



Diversity, Inclusion & Visibility

Target Area:

Public Awareness

**2023 Competitive Grant Program
Request for Proposals (RFP)**

(Awards to begin October 17, 2022)

Virginia Board for People with Disabilities

Request for Proposals

Diversity, Inclusion & Visibility Grant Program

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

Overview and Purpose

Through this RFP, the Board seeks to support local, regional, or statewide efforts that are culturally and linguistically competent, and that promote the diversity, inclusion and visibility of people with developmental and other disabilities. The developed grant project will result in an integrated, systematic public awareness campaign that **1) promotes the benefits of including people with developmental and other disabilities in community life, 2) showcases the talents and contributions of people with developmental and other disabilities in their communities, and 3) increases overall public awareness of the Board's mission and message to position it as a leader in the DD community, through effective outreach and interaction with stakeholders and the general public.** To view past grants, go to: [Grants Highlights](#). Projects that aim to address the unique set of challenges experienced by individuals with disabilities in underserved and unserved rural areas of the Commonwealth are of particular interest to the Board.

Projects should holistically incorporate cultural and linguistic competence in project design and activities. The Board considers **cultural competence** to include the following: the organization has defined values, principles and policies that demonstrate that (1) diversity and differences are valued; (2) the organization is able to work effectively across cultures and adapt to the cultural context of the communities being served; (3) the organization recognizes the importance of cultural sensitivity towards the target audience; and (4) it is able to incorporate these values, principles and policies in each aspect of policy-making, administration, practice, service delivery and systematically involve consumers, families and community members.

The National Center for Cultural Competence (NCCC) at Georgetown University defines **culture** as "...a system of collectively held values, beliefs, and practices of a group which guides thinking and actions in patterned ways." They define **linguistic competence** as "...the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals experiencing disabilities, and those who are deaf or hard of hearing. Linguistic competence requires organizational

and provider capacity to respond effectively to the health and mental health literacy needs of populations served. The organization must have policies, structures, practices, procedures, and dedicated resources to support this capacity.”¹

Developmental disability, as defined in federal law, is a severe, chronic, often lifelong disability that causes substantial limitations in several major life activities such as: self-care, receptive and expressive language, learning, mobility, self-direction, the capacity for independent living, and economic self-sufficiency. It is attributable to a mental, emotional, sensory, and/or physical impairment that is apparent before the age of twenty-two. People with developmental disabilities often need a combination of special services, support, and other assistance that is likely to continue indefinitely.

The Board is asking grantees to develop a grant project that meets the specified State Plan objective, using your expertise and creativity that will achieve the Board’s desired outcomes. The Board encourages innovative proposals, based on promising or best practices.

Available Grant Funds

The Board may fund up to **\$250,000** to one organization for the current grant cycle. The Board may award all or a portion of available funds. The Board may choose not to award grant funds if budget limitations are encountered or if it determines that none of the grant proposals will achieve the desired systemic change. Grant periods are typically **12 – 24 months**, however, shorter or longer periods may be considered. The selected grantee will be required to submit an annual renewal application for multi-year projects, in order to demonstrate project outcomes prior to receiving funds for the following year.

The selected grantee is required to contribute a **minimum match** (cash or in-kind) of **25 percent of total project costs** (grant funds + match). Federal funds cannot be used as match.

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

What We Will Not Fund

This RFP will not support the following:

- ✓ Existing projects or services that are a part of an organization’s current program or budget;
- ✓ Projects that would supplant or replace existing federal, state, or local dollars to conduct the project;

¹The Cultural and Linguistic Competence Assessment for Disability Organizations (CLCADO), National Center for Cultural Competence, Georgetown University <https://nccc.georgetown.edu/assessments/clcado.php>

- ✓ Projects which have a federal, state or local mandate to be delivered by the applicant organization;
- ✓ Projects which include capital expenditures for the acquisition of land or buildings, new construction or major repair.
- ✓ Projects that do not directly align with one or more of the Board’s State Plan Objectives specified in the RFP.
- ✓ Projects that do not ensure meaningful diversity and inclusion, and are exclusive of an individual’s race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, disability, and veteran status
- ✓ Projects that take place in restrictive, isolated, or segregated settings that do not promote community integration for children or adults with disabilities.
- ✓ Projects that do not effectively demonstrate cultural and linguistic competence through established organizational policies, structures, procedures and practices.

