funding and anticipated results; and the likelihood that the proposed project will result in the benefits expected.

### **3. Anticipated Announcement Award Date**

The project period for this funding opportunity announcement will begin on July 1, 2020; awards should be issued approximately 15 days prior.

## **VI. Award Administration Information**

### **1. Award Notices**

Successful applicants will receive an electronic Notice of Award. The Notice of Award is the authorizing document from the U.S. Administration for Community Living authorizing official, Office of Grants Management. Acceptance of this award is signified by the drawdown of funds from the Payment Management System. Unsuccessful applicants are generally notified within 30 days of the final funding decision and will receive a disapproval letter via e-mail. Unless indicated otherwise in this announcement, unsuccessful applications will not be retained by the agency and will be destroyed.

### **2. Administrative and National Policy Requirements**

The award is subject to HHS Administrative Requirements, which can be found in 45 CFR Part 75 and the Standard Terms and Conditions, included in the Notice of Award as well as implemented through the HHS Grants Policy Statement.

Recipients of federal financial assistance (FFA) from HHS must administer their programs in compliance with federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, disability, age and, in some circumstances, religion, conscience, and sex. This includes ensuring programs are accessible to persons with limited English proficiency. The HHS Office for Civil Rights provides guidance on complying with civil rights laws enforced by HHS. Please see the appendix for this announcement to review the entire policy and guidelines. A standard term and condition of award will be included in the final notice of award; all applicants will be subject to a term and condition that applies the terms of 48 CFR section 3.908 to the award and requires the grantees inform their employee in writing of employee whistleblower rights and protections under 41 U.S.C. 4712 in the predominant native language of the workforce.

### **3. Reporting**

Grantees are required to complete the federal cash transactions portion of the SF-425 within the Payment Management System as identified in their award documents for the calendar quarters ending 3/31, 6/30, 9/30, and 12/31 through the life of their award. In addition, the fully completed SF-425 will be required as denoted in the Notice of Award terms and conditions.

According to Section 154(e) of the DD Act, entities designated as UCEDDs must submit an Annual Report that provides information for the AIDD system of program accountability. This

system is designed to: (1) Monitor entities that received funds under the DD Act of 2000 to carry out its activities; (2) Determine the extent to which the entities have been responsive to the purpose of the DD Act of 2000; and (3) Determine the extent to which the entities have taken actions consistent with the policy described in Section 101(c) of the DD Act of 2000.

The AIDD system of program accountability is comprised of three parts: (1) the UCEDD reporting requirements, (2) Indicators of Progress for the National Network of UCEDDs, and (3) Government Performance and Results Act (GPRA) measures.

**Part 1 of the UCEDD Annual Report template or Program Performance Report (PPR) requires that grantees submit information on progress made in the previous year towards achieving the projected goals for the UCEDD.** It includes:

#### **Part 1.a: Detailed Work Plan Progress Report**

Each UCEDD has a work plan for the 5-year plan. To this end, application guidance requires the UCEDD to provide quantitative monthly or quarterly projections of the accomplishments to be achieved for each function or activity in such terms as the number of people to be served and the number of activities accomplished.

Data may be organized and presented as project tasks and subtasks with their corresponding timelines during the project period. For example, each project task could be assigned to a row in the first column of a grid. Then, a unit of time could be assigned to each subsequent column, beginning with the first unit (i.e., week, month, quarter) of the project and ending with the last. Shading, arrows, or other markings could be used across the applicable grid boxes or cells, representing units of time, to indicate the approximate duration and/or frequency of each task and its start and end dates within the project period. When accomplishments cannot be quantified by activity or function, they can be listed in chronological order to show the schedule of accomplishments and their target dates.

The guidance also requires that the UCEDD provide a list of organizations, cooperating entities, consultants, or other key individuals who will work on the project, along with a short description of the nature of their effort or contribution. This section would provide a progress report on the UCEDD work plan. They would use the work plan from the 5-year application to provide annual updates along with a narrative report of progress for each section of the work plan that has activities planned for the time period.

Activities **not** planned for during the reporting period can be reported but must be reflected in a revised work plan or Part 1.b. if the work plan is not yet revised.

UCEDDs would need to tailor this part of the report to the individual work plan style. The UCEDD should provide a report on the manner in which funds paid to the UCEDD for a fiscal year were expended; information on proposed revisions to the goals; and a description of successful efforts to leverage funds, other than funds made available to support the operation and administration of the UCEDD, to pursue goals consistent with the UCEDD program.

#### **Part 1.b: Summary of Evaluation Results**

The UCEDD provides an evaluation plan in its 5-year core grant application. This section will be used to provide a summary report of the implementation of this evaluation plan and the results. Other relevant information *not* reported elsewhere should also be reported in this section.

