

MINNESOTA GOVERNOR'S COUNCIL
ON DEVELOPMENTAL DISABILITIES
370 CENTENNIAL OFFICE BUILDING
658 CEDAR STREET
ST. PAUL, MINNESOTA 55155

Available at the Council's web site:
<http://www.mnddc.org> OR
<http://www.mncdd.org>

REQUESTS FOR PROPOSAL:

CULTURAL OUTREACH IN THE NATIVE AMERICAN COMMUNITY
CULTURAL OUTREACH IN THE HISPANIC COMMUNITY
CULTURAL OUTREACH IN THE AFRICAN AMERICAN COMMUNITY

APRIL 2001

Minnesota Governor's Council on Developmental Disabilities
370 Centennial Office Building
658 Cedar Street
St. Paul, Minnesota 55155
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REQUESTS FOR PROPOSAL GUIDELINES:
CULTURAL OUTREACH IN THE NATIVE AMERICAN COMMUNITY
CULTURAL OUTREACH IN THE HISPANIC COMMUNITY
CULTURAL OUTREACH IN THE AFRICAN AMERICAN COMMUNITY

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PART I:
REQUEST FOR PROPOSAL SUMMARY

PART I: REQUEST FOR PROPOSAL SUMMARY

TITLE: Cultural Outreach in the Native American Community
Cultural Outreach in the Hispanic Community
Cultural Outreach in the African American Community

ISSUED BY: Minnesota Governor's Council on Developmental Disabilities
370 Centennial Office Building
658 Cedar Street
St. Paul, Minnesota 55155
(651) 282-2899 voice
(877) 348-0505 toll free
(651) 296-9962 TTY
Email: admin.dd@state.mn.us

AUTHORITY AND PURPOSE:

Funding is provided to the State of Minnesota as authorized under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act) (P.L.106-402). These federal funds are invested by the Minnesota Governor's Council on Developmental Disabilities (DD Council) in three primary strategies, the most important of which is the Partners in Policymaking™ program. The results that the DD Council must report annually, and that each funded project or program must achieve are the **increased independence and self determination, productivity, integration and inclusion of people with developmental disabilities and their families in the community.**

The basic Partners program is a leadership training program designed for parents of young children with developmental disabilities and adults with disabilities. This intensive eight-month program teaches leadership skills, provides best practices information in specific topic areas, and helps participants develop productive partnerships with elected officials and other policymakers.

The cultural outreach programs are intended to prepare parents with children with developmental disabilities who are also members of minority communities for the Partners program. The cultural outreach programs provide outreach services to minority parents, personal support, and a training program that offers resource information about available programs and services, and introduces the concepts of the Partners program.

DUE DATE:

Proposals must be received at the Council office, by mail, email, or hand delivery, no later than 4:30 p.m. on May 21, 2001. Please submit fifteen (15) copies of your proposal. PLEASE DO NOT FAX YOUR PROPOSAL TO THE COUNCIL OFFICE.

PLEASE NOTE: You are welcome to submit a proposal for either Cultural Outreach in the Native American Community, Cultural Outreach in the Hispanic Community, Cultural Outreach in the African American Community, or any combination including all three. If you are submitting a proposal for more than one program, **a separate proposal is required for each program.**

DESCRIPTION:

The DD Council is seeking proposals from culturally competent agencies or organizations (for profit or nonprofit), or individuals who are recognized and utilized by the Native American community, Hispanic community, or African American community as a resource, know and have an ongoing relationship with leaders and/or elders within that community, understand the significance and effects of cultural diversity and disability, and are committed to developing community leaders among family members of individuals with disabilities. Applicants must have experience in leadership training and community organizing, direct experience within the Native American, Hispanic, or African American community, and be able to teach and transfer leadership skills to Native American, Hispanic, or African American parents with children with developmental disabilities. One award of up to \$45,000 will be made to the successful applicant for each program.

