

IT'S TIME FOR A



Ohio
Developmental
Disabilities Council



Improving the Lives of People with Disabilities

2012-2016
State Plan Proposal Kit

MISSION

IT IS THE MISSION OF THE OHIO DEVELOPMENTAL DISABILITIES COUNCIL TO CREATE CHANGE THAT IMPROVES INDEPENDENCE, PRODUCTIVITY AND INCLUSION FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES AND THEIR FAMILIES IN COMMUNITY LIFE.

The Ohio Developmental Disabilities Council is one of a national network of state councils, committed to self-determination and community inclusion for people with developmental disabilities.

The Ohio Developmental Disabilities Council receives federal funding for innovative advocacy, capacity building and systems change activities. These activities are designed to contribute to a coordinated system of services, supports and other assistance that is centered around and driven by individuals with developmental disabilities and their families.



PHILOSOPHY

PEOPLE WITH DEVELOPMENTAL DISABILITIES HAVE THE RIGHT TO BE PRODUCTIVE, INTERDEPENDENT, MEMBERS OF THEIR COMMUNITIES AND OF SOCIETY AT LARGE.

THE ODDC RECOGNIZES:

- The fundamental role of families in making choices and decisions for their minor children
- Needs for training and support so families can meet their children's needs effectively and can be effective advocates for their children
- The right of adult individuals with developmental disabilities to make choices about where and with whom they will live and how they will spend their time

WE BELIEVE THAT:

- All people in our society have a basic responsibility to accept and understand people with developmental disabilities
- People with developmental disabilities have the same hopes, aspirations, feelings, desires, experiences, successes, and failures as other people
- It is essential that people with developmental disabilities have the right to be treated with personal respect and dignity-the same way other members of society are treated
- Individuals with disabilities have the right to make choices and decisions about their loves and to participate fully in community life
- Assistance must be available when it is needed and to the degree necessary, as determined by the individual with the disability or the individual's family
- Family and friends are essential to personal development, happiness, and survival
- No characteristics or feature of people with developmental disabilities requires our basic hopes and aspirations for them to be less than those we have for other people or requires them to be served in settings or way that set them apart from other citizens

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DEAR READER,

On behalf of the Ohio Developmental Disabilities Council, I am pleased to present our 2012-2016 Proposal Kit, “It’s Time for a Change,” for your review. This booklet highlights each of the competitive grant opportunities currently available for bid and provides readers with information on how to apply for and maintain a grant with the Ohio Council.

The Ohio DD Council is one of 55 state and territorial Councils authorized by the federal Developmental Disabilities Bill of Rights Act of 2000 (DD Act). State Councils on Developmental Disabilities are charged with conducting activities to improve each state’s capacity for delivering services and the way in which those services are provided. Additionally, the DD Act provides states with resources to ensure that self-advocate’s and family member’s ideas are considered and included when their state is considering changes to services.

For more than 30 years, the Ohio DD Council has collaborated with local community and statewide partners to improve the service delivery system for people with developmental disabilities. Following an extensive review period and much discussion, the Council has approved the next Five-Year State Plan on Developmental Disabilities that seeks to continue these collaborations. Our Five-Year Plan also has many new projects that approach Ohio’s challenges from new and innovative directions. I join the Council in expressing our excitement and optimism that these projects will produce bold and successful outcomes in Ohio.

We have taken many steps over the past few years to streamline the application process and improve communication and understanding of expectations for applicants. If you have any questions about the materials contained here or about a specific grant project, please do not hesitate to contact the Council office. A directory of the Council staff with descriptions of their responsibilities can be found at the back of this proposal kit.

Sincerely,



Carolyn S. Knight
Executive Director



GENERAL GUIDELINES & INSTRUCTIONS

These instructions were written in order to be easier to read and understand. The budget information remains hard to read. Therefore, applicants are encouraged to call the Council office with their questions: (614) 466-5205 or (800) 766-7426. Applicants are also encouraged to work with a financial professional to complete the budget information.

I. GENERAL GUIDELINES

- A. Public and private non-profit and for-profit organizations and individuals are eligible. Anyone can apply.
- B. Council dollars cannot be used to replace federal, state or local dollars.
- C. Applicants must put in one (1) dollar for every three (3) dollars they want from Council. This is called match. If the project will be in counties on the poverty map, applicants must put in one (1) dollar for every nine (9) dollars from Council (See section on match rate).
- D. Applicants should write their grants as if no one has ever heard of them or their ideas.
- E. Include numbers that will help people understand what the project will accomplish.
- F. Include words that will help people understand why the grant is important.
- G. Write about the “person with a disability,” not the, “disabled person.” This is called People First Language.
- H. All grantees must work in buildings that are accessible.
- I. All proposals will become the property of the Ohio Developmental Disabilities Council (ODDC) and will not be returned.
- J. Match may only be used for approved grant activities. Council money may be used to advertise and market grant products.

II. APPLICATION PROCEDURES

- A. All rules must be followed or the application will not be accepted.
 - 1. **Applications must be received by deadline stated in the Notice of Funds Available (NOFA).**
 - 2. All parts must be completed:
 - a) Organization Staff
 - b) Project Outline
 - c) Project Work Plan
 - d) Project Budget
 - 3. All applications must have the following supplemental materials included:
 - a) Two (2) Letters of Recommendation; and
 - b) Resume of the Project Director; and
 - c) Name and Address List of Organization’s Board Members (if applicable).

- B. All applications will be read by a group of people, known as a Grant Review Panel, selected by Council. All applications will be read within sixty (60) days of the deadline. Applicants may be asked to send in more information before the grant review. Applicants will be notified in writing within seven (7) business days of the Grant Review. If applicants disagree with what was decided, they may file a complaint (appeal). To appeal, applicants must send a letter to the Grants Administrator, Ohio DD Council, 899 E. Broad St., Ste. 203, Columbus, OH 43205, no more than fifteen (15) days after the date of the review. The Grant Appeals Process is described in DD Council Policy #00-4a and #00-4b.

III. FINANCIAL REQUIREMENTS

- A. Grantees must have permission before they spend Council money.
- B. If grant money is spent on things for which Council has not approved, the money must be paid back to Council.
- C. Grantees will request grant funds by sending in a Monthly Estimate of Cash Required (MECR) form.
- D. All grantees must follow these rules:
 1. Grantees cannot spend more federal money than they put in their grant budget or are awarded.
 2. Grantees cannot hire more people than they put in their grant budget.
 3. Grantees cannot buy supplies unless they are included in the grant budget.
 4. Grantees cannot hire someone new to work on the grant unless they have received permission from Council.
 5. Federal dollars cannot be used for match.
 6. Grantees will amend their budget by sending in a Subgrant Revision Form (budget revision form).
- E. Allowable Direct Project Costs: Grantees are allowed to spend Council dollars on the following:
 1. Audits (someone to make sure the grant expenses are correct at the end of the year)
 2. Bonding (insurance to cover people who work on the grant that handle money)
 3. Books and Periodicals (books and magazines)
 4. Communications (telephone, postage, etc.)
 5. Consultant Services (special people hired to do special jobs)
 6. Fringe Benefits
 7. Insurance
 8. Meals
 9. Printing/Copying
 10. Publications
 11. Rentals
 12. Salaries and Wages
 13. Supplies
 14. Taxes
 15. Transportation
 16. Travel—Travel expenses **cannot exceed** the state rates. Mileage is currently \$0.45 per mile.

NOTE: Detailed receipts must be kept for all purchases, this includes gasoline, hotels, stores and restaurants. For any restaurant bill, the names of each person who had a meal and the grant pertinent topics discussed. A credit card bill will not suffice as documentation, only detailed vendor receipts listing exactly what was paid for. If a credit card is used, interest charges are not grant chargeable.

- F. Unallowable Project Costs: Grantees are NOT allowed to spend Council dollars on the following:
1. Bad Debts (Money owed to someone else)
 2. Construction
 3. Contingency Funds for Reserves (Savings)
 4. Equipment (i.e. laptops, computers, copiers)
 5. Entertainment
 6. Fines and Penalties
 7. Fund Raising (unless project related)
 8. Interest Costs
 9. Land or Buildings
 10. Lobbying (money given to legislators or to pay their expenses)
 11. **Grantees may not schedule an event using Council funds on a date that is in conflict with a Council meeting.**

G. Subgrantee Share Funds or Match Funds

It is ok to spend match on the same things for which Council money is spent. To figure out how many dollars should be put into the project for match, first see if the project is located in one of the following nine counties in Ohio that are considered poverty counties;

Adams, Athens, Fayette, Galia, Guernsey, Jackson, Meigs, Pike, and Scioto

If the project will be in one of the counties listed above - divide by nine the amount of money requested from Council. This is how much match is required for the project.