**Part 2 of the report requires grantees provide data on Indicators of Progress for the national network of UCEDDs.**

Indicators of Progress describe and measure the:

- I. Satisfaction of individuals with developmental disabilities with the advocacy, capacity building, and systemic change activities provided by the UCEDD;
- II. Extent to which the advocacy, capacity building, and systemic change activities provided through the UCEDD result in improvements in the ability of individuals with developmental disabilities to:
  - a) Make choices and exert control over the type, intensity, and timing of services, supports, and assistance that the individuals have used;
  - b) Participate in the full range of community life with persons of the individuals' choice; and
  - c) Access services, supports, and assistance in a manner that ensures that such an individual is free from abuse, neglect, sexual and financial exploitation, violation of legal and human rights, and the inappropriate use of restraints and seclusion; and
- III. Extent to which the State Developmental Disabilities Council, the Protection and Advocacy System, and UCEDD collaborate with each other to achieve the purpose of this title and the policy described in Section 101(c).

The measures serve as indicators describing progress achieved through advocacy, capacity building, and systemic change activities undertaken by the national network of UCEDDs. Progress achieved through the advocacy, capacity building, and systemic change activities must be reported by core functions and the areas of emphasis (e.g., quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, and other services available or offered to individuals in a community, including formal and informal community supports, that affect their quality of life).

When collecting consumer satisfaction data, UCEDDs must ensure the protection of the informant's confidentiality to the extent permitted by law. Information gathering techniques for the collection of consumer satisfaction data are to be conducted without inclusion of names or other identifying information of the respondents. Respondents are to be assured that the information they provide is confidential and will be used for the stated purpose for which it was collected. In addition, respondents are to be assured that their participation evaluating satisfaction is voluntary. In keeping with ADD practices with respect to cultural competence and the Americans with Disabilities Act (ADA), alternative formats must be made available. In conducting the evaluative activities, the UCEDDs will ensure the respondents' confidentiality in a variety of formats, including oral and written statements. If UCEDDs use written survey techniques, a standard written statement about confidentiality must be included. All statements about confidentiality will explain that responses are voluntary, confidential information will not be shared with others, and answers will be used for the purpose for which they were collected. In keeping with agency practices with respect to cultural competence issues, literacy, and visual or auditory ability, alternative formats will be made available.

**Part 3 of the report requires grantees to provide data for the Government Performance Results Act (GPRA) measures.** These are two measures. They report on activities related to the interdisciplinary pre-service preparation and continuing education core function.

AIDD uses the *UCEDD Annual Report Template* approved by the Office of Management and Budget.

#### **4. FFATA and FSRS Reporting**

The Federal Financial Accountability and Transparency Act (FFATA) requires data entry at the FFATA Subaward Reporting System (<http://www.FSRS.gov>) for all sub-awards and sub-contracts issued for \$25,000 or more as well as addressing executive compensation for both grantee and sub-award organizations.

For further guidance please follow this link to access ACL's Terms and Conditions: <https://www.acl.gov/grants/managing-grant#>

### **VII. Agency Contacts**

#### **Project Officer**

Pamela O'Brien

Administration for Community Living

Office of Intellectual and Developmental Disabilities

[pamela.o'brien@acl.hhs.gov](mailto:pamela.o'brien@acl.hhs.gov)

(202) 795-7417

#### **Grants Management Specialist**

Sherlonda Blue

Administration for Community Living

Office of Grants Management

[sherlonda.blue@acl.hhs.gov](mailto:sherlonda.blue@acl.hhs.gov)

(202) 795-7310

### **VIII. Other Information**

Application Elements

- SF 424, required – Application for Federal Assistance (See “Instructions for Completing Required Forms” for assistance).
  - SF 424A, required – Budget Information. (See Appendix for instructions).
  - Separate Budget Narrative/Justification, required (See “Budget Narrative/Justification - Sample Format” for examples and “Budget Narrative/Justification – Sample Template.”)
- NOTE: Applicants requesting funding for multi-year grant projects are REQUIRED to provide a Narrative/Justification for each year of potential grant funding, as well as a combined multi-year detailed Budget Narrative/Justification.

- SF 424B – Assurance, required. Note: Be sure to complete this form according to instructions and have it signed and dated by the authorized representative (see item 18d on the SF 424).
- Lobbying Certification, required.
- Proof of non-profit status, if applicable
- Copy of the applicant’s most recent indirect cost agreement or cost allocation plan, if requesting indirect costs. If any sub-contractors or sub-grantees are requesting indirect costs, copies of their indirect cost agreements must also be included with the application.
- Project Narrative with Work Plan, required (See “Project Work Plan – Sample Template” for a formatting suggestions).
- Vitae for Key Project Personnel.
- Letters of Commitment from Key Partners, if applicable.