Board Objectives and Target Population

Projects should be designed to **achieve systems change**, i.e., to transform fragmented approaches into a coordinated and effective system which ensures that individuals with DD and their families participate in the design of, and have access to, needed community services, individualized supports, and other assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. The public awareness campaign should approach systems change by addressing attitudinal barriers. The Centers for Disease Control and Prevention describe attitudinal barriers as follows:

Attitudinal barriers are the most basic and contribute to other barriers. For example, some people may not be aware that difficulties in getting to or into a place can limit a person with a disability from participating in everyday life and common daily activities. Examples of attitudinal barriers include:

- **Stereotyping:** People sometimes stereotype those with disabilities, assuming their quality of life is poor or that they are unhealthy because of their impairments.
- **Stigma, prejudice, and discrimination:** Within society, these attitudes may come from people’s ideas related to disability—People may see disability as a personal tragedy, as something that needs to be cured or prevented, as a punishment for wrongdoing, or as an indication of the lack of ability to behave as expected in society.

Today, society’s understanding of disability is improving as we recognize “disability” as what occurs when a person’s functional needs are not addressed in his or her physical and social environment. By not considering disability a personal deficit or shortcoming, and instead thinking of it as a social responsibility in which all people can be supported to live independent and full lives, it becomes easier to recognize and address challenges that all people—including those with disabilities—experience.

All **submission requirements** can be found in the [Grants Manual](#). Be sure to review the Grants Manual prior to submission of a proposal.

Projects that will be Considered for Funding

Applications must address the following target area. To see the Board’s entire State Plan, click [here](#).

Target Area	Description
<p>Public Awareness</p>	<p>To increase public awareness by sharing culturally and linguistically competent information and experiences about the contributions of Virginians with developmental disabilities to their communities.</p> <p>Goal: By October 2026, more Virginians with developmental disabilities and their families, reflecting the state’s geographic and cultural diversity, will have increased ability to access paid and unpaid services and supports that enable community living.</p>

TARGET AREA: Public Awareness

State Plan Objective: By October 2026, the Board will increase public awareness by sharing culturally and linguistically competent information and experiences about the contributions of Virginians with developmental disabilities to their communities.

Background: Public Awareness is emphasized in the Developmental Disability Assistance and Bill of Rights Act of 2000 (DD Act), under State Plan Implementation through Outreach and Supporting and Educating Communities. It is important to identify individuals with developmental and other disabilities, including their families, who otherwise might not be aware of the work of the Board as well as support and educate them through public awareness mechanisms.

Generally, many individuals in the Commonwealth may not understand or be aware of the issues, strengths, capabilities, preferences and needs of people with developmental and other disabilities that live, work, and recreate in the Commonwealth. Nor may a majority of individuals fully recognize the value of people with developmental and other disabilities as contributors to our diverse communities.

The Board’s purpose is to engage in advocacy, capacity building, and systems change activities that contribute to a well-coordinated and individualized system of services, supports, and other forms of assistance that are person centered and enable individuals with DD to exercise self-determination, individual autonomy, be productive, and be integrated and included in all facets of community life. The Board works to promote and guide public policy changes and create opportunities for new approaches in our state’s service delivery systems. The Board is proud to have enriched the lives of Virginians with developmental and other disabilities by investing in over 200 best practice, model demonstration and research grant projects that have created change in the areas of education, employment, housing, early intervention, transportation,

recreation, and community integration. We work with many public and private groups across the state and nationally to identify best practices, new approaches, and collaborative ventures that facilitate our mission and increase the independence, productivity, and integration of people with disabilities in our Commonwealth.

The Board is seeking to fund an organization/business to carry out a grant project to develop and implement a comprehensive public awareness campaign, aimed at increasing the general public's awareness that individuals with disabilities can and do live successfully, and contribute to, the many diverse communities of the Commonwealth when they have access to appropriate supports, and promoting the work of the Board and its mission.