$(\text{Council Funds}) \div 9 = \text{Poverty Match}$

If the project is NOT in a poverty county - divide by three the amount of money requested from Council. This is how much match is required for the project. $(\text{Council Funds}) \div 3 = \text{Match}$

Match does not have to be in cash. People who work on the project but do not get paid can count their hours as volunteer hours. Other “in-kind” match can also be counted (see Match Rates Memo on p. 17-19). Matching costs may not be financed by other Federal Funds or by Non-Federal Funds that are applied to match other Federally Funded projects. All items are subject to Federal Regulations on Cost Sharing and Matching Principles. Talk to a financial advisor or call the Council office with any questions about this.

Grantees can provide more match with more cash or volunteer hours than is required.

Proposals which exceed the minimum required Matching Share Contribution are encouraged.

If questions should occur regarding the generation of the Matching Share Contribution, applicants should call the Grants Administrator at (614) 644-5541.

- H. If the project makes money (program income), grantees need to keep it in a separate account. These funds may be spent on project activities or grantees may tell Council so the amount of grant award can be reduced.
- I. Project Records
 - 1. Grantees must keep grant money separate from any other money. Grantees must reconcile grant funds monthly to bank statements. Any funds received but unspent at the end of the grant must be immediately refunded to ODDC.
 - 2. Council has the right to tell grantees how to keep track of grant money.
 - a) Grantees must keep track of how they spend the money Council gives them. Grantees must also keep track of cash match and the amount of volunteer hours.
 - b) Grantees must keep records of the number of hours that people worked on the project, including how much per hour people are paid. The person responsible for keeping records must sign these records. These records must be available for the auditor.
 - c) Grantees must keep receipts when they buy supplies. The receipts must be available for the auditor.
 - d) Records shall be maintained for a period of NOT LESS THAN six (6) years or until audited and/or reviewed by ODDC staff and/or by others authorized to conduct such audit or review, or until any pending issues related to the records of such audit or review has been resolved, whichever is later; the aforementioned records requirements, if applicable, shall be included in all approved subcontracts.
 - 3. Council staff can look at grant records and receipts any time.
- J. Reports
 - 1. Grantees will be required to send Council a budget report. The frequency of periodic reports will be based upon the amount of the federal award. Grants awarded more than \$50,000 in federal funds will be required to submit a report once every three (3) months. Grants awarded \$50,000 or less in federal funds will only be required to submit a report once every six (6) months.
 - 2. Some grantees have federal single audits. To have a single audit, grantees must spend \$500,000 in federal money in their 12-month fiscal year. If a single audit is done, the grantee must pay for it themselves. Grantees cannot use Council money. If a grantee spends less than \$500,000 in their fiscal year, they must prove it. Council will accept the same letter that grantees give to their Board of Directors.

NOTE: Grantees who are late sending Council reports could lose their Council money until the reports are received.

K. On-Site Review

1. Council staff may visit grantees once each year to look at all the records kept about money.
2. Council staff will visit grantees once each year to look at how records are kept.

IV. PROGRAM REQUIREMENTS

A. Reports

1. Grantees will be required to send a report on their grant activities. All periodic reports will be submitted via DD Suite 4.0. The frequency of periodic reports will be based upon the amount of the federal award. Grants awarded more than \$50,000 in federal funds will be required to submit a report every three (3) months. Grants awarded \$50,000 or less in federal funds will only be required to submit a report once every six (6) months.
2. At the very end of each grant, grantees are required to send a summary of what they learned. The summary may be no longer than five (5) pages.
3. If there are changes to the people working on the grant, grantees must ask Council first if it is acceptable.
4. Grantees must keep program activity records for six (6) years.

NOTE: *Grantees who are late sending Council reports could lose their Council money. Council staff will check with grantees to be sure the project activities match what the grant application said. Staff may visit grantees once a year.*

B. Acknowledging Council

1. All written materials, conference flyers, publications and audio-visual materials (including website postings) must state the following:
Funded By The Ohio Developmental Disabilities Council Under The Developmental Disabilities Assistance And Bill Of Rights Act.
2. This acknowledgement is also necessary on products published with other funds if those funds will be claimed as match for a DD Council project.
3. In addition to the required statement, if the grantee's organization, business or other logo appears on the product, the DD Council logo shall appear in the same size and be given the same prominence.
4. If this statement/logo is not included on the product, costs **shall** be disallowed.

V. GRANT SUSPENSION AND TERMINATION

A. Suspension

If a grantee does not turn in their reports, Council will not send them money. If Council suspends a grantee, it means grantees will not get any more money until they fix what is wrong.

1. A reason to be suspended is the grantee didn't do what they said they were going to do.
2. Another reason is the grantee didn't spend the money the way they said they were going to.
3. Another reason is the grantee didn't send in their program or budget reports.

Grantees will get a letter from Council staff that says they are not in compliance.

1. The letter will tell the grantee exactly what they did wrong.
2. The letter will tell the grantee how to fix it.
3. The letter will tell the grantee how much time they have to fix it.

B. Termination

Grants will be stopped if the grantee does not correct errors by the deadline.

1. Appeals Process for Suspension and Termination

If Council decides to slow down or stop a grant, the grantee can disagree (appeal).

- a) Grantees have thirty (30) days to decide if they want to appeal. If they do, they must send a letter to the Grants Administrator saying they want to appeal.
- b) In the same thirty (30) days, the grantee must write a letter explaining why they disagree.
- c) After Council gets the appeal letter, they have a new thirty (30) days to put together a committee to discuss the problem. Grantees will get a letter within fifteen (15) days of Council's decision. Council's decision is final.

If a grant is terminated and there are misspent funds, the grantee will have to pay Council back.

Questions can be answered by calling the Council office at (614) 466-5205 or (800) 766-7426.

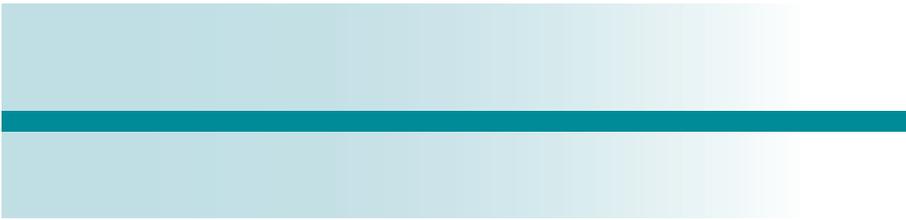
Council does not require grant applications to be sent to the local or state Clearinghouse.

VI. APPENDIX

OTHER FORMS NEEDED

Applicants who are awarded a grant will also be required to complete and submit the following forms:

- A. Federal Form W-9
- B. DD Council Federal Assurances
- C. Ohio Administrative Knowledge System (OAKS) Vendor Information Form
- D. Standard Terms and Conditions Agreement
- E. State of Ohio Standard Affirmation and Disclosure Form
- F. Declaration of Material Assistance/NonAssistance Form (for grants over \$100,000 only)



GLOSSARY

BUDGET	The applicant's financial plan for carrying out the project or program.
CASH CONTRIBUTIONS	The Subgrantee's cash outlay, including the outlay of money contributed to the subgrantee by Non-Federal Third Parties.
CONTRACT	Legal document/agreement. A procurement device to obtain for a price, a specified performance of an identifiable item under specified terms.
CULTURAL COMPETENCE	Services, supports, or other assistance that is conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language, and behaviors of individuals, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program involved.
FEDERAL FISCAL YEAR	The Federal Fiscal Year runs from October 1 to September 30.
INDIRECT COSTS	Those expenditures which cannot be readily identified within a specific project. They usually include, but are not limited to, those costs associated with the general administration and management of the grantee institution and the operation and maintenance of its facilities.
IN-KIND CONTRIBUTION	The value of allowable Non-Cash Contributions provided by the subgrantee, by other Non-Federal public agencies and institutions, and by private organizations and individuals. In-kind Contributions may consist of charges for real property and equipment and the value of goods and services including volunteer services directly benefiting the project and specifically identifiable to it.
MATCHING SHARE	That portion of project costs not borne by DD Basic State Grant Funds.

NON-PROFIT ORGANIZATION

An organization no part of whose net earnings may lawfully inure to the benefit of any shareholder or individual.

PERFORMANCE TARGET

A change in behavior or condition. Performance Targets may apply to processes, policies, programs, or individuals. Performance Targets are objective in that they are set using hard numbers. They define success for the implementer of the project and a return on the investment for the investor (Council). Performance Targets should be both realistic and ambitious, in that they are within the ability of the implementer, but are challenging to accomplish - i.e., “doable with a stretch”.

OUTCOME STATEMENT

The statement in the Project Description that describes the end state or goal the Council would like to see achieved through the investment in the project.