#### *Application Elements*

- *SF 424, required – Application for Federal Assistance (See “Instructions for Completing Required Forms” for assistance).*
- *SF 424A, required – Budget Information. (See Appendix for instructions).*
- *Separate Budget Narrative/Justification, required (See “Budget Narrative/Justification - Sample Format” for examples and “Budget Narrative/Justification – Sample Template.”)*

*NOTE: Applicants requesting funding for multi-year grant projects are REQUIRED to provide a Narrative/Justification for each year of potential grant funding, as well as a combined multi-year detailed Budget Narrative/Justification.*

- *SF 424B – Assurance, required. Note: Be sure to complete this form according to instructions and have it signed and dated by the authorized representative (see item 18d on the SF 424).*
- *Lobbying Certification, required.*
- *Proof of non-profit status, if applicable*
- *Copy of the applicant’s most recent indirect cost agreement or cost allocation plan, if requesting indirect costs. If any sub-contractors or sub-grantees are requesting indirect costs, copies of their indirect cost agreements must also be included with the application.*
- *Project Narrative with Work Plan, required (See “Project Work Plan – Sample Template” for a formatting suggestions).*
- *Vitae for Key Project Personnel.*
- *Letters of Commitment from Key Partners, if applicable.*

#### *Application Elements*

- *SF 424, required – Application for Federal Assistance (See “Instructions for Completing Required Forms” for assistance).*
- *SF 424A, required – Budget Information. (See Appendix for instructions).*
- *Separate Budget Narrative/Justification, required (See “Budget Narrative/Justification - Sample Format” for examples and “Budget Narrative/Justification – Sample Template.”)*

*NOTE: Applicants requesting funding for multi-year grant projects are REQUIRED to provide*

a Narrative/Justification for each year of potential grant funding, as well as a combined multi-year detailed Budget Narrative/Justification.

- SF 424B – Assurance, required. Note: Be sure to complete this form according to instructions and have it signed and dated by the authorized representative (see item 18d on the SF 424).
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- Proof of non-profit status, if applicable
- Copy of the applicant’s most recent indirect cost agreement or cost allocation plan, if requesting indirect costs. If any sub-contractors or sub-grantees are requesting indirect costs, copies of their indirect cost agreements must also be included with the application.
- Project Narrative with Work Plan, required (See “Project Work Plan – Sample Template” for a formatting suggestions).
- Vitae for Key Project Personnel.
- Letters of Commitment from Key Partners, if applicable.

#### **The Paperwork Reduction Act of 1995 (P.L. 104-13)**

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The project description and Budget Narrative/Justification is approved under OMB control number 0985-0018. Public reporting burden for this collection of information is estimated to average 10 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed and reviewing the collection information.

#### **Accessibility Provisions for All Grant Application Packages and Funding Opportunity Announcements**

Recipients of federal financial assistance (FFA) from HHS must administer their programs in compliance with federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, disability, age and, in some circumstances, religion, conscience, and sex. This includes ensuring programs are accessible to persons with limited English proficiency. The HHS Office for Civil Rights provides guidance on complying with civil rights laws enforced by HHS. Please see <https://www.hhs.gov/civil-rights/for-providers/provider-obligations/index.html> and <http://www.hhs.gov/ocr/civilrights/understanding/section1557/index.html>.

- Recipients of FFA must ensure that their programs are accessible to persons with limited English proficiency. HHS provides guidance to recipients of FFA on meeting their legal obligation to take reasonable steps to provide meaningful access to their programs by persons with limited English proficiency. Please see <https://www.hhs.gov/civil-rights/for-individuals/special-topics/limited-english-proficiency/fact-sheet-guidance/index.html> and <https://www.lep.gov>. For further guidance on providing culturally and linguistically appropriate services, recipients should review the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care at <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53>.



- Recipients of FFA also have specific legal obligations for serving qualified individuals with disabilities. Please see <http://www.hhs.gov/ocr/civilrights/understanding/disability/index.html>.
- HHS funded health and education programs must be administered in an environment free of sexual harassment. Please see <https://www.hhs.gov/civil-rights/for-individuals/sex-discrimination/index.html>; <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.html>; and <https://www.eeoc.gov/eeoc/publications/upload/fs-sex.pdf>.
- Recipients of FFA must also administer their programs in compliance with applicable federal religious nondiscrimination laws and applicable federal conscience protection and associated anti-discrimination laws. Collectively, these laws prohibit exclusion, adverse treatment, coercion, or other discrimination against persons or entities on the basis of their consciences, religious beliefs, or moral convictions. Please see <https://www.hhs.gov/conscience/conscience-protections/index.html> and <https://www.hhs.gov/conscience/religious-freedom/index.html>.

Please contact the HHS Office for Civil Rights for more information about obligations and prohibitions under federal civil rights laws at <https://www.hhs.gov/ocr/about-us/contact-us/index.html> or call 1-800-368-1019 or TDD 1-800-537-7697.

### Instructions for Completing Required Forms

This section provides step-by-step instructions for completing the four (4) standard Federal forms required as part of your grant application, including special instructions for completing Standard Budget Forms 424 and 424A. Standard Forms 424 and 424A are used for a wide variety of Federal grant programs, and Federal agencies have the discretion to require some or all of the information on these forms. ACL does not require all the information on these Standard Forms. Accordingly, please use the instructions below in lieu of the standard instructions attached to SF 424 and 424A to complete these forms.

#### a. Standard Form 424

1. **Type of Submission:** (REQUIRED): Select one type of submission in accordance with agency instructions.

- Preapplication
- Application
- Changed/Corrected Application – If ACL requests, check if this submission is to change or correct a previously submitted application.

2. **Type of Application:** (REQUIRED) Select one type of application in accordance with agency instructions.