The DD Act recognizes that people with developmental disabilities are capable individuals, with unique strengths and abilities, and the right to be supported and encouraged in reaching their personal life goals. The concept of cultural competence was first added to the DD Act in 1994.

The DD Act defines cultural competence as services, supports, or other assistance that are provided to individuals in a way that is responsive to their beliefs, interpersonal styles, language, and behaviors - in a way that is most likely to ensure their maximum participation in available programs and services.

The development of local leadership among culturally diverse parents of children with developmental disabilities is extremely important to creating inclusive, multicultural communities. The Council has allocated funds to support leadership training for minority parents since 1992.

This grant will provide funds to carry out a leadership training program for parents of young children with developmental disabilities who are also members of the Native American, Hispanic, or African American community. This program should include outreach to these families, personal support, and introduce the concepts of the Partners in Policymaking program.

The following components should be part of this training program:

1. Increased participant awareness about available services and supports, how to access appropriate services for themselves and family members, and how to recognize and improve the quality of services and supports received.
2. One of the most pressing issues for minority families is the availability of culturally competent family support services. This topic should be included in the training program in each of the minority communities.
3. An environment that respects the strengths and abilities of each participant, and emphasizes the importance of building personal networks.
4. Opportunities for participants to have first hand experience in practicing new skills and applying new knowledge to real life situations;
5. Encouragement for participants to recognize and develop their own personal leadership skills, helping them understand the role they can play in influencing public policy changes that respect cultural differences, and are culturally sensitive to individuals and families from diverse racial and ethnic backgrounds.

The success of the program depends on the active and regular participation of parents of young children with developmental disabilities. The primary focus of this training program is the development of personal skills so that participants can get the most appropriate services for themselves and their families, work effectively with policymakers, and assume leadership roles in their communities.

Applicants must follow these guidelines in order to qualify for the grant funds:

1. Work with DD Council staff to discuss program purpose and results, performance measures and reporting requirements, and learn and apply the Baldrige Framework and quality principles to your organization and this cultural outreach program;
2. Maintain ongoing communication with DD Council staff about program progress; consult with DD Council staff regarding speaker selection, session topics, resource materials, and evaluation methods;
3. A total of 75% of grant funds must be used for the training program. Total administrative costs, including indirect costs, must not exceed 25% of the total grant. Funds must be targeted to carrying out a quality training program that offers a variety of learning opportunities for participants; quality resource materials; and culturally competent presenters with experience and expertise in their respective fields, knowledge of best practices, and an understanding of the purpose of this training program and intended results.

QUESTIONS CONCERNING PROPOSAL PREPARATION MAY BE DIRECTED TO:

Mary Jo Nichols
Grants Administrator
Governor's Council on Developmental Disabilities
370 Centennial Office Building
658 Cedar Street
St. Paul, Minnesota
(651) 282-2899 voice (877) 348-0505 toll free
(651) 2196-9962 TTY (651) 297-7200 fax
admin.dd@state.mn.us

PART II:
PROGRAM INFORMATION

PART II: PROGRAM INFORMATION

Section A: Background

Leadership Development and the Cultural Outreach Programs

Leadership development and cultural outreach programs have been financially supported and delivered by the DD Council since 1986. These leadership training programs provide a path from problems to opportunities for all individuals regardless of age, disability or cultural background. The DD Council believes that leadership skills can be taught.

The lack of participation in the disability movement among individuals of color continues to be a major problem. Their absence is due to the lack of effort to invite their presence, ask about their concerns, or address their needs. The development of local leadership among culturally diverse individuals with disabilities and families is absolutely necessary.

Minority persons with disabilities are among the most untapped of our nation's resources. Many have not been given an opportunity to contribute productively to their communities.

A quality proposal will be, first and most importantly, based on the principles and values of the Partners in Policymaking program. The particular needs of the culture of program participants should be addressed. The process for recruiting and selecting participants for the leadership training program, and the criteria used for the recruitment and selection process must be described.