PRIOR APPROVAL

Written permission from ODDC in advance of an act which would result in:
1) the obligation or expenditure of funds or;
2) the performance of an activity under the grant supported project.

PRODUCT EVENT

The result or outcome of a project activity.

PROGRAM INCOME

Income derived as a result of grant activities such as trainings, seminars, the sale of brochures, videotapes, etc.

PROJECT COSTS

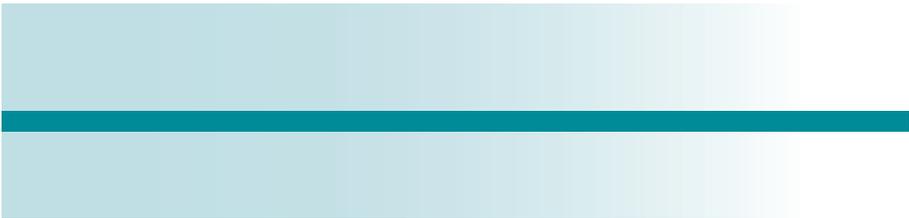
All Subgrantee costs which are allowable in accomplishing the objectives during the project period, including allowable in-kind Contributions made by third parties.

PROJECT DIRECTOR

A qualified individual designated by the Subgrantee to be responsible for the overall direction of the project.

PROJECT FINANCIAL OFFICER

A qualified individual designated by the Subgrantee to be responsible for receiving, disbursing, and accounting of grant funds.


PROJECT PERIOD

The total time for which support of a project has been approved.

RECORD OF MATCHING CONTRIBUTIONS

Documentation of the extent of volunteer services, supported by the same methods used by the subgrantee for its employees, and documentation of the basis for determining the charges for personal services, materials, equipment, etc.

STRATEGY TO VERIFY NUMBERS

Method or approach the project will use to prove the numbers for the Performance Target have been reached. For example: Performance Target: 52 individuals will attend training. Strategy to verify numbers: Sign-in sheet from the training session.

SUBGRANTEE

A recipient of DD Basic State Grant Funds as approved by the ODDC and the Ohio Department of Developmental Disabilities. Technically, the State of Ohio is the Grantee and the agency/ organization receiving approval for a project is the Subgrantee.

UNSERVED/UNDERSERVED

Includes populations such as:

- Individuals from racial and ethnic minority backgrounds
- Disadvantaged individuals
- Individuals with limited English proficiency
- Individuals from underserved geographic areas (rural or urban)
- Specific groups of individuals within the population with developmental disabilities, including individuals with developmental disabilities attributable to physical impairment, mental impairment, or a combination of physical and mental impairments

UNSERVED/UNDERSERVED (con't)

The term unserved and underserved includes populations such as:

- Individuals from racial and ethnic minority backgrounds
- Disadvantaged individuals based on low-income status or unserved geographical areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities including individuals who require assistive technology in order to participate in and contribute to community life
- Ethnic, cultural, and disability groups that typically do not receive services and supports because of language or cultural barriers
- Individuals including but not limited to:

Census Bureau—**Race**

- a) American Indian or Alaskan Native
- b) Black or African American
- c) Native Hawaiian or Other Pacific Islander
- d) White
- e) Some Other Race
- f) Two or More Races

Census Bureau—**Ethnicity**

- a) Hispanic or Latino
- b) Not Hispanic or Latino

SAMPLE BUDGET

The budget should mathematically add across and down correctly. Justifications should be given for budgeted costs. The justification should detail the logic and rationale for each item and give specific information about any charge that is being pro-rated to the grant.

BUDGET EXPLANATION: PERSONNEL AND CONTRACT SERVICES

Please briefly describe below the duties and responsibilities of the grant personnel. Also, please identify the contractor (if known) and briefly describe the service to be provided. Use additional pages if required.

PERSONNEL WITH FRINGE BENEFITS:

Project Director: A. Smith	Responsible for timely completion of all project outcomes, ongoing project assessment, and preparation of program reports.
Project Coordinator: B. Jones	Responsible for coordinating 10 workshops and completing fiscal reports and records

PERSONNEL WITHOUT FRINGE BENEFITS:

Project Secretary: C. Adams	Responsible for all project correspondence and general clerical support
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CONTRACTED/SUBCONTRACTED SERVICES: (Persons not on payroll, paid by job or by hour)

M. Bell, MSW	Will plan and facilitate workshops and conduct follow-up evaluations. Budget amount is calculated as follows: Six (6) hours per workshop + two (2) hours evaluations per workshop x 10 workshops @ \$37.50 per hour = \$3,000.
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TRAVEL: (Mileage, hotel, food, airfare, taxi)

Directions: Please explain how each line item was calculated. Use additional pages if required.

In State Mileage	Approximately 3000 miles for project staff and workshop attendees @ .45 = \$1,350.
Out-of-State Travel	Project Director and staff person will attend National Conference of Special Educators in Chicago, July 9 thru July 11, 2012. Many of the topics covered in the workshops will be featured at the conference. Round trip Air Fare @ \$365. for two people. Attendance should be helpful in planning the workshops in the third quarter of the grant.

SUPPLIES & PUBLICATIONS (Paper, toner, postage, pencils, pens, printing)

Consumable Supplies	Estimated cost of supplies, including office supplies, printer cartridges, mailing labels, etc.
Postage	To cover cost of mailing workshop announcements and follow-up evaluations.
Printing	Estimated cost of printing project-generated products including training materials, brochures, copies, etc.

SPACE/RENTAL (Office space rent/equipment rental)

Space Rental	The grant will be charged \$5,040. for the year for office space rent. The rate is \$10.80 per sq. ft. per year for 500 sq. ft. The Project Director uses 260 sq. ft. The Project Coordinator occupies 240 sq. ft. but uses only 50 percent or 120 sq. ft. for the grant. The Project Secretary occupies 240 sq. ft. but uses only 50 percent or 120 sq. ft. for the grant. Therefore, sq. ft. equals $260 + 120 + 120 = 500$ sq. ft. charged.
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OTHER DIRECT COSTS (Other rentals, utilities-electric, gas, water, conference costs)

Furniture/Equipment Rental	A VCR, overhead projector, and microphones will be rented for the workshops. @ \$50. per workshop x 10 workshops = \$500.
Utilities	Total recipient expenditures for water, gas, electricity, telephones, and custodial service for the previous calendar year were \$5,690. Based on four (4) full time staff @ 2080 hrs per year this totals 8320 staff hours per year. $\$5,690. / 8320$ is \$.69 per staff hour of indirect costs. Grant staff will expend 4160 hours (1 staff at full time= 2080 hours per year + two (2) staff at 50 percent time 2080 hours per year = 4160 hours. $4160 \times \$.69 = \$2,870.40$.
Conference	Estimated cost of Spring Conference which includes detailed expenditures for meeting rooms and meals at hotel, out-of-state travel for presenters, etc.
Equipment Purchases	Any equipment purchases must first be approved by Council and historically Council has not approved purchases of equipment. If equipment is absolutely needed for the grant, then renting is the best option.
Miscellaneous	A catch-all estimate to cover unexpected items.

VOLUNTEER SERVICES/INDIRECT COSTS

Volunteer Services

The number of volunteer hours is determined as follows:

10 workshops @ 6 hours per workshop x 15 attendees per workshop =
 $10 \times 6 \times 15 = 900$ workshop hours

We anticipate 90 percent of the attendees will be Special Educators. According to data provided by ODDC the average hourly rate for a special education teacher in Ohio is \$27.44.

$150 \times \$27.44 \times 90\% = \$3,704.40$

Other attendees will be valued at the Ohio average rate of \$19.22.

$150 \times \$19.22 \times 10\% = \288.30

TOTAL = $\$3,704.40 + \$288.30 = \$3,992.70$

MATCH RATE MEMO

SUBJECT: Suggested Guidelines, Match Rates Related to Volunteer Services

Recently conducted site visits show that the rates being charged for volunteer services rendered in connection to grant related activities and used as match are not consistent across the grantee community. Additionally, grantees often lack an appropriately documented supporting rationale for the rates being charged for volunteer services.

What follows are the results of research conducted by Council staff. That research included a review of data available through the United States Department of Labor, Bureau of Labor Statistics, the Ohio Job and Family Services Department, and State of Ohio wage schedules. The data is valid for the State of Ohio, and in particular the Cleveland, Columbus, and Cincinnati Metropolitan Statistical Areas (MSA). Essentially there are three methods for calculating match: 1) A system that fairly values the individual's work within the general economy; 2) A system that fairly values in economic terms the benefit of training events; and 3) A direct assessment of the actual value of labor contributed to a project.