- New
- Continuation
- Revision

3. **Date Received:** Leave this field blank.

4. **Applicant Identifier:** Leave this field blank

5a **Federal Entity Identifier:** Leave this field blank

5b. **Federal Award Identifier:** For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award (grant) number.

6. **Date Received by State:** Leave this field blank.

7. **State Application Identifier:** Leave this field blank.

8. **Applicant Information:** Enter the following in accordance with agency instructions:

**a. Legal Name:** (REQUIRED): Enter the name that the organization has registered with the System for Award Management (SAM), formally the Central Contractor Registry. Information on registering with SAM may be obtained by visiting the Grants.gov website (<https://www.grants.gov>) or by going directly to the SAM website ([www.sam.gov](http://www.sam.gov)).

**b. Employer/Taxpayer Number (EIN/TIN):** (REQUIRED): Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. In addition, we encourage the organization to include the correct suffix used to identify your organization in order to properly align access to the Payment Management System.

**c. Organizational DUNS:** (REQUIRED) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website (<https://www.grants.gov>). Your DUNS number can be verified at <https://fedgov.dnb.com/webform/>.

**d. Address:** (REQUIRED) Enter the complete address including the county.

**e. Organizational Unit:** Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the project.

**f. Name and contact information of person to be contacted on matters involving this application:** Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.

9. **Type of Applicant:** (REQUIRED) Select the applicant organization "type" from the following drop down list.

A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native

American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution T. Historically Black Colleges and Universities (HBCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify)

10. **Name of Federal Agency:** (REQUIRED) Enter U.S. Administration for Community Living

11. **Catalog of Federal Domestic Assistance Number/Title:** The CFDA number can be found on page one of the Program Announcement.

12. **Funding Opportunity Number/Title:** (REQUIRED) The Funding Opportunity Number and title of the opportunity can be found on page one of the Program Announcement.

13. **Competition Identification Number/Title:** Leave this field blank.

14. **Areas Affected by Project:** List the largest political entity affected (cities, counties, state etc.)

15. **Descriptive Title of Applicant's Project:** (REQUIRED) Enter a brief descriptive title of the project (This is not a narrative description).

16. **Congressional Districts Of:** (REQUIRED) 16a. Enter the applicant's Congressional District, and 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation – 3 characters District Number, e.g., CA-005 for California 5th district, CA-012 for California 12<sup>th</sup> district, NC-103 for North Carolina's 103rd district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. See the below website to find your congressional district:

<https://www.house.gov/>

17. **Proposed Project Start and End Dates:** (REQUIRED) Enter the proposed start date and final end date of the project. **If you are applying for a multi-year grant, such as a 3 year grant project, the final project end date will be 3 years after the proposed start date.** In general, all start dates on the SF424 should be the 1<sup>st</sup> of the month and the end date of the last day of the month of the final year, for example 7/01/2014 to 6/30/2017. The Grants Officer can alter the start and end date at their discretion.

18. **Estimated Funding:** (REQUIRED) If requesting multi-year funding, enter the full amount requested from the Federal Government in line item 18.a., as a multi-year total. For example and illustrative purposes only, if year one is \$100,000, year two is \$100,000, and year three is

\$100,000, then the full amount of federal funds requested would be reflected as \$300,000. The amount of matching funds is denoted by lines b. through f. with a combined federal and non-federal total entered on line g. Lines b. through f. represents contributions to the project by the applicant and by your partners during the total project period, broken down by each type of contributor. The value of in-kind contributions should be included on appropriate lines, as applicable.

**NOTE:** Applicants should review cost sharing or matching principles contained in Subpart C of 45 CFR Part 75 or 45 CFR Part 92 before completing Item 18 and the Budget Information Sections A, B and C noted below.

All budget information entered under item 18 should cover the total project period. For sub-item 18a, enter the federal funds being requested. Sub-items 18b-18e is considered matching funds. The dollar amounts entered in sub-items 18b-18f must total at least 1/3 of the amount of federal funds being requested (the amount in 18a). For a full explanation of ACL's match requirements, see the information in the box below. For sub-item 18f (program income), enter only the amount, if any, that is going to be used as part of the required match. Program Income submitted as match will become a part of the award match and recipients will be held accountable to meet their share of project expenses even if program income is not generated during the award period.

There are two types of match: 1) non-federal cash and 2) non-federal in-kind. In general, costs borne by the applicant and cash contributions of any and all third parties involved in the project, including sub-grantees, contractors and consultants, are considered **matching funds**. Examples of **non-federal cash match** includes budgetary funds provided from the applicant agency's budget for costs associated with the project. Generally, most contributions from sub-contractors or sub-grantees (third parties) will be non-federal in-kind matching funds. Volunteered time and use of third party facilities to hold meetings or conduct project activities may be considered in-kind (third party) donations.