The selected organization/business will possess the capacity to augment and enhance the Board's ability to reach targeted audiences in meaningful and measurable ways across various traditional communications methods and new social media platforms of community engagement. The organization/business must be experienced in graphic design, editorial design for web and print, marketing and media relations, video production and strategic planning and project implementation. Thorough knowledge of public affairs advocacy, media placement, internet marketing and new social media content management (Instagram, Facebook, Twitter, TikTok, etc.), is required. Applicants should also have a familiarity with developmental and other disabilities, People First language, Disability First language, cultural and linguistic competence, plain language writing principles, content accessibility standards.

The Board's products, including those developed through its grants program, must educate, inform and provide valuable information important to and about people with developmental and other disabilities and their families and those who support them. All products need to be disseminated via social media and other platforms.

Key Activities:

- Develop a comprehensive Communications Plan, in collaboration with Board staff, which includes various communication tools and innovative techniques for implementing public awareness campaigns, which promote self-determination, showcasing the abilities of culturally diverse individuals with developmental and other disabilities. The Communications Plan should include the launch of the Board's social media presence using a currently unused social media platform(s), (e.g. TikTok).
- To the extent possible, always show people with disabilities speaking for themselves, even when assistance is necessary.
- Create innovate ideas for increasing the Board's visibility in the disability community, highlighting Board activities using various communication tools and techniques to increase interest for potential new members and new grantees.
- Identify opportunities to tell stories of culturally diverse people with developmental and other disabilities and educate the general public about issues of concern to the disability community.
- Develop and curate content for the public awareness campaign. Ensure that the materials – whether print, video, web-based, audio, etc. – are developed in accessible and user-friendly formats, including the use of clear language and person first language.

- Incorporate the Board’s visual identity program (color, logo, style guide) in all products and activities.
- Produce multi-lingual copies of products/content, as requested.
- As new products are produced, develop a dissemination plan for the specific project that will include reaching unserved/underserved areas and populations of the state.
- Work with the Board’s Communication’s team to include all products and current/relevant information on website and through social media avenues.

All project activities will be conducted in consultation with staff to the Board and subject to periodic approvals and based on the needs of the organization.

Performance Measure Requirements

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

Applicants **MUST** include in their grant proposal, the specific federal performance measure(s) that it intends to meet for each activity in the work plan, when applicable. Applicants are not required to have a performance measure for each activity. Applicants are encouraged to identify additional output and outcome information they will collect, even if those outputs and outcomes are not captured by any of the federal performance measures listed below. If you have questions regarding the performance measures, please feel free to contact the Board’s Grants Manager, Jason Withers, at 804-786-9375 or Jason.Withers@vbpd.virginia.gov.

Target Area: Public Awareness

Systems Change (SC) Federal Performance Measures	
Short-Term Output Measures:	
SC 1.3 Promising and Best Practices.	The number of promising and /or best practices created or supported.
1.3.1	Number of promising practices created
1.3.2	Number of promising practices supported
1.3.3	Number of best practices created
1.3.4	Number of best practices supported
SC 1.4 Training and Education.	The number of people trained or educated through systemic change initiatives. This measure does not include information like website hits, social media likes, newsletter subscribers, etc. If the people trained have a disability

or are family members of someone with a disability, IFA 1.1 and/or 1.2 should be captured instead.

SC 1.5 Collaboration. The number of collaborative activities with organizations actively involved.

Individual & Family Advocacy (IFA) Federal Performance Measures

IFA 1: Short-Term Output Measures:

IFA 1.1 The number of people with developmental disabilities who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems. You will be required to report aggregate data regarding race/ethnicity, gender, and geographical location (urban vs. rural) of participants.

IFA 1.2 The number of family members of people with developmental disabilities who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems. You will be required to report aggregate data regarding race/ethnicity, gender, and geographical location (urban vs. rural) of participants.