1. Fair Value of Work within the General Economy

Salary information provided in this section depicts what can be considered a fair assessment of the value of labor contributed to a project. Rather than assuming that the minimum wage is appropriate under general circumstances the following information indicates in general what the labor market considers a fair wage. **The rates should be used in general circumstances when no other system can be implemented.**

The final column of the following chart depicts the average hourly rate including a standard allowance of 23 percent for the employer share of a basic fringe benefit package. That figure may be credited as an hourly allowance when calculating match. It should be used in conjunction with any activity that cannot be valued by either of the other systems. Examples might include voluntary office work, contributed technical assistance such as public relations or professional writing, a volunteer driver, or board membership when no other method for valuing an individual's time can be used.

AVERAGE SALARIES BY LOCATION

	Average Annual Salary	Average Hourly Wage	Average Plus Fringe
Ohio (AVG)	\$32,510.	\$15.63	\$19.22
Cincinnati MSA	\$35,049.	\$16.85	\$20.73
Cleveland MSA	\$34,704.	\$16.68	\$20.52
Columbus MSA	\$33,946.	\$16.32	\$20.07

Grantees may arrive at a valid figure to utilize as the volunteer match rate by either selecting the MSA aligned with their individual community—or, by electing to use the general state statistic. Please keep in mind that an MSA generally includes the surrounding counties of the metropolitan area for which it is named. This data can be updated at any time by accessing the Bureau of Labor Statistics data at www.stats.b/s.gov or by key search word: bureau of labor statistics, in lowercase.

There may exist circumstances when you are aware that the individual or group of volunteers obviously exceed the average income in terms of earning potential. Page 20 of this book depicts a listing of various relevant professional occupations, their current average annual salary, and hourly rate including an allowance for fringe benefits. These salaries are, whenever possible, based upon the State of Ohio pay scales at the mid-range. It may prove helpful for valuing volunteer time in certain situations when a group's apparent professional characteristics indicate an above average potential in terms of wage earning capacity.

Only in extraordinary circumstances should a rate exceeding \$39.48 be used. That is the salary rate including a fringe benefit allowance, for a Commission Member 3, Step 5, contained in the State of Ohio Position Classification System.

2. Fair Value for Training/Educational Events

An issue which keeps coming up is how to value a person's time while they are in attendance at a grant-related educational activity. Based upon an informal survey of university continuing education programs, adult vocation education programs, community colleges, and a sampling of national private continuing educational organizations, an average charge for adult continuing education is \$175.00 per day or \$21.88 per hour assuming an eight-hour day. This would seem a not only valid but a fair amount to credit as match for an individual in attendance at a grant-related educational function.

3. Actual Value of the Labor Contributed

The preferred approach for valuing volunteer time is to obtain, whenever possible, the value of the individual's time as indicated by their actual wages earned. A simple signed statement, obtained from the individual that indicates wage data is most desirable. It is understandable that this can at times be difficult to accomplish. However, this method should be pursued whenever practicable.

A reminder: Federal grant regulations prohibit the use of a federal employee's time as match for any federal grant. As you take attendance or as you gather registration information, be sure to inquire about federal employment status. Information including the names of those who contribute time to a project, should be gathered and maintained for audit purposes.

Should you elect to utilize the less direct methods suggested in this memo, please retain a copy for your files so that it may be referenced for audit purposes. Should you have any questions related to the system please contact the Grants Administrator at (614) 466-5205.

NOTE:

Average hourly wage was computed by dividing the total number of employees covered by unemployment insurance by the total annual payroll for those employees and includes an allowance for bonuses, gratuities, and employer contributions to 401-k plans. Fringe benefits are expressed as an additional percentage and include the employer share of FICA, Workers Compensation, Minimal Hospitalization Plan, and unemployment insurance premiums paid on behalf of the employee. Base data is gathered by the Ohio Job and Family Service Department and is reported to the Bureau of Labor Statistics.

LABOR MARKET INFORMATION

Occupation	Annual Salary Includes Fringe Allowance	Hourly Rate
Attorney	\$111,872.95	\$53.79
Accountant/Auditor	\$64,346.73	\$30.94
Financial Manager	\$91,457.45	\$43.97
General Manager	\$65,702.00	\$31.59
Human Services Worker (Paraprofessional)	\$48,993.21	\$23.55
Personnel Administrator/Labor Relations	\$83,186.18	\$39.99
Psychologist	\$67,557.35	\$32.48
Public Administrator	\$76,823.46	\$36.93
Social Worker	\$48,356.14	\$23.25
Physician	\$156,993.20	\$75.48
Therapist/Counselor	\$72,535.54	\$34.87
Teacher, Secondary School	\$57,075.62	\$27.44
Teacher, Special Education	\$56,067.48	\$26.96
Education Administrator	\$86,863.63	\$41.76
Registered Nurse	\$59,335.29	\$28.53
Vocational Counselor	\$63,433.02	\$30.50
**Commission Member Five	\$82,118.40	\$39.48

Based on State of Ohio Position Classification.

** To be used in placing a value on the time of a highly qualified persons contribution should no other suitable classification be available.

GRANT REVIEW PANEL EVALUATION CRITERIA

Listed below are questions the Ohio DD Council Grant Review Panel will be asking themselves as they read each competitive application.

QUESTION 1: DOES THE ABSTRACT CLEARLY STATE GOAL AND MAJOR ACTIVITIES?

QUESTION 2: QUALIFICATIONS OF AGENCY AND PERSONNEL

Applicants have been asked to describe their qualifications to complete the project and also to identify their philosophy and mission. Reviewers are also encouraged to incorporate the supplemental materials provided (ie: letters of recommendation, resume, etc.) to determine the following:

- Is the applicant qualified or experience to complete the goals and activities?
- Are the mission and philosophy consistent with Council's mission and philosophy?

QUESTION 3: PROJECT ACTIVITIES

This section is the heart of the proposal, since it must describe how the applicant plans to achieve the goal of the project and meet each objective in the Project Description.

Reviewers may wish to consider the following questions:

- Does the application satisfactorily describe the impact of activities of the project will have on people with developmental disabilities?
- Does the application explain strategy to verify data regarding performance targets?

QUESTION 4: OUTREACH TO THE UNSERVED AND UNDERSERVED

Applicants have been asked to address several pieces of information:

- 4.1 Who are the unserved/underserved population(s) in your project area?
- 4.2 Identify the unserved/underserved population(s) you plan to serve.
- 4.3 Describe their needs and any barriers to service.
- 4.4 Describe the affirmative or proactive outreach activities you will perform.
What are the expected outcomes?
- 4.5 List key community people/organizations you will work with to serve the unserved/underserved populations(s).
- 4.6 What are your plans to sustain your outreach activities?
- 4.7 How will you measure progress towards your outreach goals?
- 4.8 What process will you use to address unforeseen barriers? (List barrier examples.)



QUESTION 5: INVOLVEMENT OF INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES AND/OR THEIR FAMILIES.

In your judgment, does the applicant's response describe how implementation of the proposal will involve individuals with developmental disabilities and/or family members in project activities in both paid and unpaid roles.

QUESTION 6: PROJECT WORK PLAN

The applicant has been asked to complete a Project Work Plan that describes the activities they plan to execute in the first year of the project.

Reviewers should consider the following:

- Is each required goal and outcome addressed? Are the goals and outcomes satisfactory?
- Is each activity relevant to the objective they are listed under?
- Does the application adequately describe who will be responsible for each activity and a timeframe for completion?

BUDGET AND BUDGET EXPLANATION

Is the proposed budget consistent with the goals and activities identified in the project?

Does the justification for each item include how amounts were determined?

GRANT REVIEW FACTS FOR COMPETITIVE APPLICATIONS

Proposals will be screened for compliance by Council staff for completeness and accuracy.

All proposals will be scored by Grant Reviewers using the following guidelines for assigning points:

Total Possible points	Weak	Adequate	Outstanding
50	0-19	20-39	40-50
10	0-2	3-8	9-10
5	0-1	2-3	4-5

Portions of the proposal are valued based on the following:

- a) Project Abstract 0-5 points
- b) Qualifications 0-10 points
- c) Narrative 0-50 points
- d) Outreach 0-10 points
- e) Inclusion 0-10 points
- f) Budget & Justification 0-5 points
- g) Project Work Plan 0-10 points

Proposal evaluations will be provided to any applicant upon request. Reviewer's names will be removed from evaluations.

FEDERAL AREAS OF EMPHASIS & PERFORMANCE MEASURES

EMPLOYMENT (EM) People get and keep employment consistent with their interests, abilities and needs.

HOUSING (HO) Adults choose where and with whom they live.

HEALTH (HE) People are healthy and benefit from the full range of needed health services.