**NOTE: Indirect charges** may only be requested if: (1) the applicant has a current indirect cost rate agreement approved by the Department of Health and Human Services or another federal agency; or (2) the applicant is a state or local government agency. State governments should enter the amount of indirect costs determined in accordance with HHS requirements. **If indirect costs are to be included in the application, a copy of the approved indirect cost agreement or cost allocation plan must be included with the application. Further, if any sub-contractors or sub-grantees are requesting indirect costs, a copy of the latest approved indirect cost agreements must also be included with the application, or reference to an approved cost allocation plan.**

ACL's Match Requirement:

Under many ACL programs, ACL will fund no more than 75 % of the project's total cost, which means the applicant must cover at least 25% of the project's total cost with non-Federal resources. In other words, for every three (3) dollars received in Federal funding, the applicant must contribute at least one (1) dollar in non-Federal resources toward the project's total cost

(i.e., the amount on line 18g.). This “three-to-one” ratio is reflected in the following formula which you can use to calculate your minimum required match:

$$\frac{\text{Federal Funds Requested} \times \text{Match Percentage}}{\text{Inverse Match Percentage}} = \text{Minimum Match Requirement}$$

Inverse Match Percentage

Examples of varying match levels:

$$1) \frac{\$100,000(\text{federal funds requested}) \times 5\%(\text{match})}{95\%} = \$5,263$$

95%

$$2) \frac{\$100,000 \times 25\%(\text{match})}{75\%} = \$33,333$$

75%

$$3) \frac{\$100,000 \times 35\%(\text{match})}{65\%} = \$53,846$$

65%

$$4) \frac{\$100,000 \times 45\%(\text{match})}{55\%} = \$81,818$$

55%

If the required non-Federal share is not provided by the completion date of the funded project period, ACL will reduce the Federal dollars awarded when closing out the award to meet the match percentage, which may result in a requirement to return Federal funds.

#### **19. Is Application Subject to Review by State Under Executive Order 12372**

**Process?** Please refer to IV. Application and Submission Information, 4. Intergovernmental Review to determine if the ACL program is subject to E.O. 12372 and respond accordingly.

**20. Is the Applicant Delinquent on any Federal Debt?** (Required) This question applies to the applicant organization, not the person who signs as the authorized representative. If yes, include an explanation on the continuation sheet.

**21. Authorized Representative:** (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant. A copy of the governing body’s authorization for you to sign this application as the official representative must be on file in the applicant’s office. (Certain federal agencies may require that this authorization be submitted as part of the application.)

#### **Standard Form 424A**

NOTE: Standard Form 424A is designed to accommodate applications for multiple grant programs; thus, for purposes of this ACL program, many of the budget item columns and rows are not applicable. You should only consider and respond to the budget items for which guidance is provided below. Unless otherwise indicated, the SF 424A should reflect a multi-

year budget.

### **Section A - Budget Summary**

**Line 5:** Leave columns (c) and (d) blank. Enter TOTAL Federal costs in column (e) and total non federal costs (including third party in-kind contributions and any program income to be used as part of the grantee match) in column (f). Enter the sum of columns (e) and (f) in column (g).

### **Section B - Budget Categories**

Column 1: Enter the breakdown of how you plan to use the Federal funds being requested by object class category.

Column 2: Enter the breakdown of how you plan to use the non-Federal share by object class category.

Column 5: Enter the total funds required for the project (sum of Columns 1 and 2) by object class category.

### **Section C - Non-Federal Resources**

Column A: Enter the federal grant program.

Column B: Enter in any non-federal resources that the applicant will contribute to the project.

Column C: Enter in any non-federal resources that the state will contribute to the project.

Column D: Enter in any non-federal resources that other sources will contribute to the project.

Column E: Enter the total non-federal resources for each program listed in column A.

### **Section D - Forecasted Cash Needs**

**Line 13:** Enter Federal forecasted cash needs broken down by quarter for the first year only.

**Line 14:** Enter Non-Federal forecasted cash needs broken down by quarter for the first year.

**Line 15:** Enter total forecasted cash needs broken down by quarter for the first year.

Note: This area is not meant to be one whereby an applicant merely divides the requested funding by four and inserts that amount in each quarter but an area where thought is given as to how your estimated expenses will be incurred during each quarter. For example, if you have initial startup costs in the first quarter of your award reflect that in quarter one or you do not expect to have contracts awarded and funded until quarter three, reflect those costs in that quarter.

**Section E – Budget Estimates of Federal Funds Needed for Balance of the Project (i.e. subsequent years 2, 3, 4 or 5 as applicable).**

Column A: Enter the federal grant program

Column B (first): Enter the requested year two funding.

Column C (second): Enter the requested year three funding.

Column D (third): Enter the requested year four funding, if applicable.

Column E (forth): Enter the requested year five funding, if applicable.