The most important results of the program are the **increased independence and self determination, productivity, integration and inclusion of the participants in their communities**. These are the results set out in the DD Act, the federal law that directs and funds our work, and that the DD Council is accountable for achieving and reporting on each year.

This training program should also develop and strengthen the ability of parents of children with developmental disabilities from culturally diverse backgrounds to serve as leaders on critical disability issues in their own communities. Applicants should propose a training program that is educational, teaches leadership skills and best practices, affirms and builds upon personal strengths, develops interpersonal skills, and provides personal support to participants.

Sessions should be held on a regular basis, such as bimonthly, and a minimum of 30 hours of training must be provided. Support services, such as child care and transportation assistance, should be offered to participants to assure their attendance at all sessions and relieve them of the worry of having to personally meet these needs. Personal support, offered on an individual basis or in the group setting, can also help participants deal with the difficulties and challenges of keeping the family unit together while meeting the specific needs of a child with disabilities.

Section B: Program Purpose and Results

This leadership training program should include three components: **Outreach, personal support**, and an **introduction to the concepts of** community leadership that are the foundation of **the Partners in Policymaking program**. Leadership training that is culturally competent, values diversity, understands the dynamics of difference, and adapts to diversity. A leadership training program that is grounded in these principles incorporates the attitudes, practices, beliefs, and customs of the culture of its participants.

This program should develop **strong community leadership** among its participants. Leadership development involves recognizing the leadership potential that exists within each individual and providing opportunities to build upon those skills in a supportive environment. The participation of parents, family members, and individuals with disabilities on the boards of organizations that make decisions on their behalf is critical. Their presence and active participation can improve access to basic programs, ensure that services and service delivery approaches are culturally competent, and encourage and foster respect for cultural differences.

When parents and other family members are given opportunities to educate themselves about disability issues and learn best practices in areas that include education, employment, and living, they can direct positive energy into action (Telesford, M.C., 1994). The challenge of the empowering process is the development of collaborative relationships and effective communication methods. The creation of **productive partnerships** between individuals and families who use services and people who are in decisionmaking and policymaking positions can bring about systemic change that benefits everyone.

Lives will be improved when people take personal responsibility for making changes that directly impact them. The community will benefit because they can confidently assume leadership roles, work cooperatively with policymakers to assure that their needs and concerns are addressed, and create an environment that contributes to the growth and development of minority community leaders.

A quality proposal will describe how these results will be achieved in a leadership training program that acknowledges and respects the cultural background of its participants. Applicants should use and refer to Partners in Policymaking™ Curriculum Highlights (third edition) when preparing their proposal. This resource is available from the DD Council office.

Section C: Performance Measures

The DD Council 's business is to provide information, education, and training to build knowledge, develop skills, and change attitudes that will lead to the **increased independence and self determination, productivity, integration and inclusion** of people with developmental disabilities and their families in the community. These results are tracked across our key programs areas and included in an annual report to the Administration on Developmental Disabilities. Each supplier (grant recipient) is also responsible for collecting data from program participants.

The cultural outreach programs that are funded by the DD Council are intended to inform and educate minority parents about available services and how to access them, and teach beginning leadership skills. The expectation is that parents who complete these programs will not only achieve greater independence and self determination, productivity, integration and inclusion but also make the larger commitment to participate in the Partners in Policymaking program.

In addition to the primary program results, the DD Council has set performance measures for each of our program areas. The performance measures set for the cultural outreach programs in the Native American, Hispanic, and African American communities are as follows:

A minimum of five (5) parents will successfully complete the cultural outreach program;

These parents will be in attendance at least 80% of the time during the program year;

At least one (1) parent will apply for the Partners in Policymaking program.

Establish culturally competent baseline data on independence and self determination, productivity, integration and inclusion, and provide the results of the data collected.

PART III:
PROPOSAL WRITING INSTRUCTIONS

PROPOSAL WRITING INSTRUCTIONS

Section A: Application Cover

Please complete the Application Cover form and mark this as Page 1 of your proposal. An original signature is needed on one copy of your proposal. The Application Cover must be the first page of your proposal.