EDUCATION and EARLY INTERVENTION (ED) Students reach their educational potential and infants and young children reach their developmental potential.

CHILD CARE (CH) Children and families benefit from a range of inclusive, flexible childcare options.

RECREATION (RE) People benefit from inclusive recreational, leisure and social activities consistent with their interests and abilities.

TRANSPORTATION (TR) People have transportation services for work, school, medical, and personal needs.

QUALITY ASSURANCE (QA) People have the information, skills, opportunities and supports to live free of abuse, neglect, financial and sexual exploitation, violations of their human and legal rights, and the inappropriate use of restraints or seclusion. Quality Assurance systems contribute to and protect self determination, independence, productivity and integration and inclusion in all facets of community life.

FORMAL AND INFORMAL COMMUNITY SUPPORTS (CS) Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

CROSS CUTTING (CR) Policymakers and the general public are educated and informed about areas of emphasis related to the State Plan.

APPLICABLE FEDERAL GUIDELINES

U.S. Code of Federal Regulations (CFR)

45 CFR 74 Uniform Administrative Requirements for Awards and Sub-Awards to Institutions of Higher Education, Hospitals, Other Nonprofit Organizations, and Commercial Organizations

45 CFR 1386 Formula Grant Programs

48 CFR 31.6 Contracts with State, Local, and Federally Recognized Indian Tribal Governments

U.S. Office of Management and Budget (OMB) Circulars

OMB Circular A-21 Cost Principles for Educational Institutions
Codified by 2 CFR Part 220

OMB Circular A-87 Cost Principles for State, Local and Indian Tribal Governments
Codified by 2 CFR Part 225

OMB Circular A-110 Uniform Administrative Requirements for Grants and Other Agreements with Institutions of Higher Education, Hospitals and Other Non-Profit Organizations
Codified by 2 CFR 215

OMB Circular A-122 Cost Principles for Non-Profit Organizations
Codified by 2 CFR Part 230

DD SUITE 4.0 ACCOUNT REGISTRATION

Individuals and organizations interested in applying for DD Council grants will need to obtain an account in DD Suite 4.0, a web-based grant application and management program. Once an account is set up, users can access information about new council grants, current or pending grant applications, grant awards and periodic program and budget reports from any computer with Internet access.

Organizations with multiple users will be able to create accounts for each user and authorize multiple user access to grant applications and other grant-related documents. Instructions for adding users to an account are listed below the Account Registration set-up instructions.

Users who do not have an account will still be able to view Notice(s) of Funds Available (NOFA) by visiting www.ddsuite.org. If, while viewing a NOFA, a user decides he or she would like to apply for the grant, they can register for an account by following the prompts on the screen.

To create an account in DD Suite 4.0, follow these steps:

1. Open a web browser and type in address bar: www.ddsuite.org
2. To create an account, click on the link “I need an account” contained in the “Grantee” box.
3. Complete the required fields (First Name, Last Name, Password, Verify Password, Official Job Title, Email, and Phone). **DO NOT CLICK THE SUBMIT BUTTON.**

NOTE: *Passwords do not require numbers or special characters, however, they are CASE-sensitive and cannot be comprised solely of numbers.*

- a) To see if your organization has already created an account in DD Suite 4.0, click the drop-down box and view existing organizations.
 - b) If your organization is not listed, click out of the drop-down box and click the link, “add it now”. The screen will expand to enable users to add new organization information. Fields marked with an asterisk (*) are required.
4. Some fields consist of a drop-down box. For example, “Type*” asks users to clarify the type of organization that is seeking an account.
 5. **IMPORTANT:** Please make sure that you select the Ohio Developmental Disabilities Council in the “Receiving/Applying for Grant Funds from:” drop-down menu.

6. Once all required fields have been completed, hit the Submit button. If any field contains a forward or backward slash (i.e. “/” or “\”), the DD Suite will kick the registration back to the user with the field highlighted in RED. The information will need to be submitted without a forward or backward slash.
7. If all required fields have been completed, users will receive an e-mail message confirming their registration has been received. Users will be prompted to verify their account by accessing the e-mail account used to create the DD Suite 4.0 User Account.

8. **An account will NOT be created until the user clicks the hyperlink contained in the e-mail to verify the account.**

NOTE: Due to spam filters, some account registration e-mails may be diverted to junk/spam folders. Please check all possible e-mail folders. If an email is still not received, contact the DD Suite 4.0 Local Administrator, Paul.Jarvis@dodd.ohio.gov.

9. Clicking the hyperlink contained in the e-mail will take users back to the DD Suite. Users will now be able to log into the DD Suite using the e-mail and password they created during account setup.

10. Once logged in, users will have access to their User Dashboard.

11. Users who are applying for a non-published grant (continuation application or noncompetitive allocations) will receive a hyperlink from the project staff. Users should log into the DD Suite 4.0 first and then click the hyperlink contained in their e-mail.

MULTIPLE USERS/ONE ORGANIZATION

DD Suite 4.0 enables multiple users within an organization to create an account, access grant materials and submit reports. Organizations wishing to provide grant access to sub-users can authorize each sub-user access to the grant.

To authorize sub-user access to the organization’s grants dashboard, follow these steps.

1. Have the sub-user create an account by following the Account Registration process.
2. The sub-user should be able to locate the organization’s name during step 3a in the Account Registration section.
3. Once the sub-user has entered his or her name, password, e-mail address, job title, phone number and selected the organization, he or she can hit the submit button.

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4. The sub-user will receive the message to verify their account by clicking the link contained in an e-mail. Once these steps are followed, the sub-user must then wait for someone with authorization within the organization to authorize the sub-user.
 5. Authorized users will receive an e-mail notifying them that a sub-user has requested access to the grant. Authorized users can approve sub-users by completing the following:
 - a) Log-in to the DD Suite 4.0 program. Locate the Account Maintenance module and click the link “Update Accounts/Resent Password.”
 - b) A list of authorized and non-authorized users will appear on the screen.
 - c) Clicking on a user marked “Not Authorized” will prompt the project manager to either authorize the user or delete the account.
 - d) E-mail addresses, phone and fax numbers and titles can be updated or changed on this screen also.
 6. Once a sub-user is authorized, he or she will have access to all grant materials created by the organization.

DD SUITE 4.0 GRANT APPLICATION INSTRUCTIONS

Once an individual has created an account in the DD Suite 4.0 system, they will be able to access grant applications. Most of Council's competitive grant applications are comprised of four forms.

Each form solicits different types of information from applicants. Basically, the forms seek:

1. Names and contact info for project staff
2. Grant Narrative (qualifications, description of activities, etc.)
3. Work Plan
4. Budget

Grant opportunities appear on the DD Suite 4.0 homepage (www.ddsuite.org).

Clicking the link for the Ohio Developmental Disabilities Council will provide users with a list of current funding opportunities. Current funding opportunities will also be listed on a User's Dashboard once they log in.

Selecting a grant from the current Notices of Funds Available list will take users to the Grant Description module.

Applicants who wish to apply should click, "Apply for this grant."

1. If a user is not logged in, they will see a screen that asks them if they would like to log in or create an account.
2. If a user is logged in, they will see a similar screen, but will only be asked if they wish to continue on to the application.

Contained on the summary page for each NOFA is information related to the amount, required matching funds (Match Poverty is for projects that will operate in counties designated poverty counties), due date, and any pertinent project materials. All projects should include a copy of the state plan language that creates the project and a copy of the grantee guidelines. **Users are strongly encouraged to download and print these documents because the information will be helpful when completing the application.**

1. Clicking the link "Continue on to the application" will take users to the first form contained as part of the application: Organization Staff.
2. Complete each section as fully as possible and select a save option. If users need to complete a portion of the form at a later date, they will be able to locate the form by clicking the form name in the navigation page.

IMPORTANT: Clicking a link contained in the application navigation box will result in the loss of any unsaved data. **Make sure you select a save option before clicking a link contained in the application navigation box.**

3. Once data has been entered into the Organization Staff form, users can Save and Close, Save or Save and Continue. Selecting Save will save the data, yet keep the user at the same form. Selecting Save and Close will result in the data being saved and the user returning to their dashboard.

NOTE: *Once a form is saved, the pending application will now appear in the Documents module on the User's Dashboard.*

4. Users who select Save and Continue will be taken to the next form contained in the application. In most cases, the next form will be the Project Outline.

Please note each question contained on the Project Outline contains a character limit. Users who type directly into the field will see the character limit count change downward. Users who opt to cut and paste data into each field may want to proof read the information to make sure no changes resulted from the cut and paste process. Any data that exceeds the character limit will not be retained by the DD Suite 4.0 Grants Management Program.

All questions must be answered. The DD Suite 4.0 program will not permit incomplete applications to be submitted.