**Section F – Other Budget Information**

**Line 21:** Enter the total Indirect Charges

**Line 22:** Enter the total Direct charges (calculation of indirect rate and direct charges).

**Line 23:** Enter any pertinent remarks related to the budget.

**Separate Budget Narrative/Justification Requirement**  
**Applicants requesting funding for multi-year grant programs are REQUIRED to provide a**

**combined multi-year Budget Narrative/Justification, as well as a detailed Budget Narrative/Justification for each year of potential grant funding. A separate Budget Narrative/Justification is also REQUIRED for each potential year of grant funding requested.**

For your use in developing and presenting your Budget Narrative/Justification, a sample format with examples and a blank sample template have been included in these Attachments. In your Budget Narrative/Justification, you should include a breakdown of the budgetary costs for all of the object class categories noted in Section B, across three columns: Federal; non-Federal cash; and non-Federal in-kind. Cost breakdowns, or justifications, are required for any cost of \$1,000 or for the thresholds as established in the examples. The Budget Narratives/Justifications should fully explain and justify the costs in each of the major budget items for each of the object class categories, as described below. Non-Federal cash as well as, sub-contractor or sub-grantee (third party) in-kind contributions designated as match must be clearly identified and explained in the Budget Narrative/Justification. The full Budget Narrative/Justification should be included in the application immediately following the SF 424 forms.

Line 6a: **Personnel:** Enter total costs of salaries and wages of applicant/grantee staff. Do not include the costs of consultants, which should be included under 6h Other.

**In the Justification:** Identify the project director, if known. Specify the key staff, their titles, and time commitments in the budget justification.

Line 6b: **Fringe Benefits:** Enter the total costs of fringe benefits unless treated as part of an approved indirect cost rate.

**In the Justification:** If the total fringe benefit rate exceeds 35% of Personnel costs, provide a breakdown of amounts and percentages that comprise fringe benefit costs, such as health insurance, FICA, retirement, etc. A percentage of 35% or less does not require a breakdown but you must show the percentage charged for each full/part time employee.

Line 6c: **Travel:** Enter total costs of all travel (local and non-local) for staff on the project. NEW: Local travel is considered under this cost item not under Other. Local transportation (all travel which does not require per diem is considered local travel). Do not enter costs for consultant's travel - this should be included in line 6h.

**In the Justification:** Include the total number of trips, number of travelers, destinations, purpose (e.g., attend conference), length of stay, subsistence allowances (per diem), and transportation costs (including mileage rates).



Line 6d: **Equipment:** Enter the total costs of all equipment to be acquired by the project. For all grantees, "equipment" is nonexpendable tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. If the item does not meet the \$5,000 threshold, include it in your budget under Supplies, line 6e.

**In the Justification:** Equipment to be purchased with federal funds must be justified as necessary for the conduct of the project. The equipment must be used for project-related functions. Further, the purchase of specific items of equipment should not be included in the submitted budget if those items of equipment, or a reasonable facsimile, are otherwise available to the applicant or its subgrantees.

Line 6e: **Supplies:** Enter the total costs of all tangible expendable personal property (supplies) other than those included on line 6d.

**In the Justification:** . For any grant award that has supply costs in excess of 5% of total direct costs (Federal or Non-Federal), you must provide a detailed break down of the supply items (e.g., 6% of \$100,000 = \$6,000 – breakdown of supplies needed). If the 5% is applied against \$1 million total direct costs (5% x \$1,000,000 = \$50,000) a detailed breakdown of supplies is not needed. Please note: any supply costs of \$5,000 or less regardless of total direct costs does not require a detailed budget breakdown (e.g., 5% x \$100,000 = \$5,000 – no breakdown needed).

Line 6f: **Contractual:** Regardless of the dollar value of any contract, you must follow your established policies and procedures for procurements and meet the minimum standards established in the Code of Federal Regulations (CFR's) mentioned below. Enter the total costs of all contracts, including (1) procurement contracts (except those which belong on other lines such as equipment, supplies, etc.). Note: The 33% provision has been removed and line item budget detail is not required as long as you meet the established procurement standards. Also include any awards to organizations for the provision of technical assistance. Do not include payments to individuals on this line. Please be advised: A subrecipient is involved in financial assistance activities by receiving a sub-award and a subcontractor is involved in procurement activities by receiving a sub-contract. Through the recipient, a subrecipient performs work to accomplish the public purpose authorized by law. Generally speaking, a sub-contractor does not seek to accomplish a public benefit and does not perform substantive work on the project. It is merely a vendor providing goods or services to directly benefit the recipient, for example procuring landscaping or janitorial services. In either case, you are encouraged to clearly describe the type of work that will be accomplished and type of relationship with the lower tiered entity whether it be labeled as a subaward or subcontract.

**In the Justification:** Provide the following three items – 1) Attach a list of contractors indicating the name of the organization; 2) the purpose of the contract; and 3) the estimated dollar amount. If the name of the contractor and estimated costs are not available or have not been negotiated, indicate when this information will be available. The Federal government

reserves the right to request the final executed contracts at any time. If an individual contractual item is over the small purchase threshold, currently set at \$100K in the CFR, you must certify that your procurement standards are in accordance with the policies and procedures as stated in 45 CFR Part 75 for states, in lieu of providing separate detailed budgets. This certification should be referenced in the justification and attached to the budget narrative.

Line 6g: **Construction:** Leave blank since construction is not an allowable costs for this program.