Section B: Program Summary

Prepare a ONE page summary of your proposed program. Mark this as Page 2 of your proposal.

Section C: Program Narrative

Include the following in the narrative section of your application:

1. Describe your knowledge and experience about the beliefs, practices, and customs of the Native American, Hispanic, or African American community, whichever community is the focus of the cultural outreach and leadership training program you are proposing.
2. Describe your knowledge and experience in self advocacy or advocating for people with developmental disabilities and their families.
3. Describe your knowledge and experience of leadership development, leadership training, and community organizing.
4. Describe your knowledge of and Identify the alliances you have within the Native American, Hispanic, or African American community. Explain how these alliances may be included to enhance the quality of this leadership training program or provide assistance and support to participants so that they receive the maximum program benefits.
5. Identify the staff who will be working with the DD Council to carry out this program, their background and experience in working with minority communities and leadership training, and the role that each will play in this program.
6. Describe the cultural diversity of the board and cultural competency of the staff of your organization, and your direct experience with working with minority communities.
7. Provide documentation about the legal status of your organization (nonprofit, for profit, etc.).

8. Describe how you will recruit participants (both men and women) for this program - what community resources will assist with the recruitment process, how the program will be promoted in the Native American, Hispanic, or African American community, how local leaders from the Native American, Hispanic, or African American community may help with your recruitment process.
9. Describe how you will select parents of children with developmental disabilities to participate in the program.
10. Describe how you will help participants become better informed and educated, and more competent in topic areas that include the following:
 - a. Understanding and knowledge about service delivery systems, the county's role in delivering services (including case management), and the services and supports that are available for people with developmental disabilities and their families (including services such as waivers, family support, respite);
 - b. Inclusive education - early childhood services, the Individual Education Program (IEP), special education services, and transition services;
 - c. Job preparation and employment opportunities;
 - d. Housing and supported living opportunities;
 - e. Family support services.

PLEASE NOTE: Please limit the narrative portion of your application to no more than 10 pages. Please use a type size that is 12 characters per inch or larger.

Section D: Performance Measures

Please state how you will assure that program participants have a good understanding of the key program results - increased independence and self determination, productivity, integration and inclusion. Explain what approach(s) you may use to encourage participants to evaluate themselves in these terms, and meet the other performance measures listed in the Program Information Part this RFP package.

A simple definition of these terms, based on the input of people with developmental disabilities and families, is attached for your review.

Section E: Program Budget and Justification

Please complete a proposed budget according to the line item categories listed on the Budget Form. Your budget must include a 25% local match UNLESS the program will be carried out in a designated poverty area. If the program is carried out in a designated poverty area, a 10% local match is required. Please contact us for information about how to determine if the area in which your proposed program will be carried out is designated as a poverty area.

The Budget Justification is a narrative that explains the costs that you allocate under each major line item. Please follow the BUDGET INFORMATION/SUMMARY guidelines that follow the Budget Form to prepare the Budget Justification.

The Project Budget Form AND Budget Justification must be included in your proposal.

Section F: Letters of Recommendation

Include at least three (3) letters of recommendation that relate directly to your knowledge and experience in leadership development and leadership training in a multicultural environment, and experience working with people with developmental disabilities and families from diverse racial and ethnic backgrounds. Form letters are discouraged.

Letters of recommendation must be submitted with your proposal. Letters submitted after the proposal deadline or letters submitted directly to the Council will not be accepted.

PART IV:

PROPOSAL REVIEW AND EVALUATION PROCESS

PART IV: PROPOSAL REVIEW AND EVALUATION PROCESS

The Grant Review Committee (Committee) of the DD Council is responsible for reviewing proposals and making a recommendation to the full Council regarding the outcome of their review process. Staff of the DD Council review proposals for completeness only.

Proposals that do not contain all required sections, exceed the maximum number of pages as specified, or not submitted in the required quantity (15 copies with an original signature on the Application Cover of one copy) will be withdrawn from further consideration and not reviewed by the Committee.