NOTE: *Responses to the questions contained in the Project Outline should reflect the full grant period (in most cases, five years). Project Outlines that focus on the first year will be required to be rewritten.*

5. The next application form all users must complete is the Project Work Plan form. The Project Work Plan will serve as the template for progress reporting by the applicant to Council.
 - a) Applicants will be asked to identify the name of the project, the goal of the project, and federal area of emphasis. Users will want to reference the state plan language for this information.
 - b) Users may wish to consult the Grantee Guidelines document to determine whether the project qualifies for poverty status.
 - c) Applicant must identify the major objectives or outcomes that will be achieved as a result of the grant proposal. By default, the program will require at least one objective to be entered.

NOTE: *Applicants should enter specific timelines expected for the completion of objectives.*

- d) For each Objective, applicants are asked to describe activities related to the objective, identify specific timelines for each activity and identify the individual or individuals responsible for completing each activity.
- e) Activities can be added or deleted at any time during the application process by clicking the “Add Additional Activities for this Objective” link, or by checking the [X] delete button at the right of the activity.
- f) Applicants are able to add and delete objectives in the same manner they can add and delete activities. To add an objective, applicants will need to click the link, “Add additional Objectives”. To delete an objective the applicant will need to click the [X] delete button to the right of an objective.

NOTE: *Project Work Plans should be completed for only one year of the project. Updates to the Work Plan will be completed annually.*

Once users are satisfied with their Project Work Plan, they may save their work and continue on to the last major form contained in the grant application, the Project Budget.

6. All budgets of Council are broken down into eight (8) categories:

- a) Personnel with Fringe Benefits: Users will be asked to identify each staff person, total number of hours spent on the project, the hourly rate of the staff person, how much of the total wages will be provided by Council funds, how much of the total wages will be provided as cash or in-kind match, and the match source.

Entering a rate and total units will cause the project cost column to calculate a total figure. Users will be asked to identify, in dollars, the amount of the project costs that will be funded by Council and the amount provided by Match, if any. Entering a partial sum of the Project Costs in either of the columns for Council or Match will result in the remaining column to be automatically calculated. Entering a full sum will result in the remaining column to display “0”.

The sum of Council Funds and Match Funds for each row should not exceed the total contained in the Project Costs field.

By default, all budget categories will allow four line items. Additional line items can be added by clicking the link, “ Add additional personnel with fringe benefits.” Line items may also be deleted by clicking the [X] delete button to the right of the desired row.

The rate entered should be the hourly rate for the staff person. The units entered should be the number of hours worked on the project. The Match Source field should only be completed if Match is being provided. If Match is being provided, users should indicate who is providing the cash or in-kind match.

NOTE: *Users will only be able to enter the total amount of Council Funds and the total amount of Match Funds, if any, in the Fringe Benefit line item. Once figures are entered, the Project Costs for the Fringe Benefit line item will be automatically calculated.*

- b) Personnel without Fringe Benefits: Similar to the previous category, this category allows users to enter information for staff who will not receive fringe benefits. The Fringe Benefit Cost line item is removed for this category. The rate entered should be the hourly rate for the staff person. The units entered should be the number of hours worked on the project.
- c) Contracted/Subcontracted Services: This budget category allows users to enter third party vendors and other services obtained for grant purposes. Users will not be asked to provide a rate or unit for this category. The program will only permit Council Funds and Match Funds to be entered and will calculate total Project Costs for users. The costs entered in this category are based on what will be needed for the project year.
- d) Travel: Users will be asked to enter a description for travel (i.e. In-State Mileage, Conference Attendance, etc.). The rate entered should be based on the unit type. For example, a line item for mileage should include the state approved rate for mileage and the expected or budgeted number of miles.

Similar to personnel categories, the DD Suite 4.0 will calculate the total project costs based on the rate and units. Users will be asked to indicate how much of the total project costs will be funded with Council Funds and Match Funds, if any.

- e) Supplies/Publications: Office supplies and other expenses can be entered in this budget category. The program will only permit Council Funds and Match Funds to be entered and will calculate total Project Costs for users. Budgeted expenses should be based on the project year.
- f) Space/Rental: Applicants for Council Funds are permitted to budget office space or rental expenses attributable to their work on the grant. Users are able to enter the square footage, monthly rental rate, and number of months the space will be dedicated to the project.

For example, an applicant who dedicates 300 square feet of office space for six months towards achieving a project outcome may wish to enter 300 in the “units” field, six in the “time” field, and the user’s rate for the dedicated space.

Once a user has entered the rate, units and time dedicated to the project, he or she will be asked to enter the amount of Council Funds that will be used to pay for the office space or rental expense and the amount of Match Funds that will be provided.

g) Other Direct Costs: Similar to the Supplies/Publications category, budgeted expenses may be entered in the Council Funds or Match Funds columns to obtain a total Project Costs figure. Expenses should be based on the project year.

h) Volunteer Services/Indirect Costs: The Ohio DD Council permits the use of volunteer services and indirect costs as a grant expense. Users can enter volunteer time as an hourly rate. Please refer to the Match Rate Memo contained in Council’s Grantee Guidelines.

Applicants who hold a federally negotiated Indirect Cost Rate letter may enter that rate in the rate field. For example, if the approved rate is 15 percent, users will want to enter 0.15 in the rate field (do not include % symbol). Users may enter the amount of the Council award in the unit field. As a result, the DD Suite 4.0 will calculate the allowed amount of Indirect Cost in the Project Costs field. Applicants will need to specify what portion of the Project Costs will be provided from Council Funds and what portion will be provided as Match.

NOTE: *For Indirect Costs, the amount entered in the Council Funds column cannot exceed four (4) percent of the grant award. For example, if a grant award is \$10,000, applicants may only pay \$400 of indirect costs out of the federal award. If indirect costs exceed four (4) percent of the total award, applicants may enter those expenses in the Match Funds column.*

Once the budget is complete, users can click Save and Continue to go on to the next step.

7. The final form offered to applicants is the Supporting Documentation and Notes form. This form permits users to enter additional pertinent information for Council to consider. Please note the instructions contained in the first field indicate users can enter budget justifications in the field. **Users are instructed NOT to enter budget justifications in this field.** Instead, refer to the question regarding budget justification included as part of the Project Outline.



Depending upon the type of application submitted, users may be asked to provide addenda to their grant. This form permits users to upload supporting documents. Users can attach documents to their grant by taking the following steps:

- a) Create a name for the document the user will attach by typing it in the first field.
 - b) Click the “Browse” button on the far right of the document name.
 - c) Locate the file you wish to upload on your computer and either double-click the file or click it once and hit the “Open” button.
 - d) Once a file has been selected, users must hit save in order for the document to be attached to the grant application.
 - e) Successful attachments will appear on the DD Suite 4.0 as a hyperlink
 - f) Users who wish to remove a document may do so by clicking the [X] delete button to the right of the document.
8. Once all information has been saved, users can continue on to the final step, Review and Submit. Users will be able to see all of the information they have entered on a single webpage.

If any section of the application is incomplete, the DD Suite 4.0 will not permit users to submit the application. Sections that are incomplete will appear in red on the Review and Submit page.

NOTE: *Because some projects can be submitted for an award that is less than the amount of the project, the DD Suite 4.0 will not flag incomplete budgets prior to submission. Users will want to make sure their budgets are completed to satisfaction before submitting. Budget categories that are left incomplete are recognized by the DD Suite 4.0 as a category in which the applicant does not plan to fund.*

Users can access each form by clicking the name of the form in the navigation bar at the top of the screen.

Once a project is submitted, users will see a confirmation the application has been submitted, along with a confirmation code. Please make a copy of the code for your records. Should a question arise as to when the application was submitted, the confirmation code can be used to identify when the application was submitted.

Applications that are submitted cannot be changed. Please make sure the application is complete to your satisfaction before submitting.

COMPETITIVE GRANTS

ACCESSIBLE AND AFFORDABLE TRANSPORTATION FOR PEOPLE WITH DISABILITIES ANYTIME

PUBLIC LAW 106-402-OCT. 30, 2000 - 114 STAT. 1705

DEMONSTRATION OF NEW APPROACHES TO SERVICES AND SUPPORTS

(i) IN GENERAL - The Council may support and conduct, on a time-limited basis, activities to demonstrate new approaches to serving individuals with developmental disabilities that are a part of an overall strategy for systemic change. The strategy may involve the education of policy makers and the public about how to deliver effectively, to individuals with developmental disabilities and their families, services, supports, and assistance that contribute to the achievement of the purpose of this subtitle.

GOAL

There will be accessible and affordable transportation services for people with disabilities whenever needed/wanted, regardless of time of day, and if accessible and affordable transportation isn't available it will be created.