Line 6h: **Other:** Enter the total of all other costs. Such costs, where applicable, may include, but are not limited to: insurance, medical and dental costs (i.e. for project volunteers this is different from personnel fringe benefits), non-contractual fees and travel paid directly to individual consultants, postage, space and equipment rentals/lease, printing and publication, computer use, training and staff development costs (i.e. registration fees). If a cost does not clearly fit under another category, and it qualifies as an allowable cost, then rest assured this is where it belongs.

Note: A recent Government Accountability Office (GAO) report number 11-43, has raised considerable concerns about grantees and contractors charging the Federal government for additional meals outside of the standard allowance for travel subsistence known as per diem expenses. If meals are to be charged towards the grant they must meet the following criteria outlined in the Grants Policy Statement:

- *Meals are generally unallowable except for the following:*
- *For subjects and patients under study(usually a research program);*
- *Where specifically approved as part of the project or program activity, e.g., in programs providing children's services (e.g., Headstart);*
- *When an organization customarily provides meals to employees working beyond the normal workday, as a part of a formal compensation arrangement;*
- *As part of a per diem or subsistence allowance provided in conjunction with allowable travel; and*
- *Under a conference grant, when meals are a necessary and integral part of a conference, provided that meal costs are not duplicated in participants' per diem or subsistence allowances (Note: the sole purpose of the grant award is to hold a conference).*

**In the Justification:** Provide a reasonable explanation for items in this category. For example, individual consultants explain the nature of services provided and the relation to activities in the work plan or indicate where it is described in the work plan. Describe the types of activities for staff development costs.

Line 6i: **Total Direct Charges:** Show the totals of Lines 6a through 6h.

Line 6j: **Indirect Charges:** Enter the total amount of indirect charges (costs), if any. If no indirect costs are requested, enter "none." Indirect charges may be requested if: (1) the applicant has a current indirect cost rate agreement approved by the Department of Health and Human Services or another federal agency; or (2) the applicant is a state or local government agency. **State governments should enter the amount of indirect costs determined in accordance with DHHS requirements.** An applicant that will charge indirect costs to the grant must enclose a copy of the current rate agreement. Indirect Costs can only be claimed on Federal funds, more specifically, they are to only be claimed on the Federal share of your direct costs. Any unused portion of the grantee's eligible Indirect Cost amount that are not claimed on the Federal share of direct charges can be claimed as un-reimbursed indirect charges, and that portion can be used towards meeting the recipient match.

Line 6k: **Total:** Enter the total amounts of Lines 6i and 6j.

Line 7: **Program Income:** As appropriate, include the estimated amount of income, if any, you expect to be generated from this project that you wish to designate as match (equal to the amount shown for Item 15(f) on Form 424). **Note:** Any program income indicated at the bottom of Section B and for item 15(f) on the face sheet of Form 424 will be included as part of non-Federal match and will be subject to the rules for documenting completion of this pledge. If program income is expected, but is not needed to achieve matching funds, **do not** include that portion here or on Item 15(f) of the Form 424 face sheet. Any anticipated program income that will not be applied as grantee match should be described in the Level of Effort section of the Program Narrative.

#### **c. Standard Form 424B – Assurances (required)**

This form contains assurances required of applicants under the discretionary funds programs administered by the Administration for Community Living. Please note that a duly authorized representative of the applicant organization must certify that the organization is in compliance with these assurances.

#### **d. Certification Regarding Lobbying (required)**

This form contains certifications that are required of the applicant organization regarding lobbying. Please note that a duly authorized representative of the applicant organization must attest to the applicant's compliance with these certifications.

#### **Proof of Nonprofit Status (as applicable)**

Non-profit applicants must submit proof of non-profit status. Any of the following constitutes acceptable proof of such status:

- A copy of a currently valid IRS tax exemption certificate.
- A statement from a State taxing body, State attorney general, or other appropriate State official certifying that the applicant organization has a non-profit status and that none of the net earnings accrue to any private shareholders or individuals.
- A certified copy of the organization’s certificate of incorporation or similar document that clearly establishes non-profit status.

**Indirect Cost Agreement**

Applicants that have included indirect costs in their budgets must include a copy of the current indirect cost rate agreement approved by the Department of Health and Human Services or another federal agency. This is optional for applicants that have not included indirect costs in their budgets.

**Budget Narrative/Justification - Sample Format**

NOTE: Applicants requesting funding for a multi-year grant program are REQUIRED to provide a detailed Budget Narrative/Justification for EACH potential year of grant funding requested.