PLEASE NOTE: You are responsible for ensuring that your proposal is complete and meets all requirements in this RFP packet.

Each proposal is reviewed and rated by members of the Committee according to the criteria on the Proposal Evaluation Form (included in this section of the RFP packet). Scores and comments/feedback are discussed by Committee members. An applicant's past performance may also be reviewed by the Committee if the applicant has received previous grants from the DD Council. Following the review process, a recommendation is made to the full Council.

After review and evaluation of the proposals, and prior to a recommendation being made to the full Council, the Committee may need and request further information or clarification from one or more applicants. This includes questions regarding the Budget or Budget Justification. A decision about the review process will be made no later than _____. The successful grantee should be prepared to begin work on _____ or as soon as the grant contract is negotiated and fully executed.

THE DD COUNCIL RETAINS THE RIGHT TO REJECT ALL PROPOSALS.

CULTURAL OUTREACH IN THE AFRICAN AMERICAN, HISPANIC,
OR NATIVE AMERICAN COMMUNITY

PROPOSAL EVALUATION

Please complete a Proposal Evaluation for each proposal received in response to the RFP "Cultural Outreach in the Native American Community, Cultural Outreach in the Hispanic Community, Cultural Outreach in the African American Community."

Score each item on a scale of 1 to 5 with 5 being the highest. Total the item scores and record this number on the line below marked "Total Score." Maximum = 50.

- Note particular strengths or weaknesses in each area that contributed to your score;
- Note items that need clarification and what specifically needs further explanation;
- Note suggestions/recommendations for improving specific items.

TOTAL SCORE _____

Applicant Name _____

Reviewer Name _____

	Max Score	App Score
1. Knowledge/experience of beliefs, culture, and customs in the community that is the focus of your proposal.	___5___	_____
2. Knowledge/experience advocating for people with developmental disabilities and families.	___5___	_____
3. Knowledge/experience of culturally competent leadership training and development.	___5___	_____
4. Known alliances that are culturally competent, will help with recruitment, and support program participants.	___5___	_____

- | | | |
|--|---------|-------|
| 5. Background/ leadership training experience of culturally competent staff working with the community that is the focus of your proposal. | ___5___ | _____ |
| 6. Cultural diversity of applicant organization and direct experience working with minority communities. | ___5___ | _____ |
| 7. Recruitment process and how culturally competent community resources will be used to help with recruitment. | ___5___ | _____ |
| 8. Selection and training delivery processes to assure active participation and graduation. | ___5___ | _____ |
| 9. Program/curriculum delivery in topic areas to increase participant awareness, understanding, and competencies. | ___5___ | _____ |
| 10. Understanding of DD Act outcomes and performance measures. | ___5___ | _____ |

Comments/concerns/clarification regarding any of above items (specify item):

Comments/concerns/clarification regarding Budget and Budget Justification:

Add additional pages if necessary.

PART V:
ADDITIONAL INFORMATION

PART V: ADDITIONAL INFORMATION

Section A: Definitions

Culturally competent: The term “culturally competent” means services, supports or other assistance that are conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language and behaviors of individuals receiving services, and in a manner that has the greatest likelihood of ensuring maximum participation in the program.

Developmental disability: The term “developmental disability” is defined in the DD Act as a severe, chronic disability of an individual from birth that

Is attributable to a mental or physical impairment or a combination of mental and physical impairments;

is manifested before the individual attains age 22;

is likely to continue indefinitely;

results in substantial functional limitations in three or more of the following areas of major life activity: self care, receptive and expressive language, learning, mobility, self direction, capacity for independent living, and economic self sufficiency; and

reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic care services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated; except that such term, when applied to infants and young children means individuals from birth to age five, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided.

Unserved and underserved: The term “unserved and underserved” includes individuals from racial and ethnic backgrounds, disadvantaged individuals, individuals with limited English proficiency, individuals from underserved geographic areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities, including individuals with developmental disabilities attributable to physical impairment, mental impairment, or a combination of physical and mental impairments.