SCOPE OF PROJECT AND COUNCIL INTENT

The United States is home to more than 54 million people with disabilities. The Americans with Disabilities Act (ADA) ensures that public accommodations must be made to ensure access to accessible transportation. For more than 18 years, the transportation community and the disability community collaborated to make the tenets of the ADA a reality. Then, in 2005, the Safe, Accountable, Flexible, and Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) created a new place at the transportation planning and coordination table for citizens with disabilities. SAFETEA-LU contains provisions on coordination and guidance on ways to enable greater coordination among agencies that serve the public. (Accessible Community Transportation in Our Nation, July 2009)

New requirements in the federal transportation authorizing legislation increased cooperation and coordination of transportation among the various constituencies associated with accessible transportation. These include people across the transit, aging, employment, education, social services, recreation/leisure, community and land-use planning, housing, healthcare and disabilities communities. The goal is to reduce service silos and streamline programs to increase transportation options for people with disabilities, older adults and persons with limited income. (Accessible Community Transportation in Our Nation, July 2009)

Coordination of transportation services is best seen as a process in which two or more organizations interact to jointly accomplish their transportation objectives. (Accessible Community Transportation in Our Nation, July 2009)

Coordinated transportation systems leverage shared resources to increase rides, reduce costs, streamline access and increase customer satisfaction. However, engaging all members of the community in the coordinated planning process is essential for success. Although many gains have been made in transportation coordination, the need remains to reach out to people with disabilities to incorporate their wisdom and experience into the planning process at all levels—national, state and local. (Accessible Community Transportation in Our Nation, July 2009) People with disabilities have a perspective that is essential to the success of coordinated planning, because they

have first-hand experience traveling in their communities and, thereby, first-hand knowledge of the ease of access to and usability of the transportation available. They can help shape the transportation services to best meet the needs of their community. (Accessible Community Transportation in Our Nation, July 2009)

Council's own Position Statement on Transportation states the following: Currently, many people with developmental and other disabilities are dependent upon an inadequate public transportation system. Freedom of movement is essential in enabling all citizens to live as independently as they choose; to engage in productive self-sustaining activity; and most importantly, to be fully integrated within their communities. All people should have access to available public transportation. Council would like to invest in two projects at different locations in the state.

These project entities would collaborate in public and/or private initiatives to leverage dollars and demonstrate how transportation services can be provided to people with disabilities during current transportation off hours and/or to create services where there is none.

Below are additional Council beliefs and insights regarding this issue:

- The changes in behavior of the people who work in the system, and the changes in conditions that make up the system are the best measures of systems change
- Council supports only programs and projects which support inclusion and integration of people with disabilities
- Council invests only in programs and projects, which has a substantial amount of collaboration and leveraging of dollars
- Council invests only in projects that incorporate a sustainability plan

RESOURCES TO BE INVESTED

Federal:	\$218,000.00	\$109,000.00*	per project
Matching Funds:	<u>\$72,666.67</u>	<u>\$36,333.33</u>	per project
Total:	\$290,666.67	\$145,333.33	per project

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEES: To be determined

AMISH COMMUNITY PROJECT

PUBLIC LAW 106-402-OCT. 30, 2000 - 114 STAT. 1704

(B) OUTREACH. The Council may support and conduct outreach activities to identify individuals with developmental disabilities and their families who otherwise might not come to the attention of the Council and assist and enable the individuals and families to obtain services, individualized supports, and other forms of assistance, including access to special adaptation of generic community services or specialized services.

GOAL

The goal of the Amish Community grant project is to educate council and other organizations in the DD community how Amish participation in research and treatment programs has benefit their community.

SCOPE OF PROJECT AND COUNCIL INTENT

The purpose of Council's investment in this area is to target specific audiences and to increase their awareness of disability services and to become partners through collaborative efforts. It is Council's wish to meet expectations by reaching out to the unserved/underserved as defined in P.L. 106-402.

In pursuing an Amish grant it represents a collection of different genetically closed communities. The genetic disorders exist more in isolated districts and some of the disorders are quite rare, or unique, and serious enough to increase the mortality rate among Amish children.

Ohio has the largest Amish population in the world and their traditional rural way of life is becoming more and more different from the way of life of modern society (Wikipedia, the free encyclopedia). Over the next five years the grantee could educate Council on a number of subject matters that would be well worth Council's investment.

Through outreach to the Amish community Council will learn:

- What cultural and religious beliefs keep the Amish from participating and receiving social services that are available to them
- How organizations develop relationships with the Amish community
- What have been effective approaches and strategies to developing relationships with the Amish Community
- When the Amish Community views outsiders as friends
- The creation of a DNA based panel will improve diagnosis, treatment, prevention and quality of life. The grantee will have access to over 5,000 Amish households and will tell Council how many are at risk or have been detected by any prevalent, serious, and life threatening genetic diseases affecting this population. The test should expedite and reduce cost and add an early detection component.
- Through this project the gene mutation research in studying Autism in Amish children will create data that can tell us about impact of Autism in Amish children versus children who are not Amish

RESOURCES TO BE INVESTED

Federal:	\$20,000.00
Matching Funds:	<u>\$6,666.67</u>
Total:	\$26,666.67

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

CHOICE OF EMPLOYMENT

PUBLIC LAW 106-402-OCT. 30, 2000 - 114 STAT. 1700

(G) INDIVIDUALIZED SERVICES - The plan shall provide assurances that any direct services provided to individuals with developmental disabilities and funded under the plan will be provided in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of such individual.

GOAL

People with developmental disabilities will have more choices of employment.

SCOPE OF PROJECT AND COUNCIL INTENT

People in certain counties are limited in who they can contract with for employment services. Traditional employment services often are ineffective, allowing for the low community employment rate for people with disabilities. In addition, traditionally less than one percent of all persons with disabilities have successfully used a generic job service to become employed.

This allows people with developmental disabilities to obtain employment of their choice by entering a training to work program that would allow them to be trained in their position as they become employed in their position. This would be for individuals at transition age of 16 and older. Many times the young adults are the ones who fall between the cracks during the transition process. This grant would be an effective way of reducing the number of sheltered workshops in the state of Ohio and allowing the individuals with developmental disabilities the opportunity to be trained in employment areas of their choice.

Further Council belief encourages a tremendous amount of collaboration whenever possible among agencies to meet this project goal. The grantee will have to adhere to the Social Security Administration Ticket to Work and the Ohio Medicaid Buy-In rules and regulations.

According to the Institute for Community Inclusion report on the employment of people with DD from the 2009 Ohio Data is as listed:

- Total number served in Adult Day employment of some type of work is 30,467
- Number of people served in a facility-based work is 14,681
- Number of people served in integrated employment is 6,227
- The cost of facility-based funding was \$556,044,477 and
- The cost of integrated employment funding was at \$86,088,248

RESOURCES TO BE INVESTED

Federal:	\$100,000.00
Matching Funds:	\$33,333.33
Total:	\$133,333.33

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

CO-ORDINATING CENTER OF EXCELLENCE IN DUAL DIAGNOSIS FOR INDIVIDUALS WITH MI/DD

DD ACT 2000 42 USC 15021 SEC. 121 PURPOSE

2) Contribute to a coordinated, consumer - and family-centered, consumer and family-directed, comprehensive system of community services, individualized supports, and other forms of assistance that enable individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life.

GOAL

To provide individuals throughout Ohio who have developmental disabilities with co-occurring mental illness (dual diagnosis) treatment and supports appropriate to their complex interdisciplinary needs as a result of training, technical assistance, coordination of service systems, clinical assessment, diagnosis, treatment, consultation, and other best practices implemented in local communities.

SCOPE OF PROJECT AND COUNCIL INTENT

People with developmental disabilities experience the full range of psychiatric disorders at rates higher than the general population. It is estimated that as many as 30-40 percent of persons with DD may have a dual diagnosis. Given this percentage, approximately 99,000 to 132,000 people with DD in Ohio would, at some point in their lives, experience mental illness. Many mental disorders are misdiagnosed, underdiagnosed, or undiagnosed in this population.

Individuals with dual diagnosis often require services simultaneously delivered by different service providers and systems. Complex needs require that consumers and varied other organizations work collaboratively to develop and coordinate treatment and supports in the community. Instead, the separation of systems in Ohio for developmental disabilities and mental health undermines needed care. It is difficult to find professionals who are trained in both developmental disabilities and mental illness. This can also result in each system shifting responsibility to the other, with consumers reporting that they are denied services or “given the runaround.”

This crack in the system can lead to limited residential, educational, and vocational opportunities, and can ultimately result in psychiatric hospitalizations, homelessness, and victimization.