IFA 2: Long-Term Outcome Measures:

IFA 2.1 After participation in Council supported activities, the percent of people with developmental disabilities who report increasing their advocacy as a result of Council work.

IFA 2.2 After participation in Council supported activities, the percent of family members of people with developmental disabilities who report increasing their advocacy as a result of Council work.

IFA 2: Sub-Outcome Measures

IFA 2.3 The percent of people who are better able to say what they want or what services and supports they want or say what is important to them.

IFA 2.4 The percent of people who are participating now in advocacy activities.

IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

IFA 3: The percent of people satisfied with a project activity

IFA 3.1 The percent of people with developmental disabilities satisfied with a project activity.

IFA 3.2 The percent of family members of people with developmental disabilities who are satisfied with a project activity.

Application Submission Process

The review of proposals will be completed as listed in the below table. Eligible applicants may submit a Proposal application which will be reviewed and scored by the Grant Review Team (GRT). Final awards will be made after the review of all proposal applications. Key dates are listed below.

Application Activities	Key Dates
Technical Assistance for Proposal submission	June 23, 2022
Proposal applications due	July 25, 2022 by 4 p.m. ET
Notification of funding decisions	September 19, 2022
Earliest possible project start date	October 17, 2022

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

In order to submit a Proposal Application, applicants must first [register](#) with DD Suite to create an account. Please allow sufficient time to complete your account registration. If you experience any difficulties with registration, please see the DD Suite technical assistance page found [here](#).

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

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

***Strength of Evidence:** Describe in detail the evidence-based model/approach you have chosen and why it was selected for your project, i.e., what is the evidence that supports your approach.

Review and Scoring of Applications

Each *Proposal* will be date and time stamped upon electronic receipt. Late proposals will not be reviewed. After a review for technical completeness, the GRT will review all proposals. Within the dollar amount available, the highest scoring proposals will be recommended to the Board for funding. Cut off scores are at the discretion of the GRT. A project Work Plan (see page 19 in the Grants Manual for required elements) must be developed as part of your application and must demonstrate how the proposed objectives and activities align with the selected performances measures.

Full Proposal Scoring	
Applicant Profile.....	10 pts
Cultural and Linguistic Competence.....	5 pts
Target Population.....	5 pts
Involvement of Individuals with DD and Families in Project Development, Implementation and Evaluation.....	7 pts
Collaboration.....	6 pts
Systems Change, Capacity Building & Sustainability.....	12 pts
Work Plan: Project Goal, Objectives, Activities, Outcomes, Stories and Performance Measures.....	30 pts
Strength of Evidence.....	7 pts
Evaluation Plan.....	10 pts
Budget.....	10 pts
Technical Submission Requirements	3 pts
Total Possible Points.....	105 pts

Reporting Requirements

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

The Board requires that the selected grantee provide (in the quarterly program reports, final report, or at other times as requested) **stories about people with developmental and other disabilities and their families whose lives have improved as a result of grant activities.**

Examples of the types of stories the Board is looking for (who, what, when, where and why) may include: how someone became more independent because they obtained employment, housing, or transportation; how someone became more connected to their community as a result of opportunities provided through the grant; or how someone was able to remain in the community vs. being institutionalized. The privacy of program participants must be protected at all times.

Frequently Asked Questions

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

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

Where does VBPD receive its funding?

Board grants are 100% federally funded by the U.S. Department of Health and Human Services, Administration for Community Living (ACL), Office of Intellectual and Developmental Disabilities (OIDD).

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

No.

Are Board grantees required to have an active UEI number in order to be a recipient of federal funds?

Yes. An active **Unique Entity Identifier** (UEI) number is required in order to receive federal funds. On April 4, 2022, the federal government stopped using Dun & Bradstreet Numbering System (DUNS) numbers. The DUNS Number was replaced by the new, non-proprietary identifier that is provided by the System for Award Management (SAM.gov). This new identifier is called the Unique Entity Identifier (UEI), or the Entity ID. In order to request a new

UEI number, please click [here](#).

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

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

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

Yes.

How are grantees reimbursed for project expenses?

All grant payments are processed on a cost reimbursable basis.