Section B: Conflict of Interest Policy

Each year, the Governor's Council on Developmental Disabilities (DD Council) makes recommendations regarding the allocation of funds for specific strategies that are directly related to the DD Council's business - information, education, and training - and will result in the increased independence, productivity, integration and inclusion of people with developmental disabilities and their families. The process of reviewing applications and making funding decisions must be as free as possible from any conflict of interest.

A conflict of interest exists when members of the DD Council participate in the process that results in recommendations related to funding of programs or projects while, at the same time, they have a direct to indirect personal or financial interest in one or more of these programs or projects. In order to avoid problems in this area, Council members who have a direct or indirect personal or financial interest in an application or proposal or an organization that submitted an application or proposal must abstain from participating in the entire process of reviewing the applications in which the DD Council member has a conflict of interest. In this context, "personal or financial interest" includes, but is not limited to, the following:

1. The Council member or a member of the family is an officer of the applicant organization, serves on a committee that governs the applicant organization, or serves on the Board of the applicant organization;
2. The Council member or a member of the family will be employed by or is a paid consultant to the applicant organization;
3. The Council member or a member of the family is receiving services from the applicant organization in any capacity if the applicant is funded;
4. The Council member or a member of the family is receiving services from the applicant organization, or will receive services from the applicant organization if the application is funded;
5. The Council or a member of the family is a party in any legal action in which the applicant organization is also a party.

Those members of the Council who have, or believe they have, a direct or indirect personal or financial interest in any of the applications being considered by the Council must abstain from participating in the entire process of reviewing the application in which the Council member has a conflict of interest and must be recorded as abstaining when votes are taken.

This policy applies to all Council staff and consultants involved in the grant process.

Approved by the Council, December 14, 1988

Amended by the Council, August 1, 1990

Amended by the Council, December 7, 1994

Section C: Appeal Process

All applicants are informed, in writing and at the same time, about the results of the DD Council's proposal review process. Applicants who do not agree with the DD Council's decision may appeal. The following steps apply to the appeal process:

1. An applicant who wishes to appeal must notify the DD Council Chair in writing within 15 working days of the date on the letter informing the applicant about the decision;
2. The appeal letter must include the basis for the appeal. The appeal must be based on the criteria used by the Grant Review Committee to review and evaluate each proposal (see the Evaluation of Proposal form in Part IV of this RFP packet;
3. Upon receipt of the letter of appeal, the DD Council Chair will establish an Ad Hoc Appeals Committee. This committee will be comprised of the DD Council Chair, Grant Review Committee Chair, and at least one DD Council member who is not a Grant Review Committee member;
4. The Ad Hoc Appeals Committee will meet as soon as possible (in no case later than the next regular DD Council meeting) to consider the appeal;
5. The Ad Hoc Appeal Committee will review the deliberations of the grant Review Committee and information presented by the applicant in the appeal letter. The Grant Review Committee may also request to hear from the applicant;
6. The Ad Hoc Appeals Committee review will determine if the recommendation of the Grant Review Committee appears to have been made according to the criteria contained on the Evaluation of Proposal form. Because the appeal letter must be based on these criteria, the information presented by the applicant will also be considered at this time;
7. The Ad hoc Appeals Committee will present its findings in writing to the applicant and the full DD Council at the next regular DD Council meeting.