<b>Object Class Category</b>	<b>Federal Funds</b>	<b>Non-Federal Cash</b>	<b>Non-Federal In-Kind</b>	<b>TOTAL</b>	<b>Justification</b>
Personnel	\$47,700	\$23,554	\$0	\$71,254	<p><b>Federal</b> Project Director (name) = .5 FTE @ \$95,401/yr = \$47,700</p> <p><b>Non-Fed Cash</b> Officer Manager (name) = .5FTE @ \$47,108/yr = \$23,554</p> <p><b>Total</b> 71,254</p>
Fringe Benefits	\$17,482	\$8,632	\$0	\$26,114	<p><b>Federal</b> Fringe on Project Director at 36.65% = \$17,482 FICA (7.65%) Health (25%) Dental (2%) Life (1%) Unemployment (1%)</p> <p><b>Non-Fed Cash</b></p>



					<p>\$3,000 Printer cartridges @ \$50/month \$300 Consumable supplies (pens, paper, clips etc...) @ \$180/month \$2,160 Total \$9,460</p>
Contractual	\$30,171	\$0	\$0	\$30,171	<p>(organization name, purpose of contract and estimated dollar amount) Contract with AAA to provide respite services: 11 care givers @ \$1,682 = \$18,502 Volunteer Coordinator = \$11,669 Total \$30,171 <i>If contract details are unknown due to contract yet to be made provide same information listed above and: A detailed evaluation plan and budget will be submitted by (date), when contract is made.</i></p>
Other	\$5,600	\$0	\$5,880	\$11,480	<p><b>Federal</b> 2 consultants @ \$100/hr for 24.5 hours each = \$4,900 Printing 10,000 Brochures @ \$.05 = \$500 Local conference registration fee (name conference) = \$200 Total \$5,600 <b>In-Kind Volunteers</b> 15 volunteers @ \$8/hr for 49 hours = \$5,880</p>
Indirect Charges	\$20,934	\$0	\$0	\$20,934	<p>21.5% of salaries and fringe = \$20,934 IDC rate is attached.</p>
<b>TOTAL</b>	<b>\$140,294</b>	<b>\$40,866</b>	<b>\$5,880</b>	<b>\$187,060</b>	

Budget Narrative/Justification - Sample Template

NOTE: Applicants requesting funding for a multi-year grant program are REQUIRED to provide a detailed Budget Narrative/Justification for EACH potential year of grant funding requested.

Object Class Category	Federal Funds	Non-Federal Cash	Non-Federal In-Kind	TOTAL	Justification
Personnel					
Fringe Benefits					
Travel					
Equipment					
Supplies					
Contractual					
Other					
Indirect Charges					
TOTAL					

Project Work Plan - Sample Template

NOTE : Applicants requesting funding for a multi-year grant program are REQUIRED to provide a Project Work Plan for EACH potential year of grant funding requested.

Goal:

Measurable Outcome(s):

\* Time Frame (Start/End Dates by Month in Project Cycle)

Major Objectives	Key Tasks	Lead Person	1*	2*	3*	4*	5*	6*	7*	8*	9*	10*	11*	12*
1.														
2.														
3.														
4.														
5.														

6.																			

NOTE: Please do not infer from this sample format that your work plan must have 6 major objectives. If you need more pages, simply repeat this format on additional pages.

**Instructions for Completing the Project Summary/Abstract**

- All applications for grant funding must include a Summary/Abstract that concisely describes the proposed project. It should be written for the general public.
- To ensure uniformity, limit the length to 265 words or less, on a single page with a font size of not less than 11, doubled-spaced.
- The abstract must include the project's goal(s), objectives, overall approach (including target population and significant partnerships), anticipated outcomes, products, and duration. The following are very simple descriptions of these terms, and a sample Compendium abstract.

**Goal(s)** - broad, overall purpose, usually in a mission statement, i.e. what you want to do, where you want to be.

**Objective(s)** - narrow, more specific, identifiable or measurable steps toward a goal. Part of the planning process or sequence (the "how") to attain the goal(s).

**Outcomes** - measurable results of a project. Positive benefits or negative changes, or measurable characteristics among those served through this funding (e.g., clients, consumers, systems, organizations, communities) that occur as a result of an organization's or program's activities. These should tie directly back to the stated goals of the funding as outlined in the funding opportunity announcement.

(Outcomes are the end-point)

**Products** - materials, deliverables.

- A model abstract/summary is provided below:

The Delaware Division of Services for Aging and Adults with Physical Disabilities (DSAAPD), in **partnership** with the Delaware Lifespan Respite Care Network (DLRCN) and key stakeholders will, in the course of this two-year project, expand and maintain a statewide coordinated lifespan respite system that builds on the infrastructure currently in place. The **goal** of this project is to improve the delivery and quality of respite services available to families across age and disability spectrums by expanding and coordinating existing respite systems in Delaware. The **objectives** are: 1) to improve lifespan respite infrastructure; 2) to improve the provision of information and awareness about respite service; 3) to streamline access to respite services through the Delaware ADRC; 4) to increase availability of respite services. Anticipated **outcomes** include: 1) families and caregivers of all ages and disabilities



will have greater options for choosing a respite provider; 2) providers will demonstrate increased ability to provide specialized respite care; 3) families will have streamlined access to information and satisfaction with respite services; 4) respite care will be provided using a variety of existing funding sources and 5) a sustainability plan will be developed to support the project in the future. The expected **products** are marketing and outreach materials, caregiver training, respite worker training, a Respite Online searchable database, two new Caregiver Resource Centers (CRC), an annual Respite Summit, a respite voucher program and 24/7 telephone information and referral services.

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Respite Online searchable database, two new Caregiver Resource Centers (CRC), an annual Respite Summit, a respite voucher program and 24/7 telephone information and referral services.