APPLICATION COVER

GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES
MINNESOTA DEPARTMENT OF ADMINISTRATION
370 CENTENNIAL OFFICE BUILDING
658 CEDAR STREET
ST. PAUL, MINNESOTA
(651) 282-2899 VOICE (877) 348-0505 TOLL FREE
(651) 296-9962 TTY
Email: admin.dd@state.mn.us

Organization:

Name: _____

Address: _____

Phone: (____) _____ FAX (____) _____

Contact: _____

Title: _____

MN Tax ID Number: _____ FEIN: _____

Program Title: _____

Budget Summary:

Council Share: \$ _____ %

Local Match: \$ _____ %

Total Cost: \$ _____ %

Certification:

I certify that to the best of my knowledge and belief, all information contained in this proposal is correct and complete; that, if approved, this program will be conducted according to this proposal, the requirements of the Governor's Council on Developmental Disabilities, Department of Administration, and provisions of the standards for programs funded under P.L. 106-402; and that the local match will be contributed as proposed. I also certify that the applicant organization has authorized me, as its representative, to give these assurances and submit this proposal.

Signature: _____

(original signature on original copy)

Title: _____

Date: _____

BUDGET FORM

1. EXPENSE CATEGORY

2.COUNCIL FUNDS

3. LOCAL MATCH

A. PERSONNEL

Salary
Fringe

B. RENT

C. TRAVEL

Staff

Mileage/pkg
Food/lodging

Participant

Mileage/pkg
Food/lodging

D. SUPPLIES

Office
Program materials
AV equipment

E. COMMUNICATIONS

Phone/FAX
Internet/email
Postage
Copying
Alternative formats

F. OTHER

Indirect costs/audit
Consultants/speakers
Respite/child care
Interpreters

BUDGET INFORMATION/SUMMARY

Please prepare your Budget Justification narrative using the following guidelines:

1. The Budget Form includes DD Council funds and local match for the entire program period. Enter the total amount that you expect to expend in DD Council funds and local match under each expense category (major line item noted in bold on the budget Form);
2. Include a separate Budget Justification narrative to fully explain and justify each expense category. Include the following information for each expense category:
 - a. **PERSONNEL**: Include salaries and wages. Identify the staff who will be working on this program and the hours each will devote to the program. Provide a breakdown of fringe benefits - health insurance, FICA, other insurance/benefits;
 - b. **RENT**: Rent should be part of the local match. Rent includes utilities, building/maintenance costs if paid (note separately and the amount), and the percent allocated to this program;
 - c. **TRAVEL**: Include local mileage and parking costs. If staff are reimbursed on a per mile basis, include the reimbursement rate that has been approved by your organization.

If out-of-town travel is necessary, explain the purpose for this travel, destination, length of stay, food and lodging allowances, any other transportation costs, and staff who will be traveling.

Include the same information for participants but do not identify individual participants. All local transportation costs should be included under this expense category.

NOTE: the reimbursement rate for participants **MUST** be the same as the reimbursement rate for staff;

- d. **SUPPLIES**: Enter the total cost for all consumable supplies; note the cost for specific types of supplies such as those listed under this expense category;
- e. **COMMUNICATIONS**: Include telephone/FAX, Internet and email services that are necessary to carry out this program. Postage and other mailing costs should be noted separately.

Copying costs are costs associated with duplicating or reproducing existing materials; printing costs would be the costs of producing a new product /publication. Converting print materials into other formats such as audiotape or large print, or translating materials, i.e. Braille, should be included in this expense category;

- f. OTHER: Indirect costs and audit cost should be included under this expense category. If indirect costs are being expensed, please note your organization's indirect cost rate and what is included in that rate.
- 3. Interpreter or facilitator costs may be necessary to assure effective communication with participants. Include respite/child care, and personal assistance services that are necessary so individuals can fully participate in the program. Grant funds should be the payor of last resort.
- 4. Identify the individuals and their respective organizations, if applicable, who will be asked to present on certain topic areas, and the total cost (or estimated cost). If a consultant/speaker's name is not yet available, indicate the topic area and a reasonable estimate of the cost allocated.

PLEASE NOTE: When preparing fiscal reports (quarterly or monthly), actual costs must be reported. Costs as proposed or costs averaged during a reporting period will not be accepted.

All proposed costs must be reasonable to carry out a quality program and achieve the intended program results.

DD Council funds are federal funds. If you are using dollars to meet your local match requirement, in whole or in part, those local match dollars can not also be federal funds.