This project needs to provide services statewide in Ohio to individuals with developmental disabilities of all ages - infants, toddlers, children, teenagers, young adults, adults and the elderly. These statewide services in Ohio could be obtained through regional locations, or by counties. Further Council belief encourages a tremendous amount of collaboration whenever possible among agencies.

RESOURCES TO BE INVESTED

Federal:	\$75,000.00
Matching Dollars:	<u>\$25,000.00</u>
Total:	\$100,000.00

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

DATA AND POLICY RESEARCH GRANT

PUBLIC LAW 106-402-OCT. 30, 2000 -114 STAT. 1705

(J) INFORMING POLICYMAKERS - The Council may support and conduct activities to provide information to policy-makers by supporting and conducting studies and analyses, gathering information, and developing and disseminating model policies and procedures, information, approaches, strategies, findings, conclusions, and recommendations. The Council may provide the information directly to Federal, State, and local policymakers, including Congress, the Federal executive branch, the Governors, State legislatures, and State agencies, in order to increase the ability of such policymakers to offer opportunities and to enhance or adapt generic services to meet the needs of, or provide specialized services to, individuals with developmental disabilities and their families.

GOAL

To provide Council, advocates and policymakers with clear and concise data and findings related to needed systems change and capacity building in Ohio by conducting research studies and analyses.

SCOPE OF PROJECT AND COUNCIL INTENT

The Developmental Disabilities Bill of Rights Act of 2000 states, in part, “The Council may support and conduct activities to provide information to policy-makers by supporting and conducting studies and analyses, gathering information, and developing and disseminating model policies and procedures, information, approaches, strategies, findings, conclusions, and recommendations.”

The Data and Policy Research Grant is established to support the collection and analysis of data that will provide Council, advocates and policymakers with objective research and findings that promote systemic change and capacity building to improve services and supports for people with developmental disabilities and their families.

Issue items for each study conducted under this grant, including parameters and scope, will be identified by Council Issue Committees and communicated to the grantee by Council’s Public Policy Committee. Studies and analyses sought by Council may include, but not be limited to, Employment, Housing, Waivers, Transportation, Education, Higher Education, Health, and Community Supports. Research conducted under this grant may consist of collecting and aggregating data at local, state and national levels, providing comparative analyses of Ohio and other states’ services and supports, identifying outcomes associated with new or different models of services and/or supports, and analyzing impacts.

Each completed study will be embargoed by Council to be supported by public awareness and advocacy efforts of Council and the grantee in mutual agreement. Completed studies will be utilized by Council’s SMART Grant to inform advocates about appropriate public policy changes that support improved outcomes for people with developmental disabilities and their families.

This grant provides additional resources in the first and second years of the five-year plan to establish multiple policy and research findings. These findings will provide Council's SMART Grant with needed data and analyses to begin teaching advocates.

RESOURCES TO BE INVESTED

	2012	2013	2014	2015	2016
Federal:	\$120,000	\$70,000*	\$50,000*	\$50,000*	\$50,000*
Matching:	<u>\$40,000</u>	<u>\$23,333</u>	<u>\$16,666</u>	<u>\$16,666</u>	<u>\$16,666</u>
Total:	\$160,000	\$93,333	\$66,666	\$66,666	\$16,666

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

LEGISLATIVE ADVOCACY DAY COORDINATOR

PUBLIC LAW 106-402-OCT. 30, 2000 -114 STAT. 1705

(J) INFORMING POLICYMAKERS - The Council may support and conduct activities to provide information to policy-makers by supporting and conducting studies and analyses, gathering information, and developing and disseminating model policies and procedures, information, approaches, strategies, findings, conclusions, and recommendations. The Council may provide the information directly to Federal, State, and local policymakers, including Congress, the Federal executive branch, the Governors, State legislatures, and State agencies, in order to increase the ability of such policymakers to offer opportunities and to enhance or adapt generic services to meet the needs of, or provide specialized services to, individuals with developmental disabilities and their families.

GOAL

People with developmental disabilities, their family members and friends and others will be active in systems advocacy through a single coordinated advocacy day.

SCOPE OF PROJECT AND COUNCIL INTENT

Advocates with developmental disabilities and their family members will participate in a single, coordinated effort to educate policymakers about select public policy issues that will improve service delivery and system capacity for people with disabilities.

The Legislative Advocacy Day Coordinator will plan, on an annual basis, a single grassroots advocacy day to be conducted at the state capital. The Coordinator will be responsible for developing and implementing strategies that successfully:

- Recruit people with developmental disabilities, their family members, friends and others to participate in a single-day event at the state capital
- Particular focus should include recruiting participants from diverse ethnic and racial backgrounds
- Emphasis should also be given to recruiting participants from each district of the Ohio House and Ohio Senate
- Distribute available materials to participants, including materials developed by Council to help educate policymakers about public policy issues
- Coordinate legislative visits that maximize advocate's impact on their public policymakers. Coordination may require registration, pairing advocates and meeting coaching to ensure proper utilization of time
- Collect and aggregate advocates' meeting experiences
- Obtain media coverage of the Legislative Advocacy Day that provides members of the general public with information about public policy issues that will improve service delivery and system capacity for people with disabilities

The Legislative Advocacy Day Coordinator will be provided guidance and assistance on establishing the subject matter and training materials for the Advocacy Day by the Ohio Developmental Disabilities Council and the Strategic Messaging and Advocacy Resource Training (SMART) Grant.

RESOURCES TO BE INVESTED

One Legislative Advocacy Day Coordinator grant in the amount of \$50,000 will be awarded. Funding from this grant may be used to pay: the coordinator and/or their staff for work on the project, transportation, advertising, materials, and/or other expenses associated with achieving the outcomes and performance targets established by this grant.

	FY12	FY13	FY14	FY15	FY16
Federal:	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Matching:	<u>\$16,666</u>	<u>\$16,666</u>	<u>\$16,666</u>	<u>\$16,666</u>	<u>\$16,666</u>
Total:	\$66,666	\$66,666	\$66,666	\$66,666	\$66,666

To be determined by a competitive grant review process in the first year and continued funding contingent upon successful completion of prior year activities and the availability of funding for a total project period of five (5) years.

FUNDING METHOD: Competitive

GRANTEE: To be determined

MAXIMIZING RESOURCES INCLUDING TECHNOLOGY FOR HOUSING FOR ADULTS WITH DISABILITIES

PUBLIC LAW 106-402 - OCT. 30, 2000 - 114 STAT. 1705

DEMONSTRATION OF NEW APPROACHES TO SERVICES AND SUPPORTS

(i) IN GENERAL - The Council may support and conduct, on a time limited basis, activities to demonstrate new approaches to serving individuals with developmental disabilities that are a part of an overall strategy for systemic change. The strategy may involve the education of policymakers and the public about how to deliver effectively, to individuals with developmental disabilities and their families, services, supports, and assistance that contribute to the achievement of the purpose of this subtitle.

GOAL

There will be an increase of at least 100 units in availability of affordable, safe, decent and accessible housing for adults with disabilities, which may be accomplished through creative and innovative financing and partnerships with private and public entities. Also based on the individuals' needs, the end result of the project will be the use of technology, a replicable model of financing options that can be used statewide, and configurations of housing included but not limited to four to six unit buildings with staff.

SCOPE OF PROJECT AND COUNCIL INTENT

Accessible, affordable housing is essential for people with disabilities to live independently in their communities.

In this country, there are over 700,000 people with developmental disabilities living with aging parents, one of whom is over age 65. For people who use wheelchairs or other mobility devices, finding housing with even basic accessibility features, e.g. an entrance with no steps, ranges from daunting to impossible (The ARC, AAIDD, AUCD, UCP, NACDD and SABE Fact Sheet 4/13/09). In Ohio, there are more than 308,570 estimated with severe disability and in 2007, 41 percent either received all of their care from family and friends (informal care) or purchased home care services exclusively out of pocket (Disability in Ohio" Current and Future Demand for Services - April 2008 Shahla Mehdizadeh).

The affordability gap for people with disabilities has exponentially worsened in recent years. According to Priced Out in 2008, on a national average, over four million Americans with disabilities who rely on federal monthly Supplemental Security Income (SSI) of \$674. for all their basic needs would have to pay 112.1 percent of their entire monthly income to rent a modest one-bedroom unit. The cost of renting a smaller studio/efficiency unit is 99.3 percent of monthly SSI (The ARC, AAIDD, AUCD, UCP, NACDD and SABE Fact Sheet 4/13/09). SSI as a percentage of a one-person median income in Ohio is 18.5 percent (Priced Out in 2008).

The Section 8 program, which is administered by Public Housing Agencies (PHAs), is designed to bridge the gap between income and rent by paying the difference between what a very low income household can afford, (i.e. 30 percent of income, and modest rental housing costs).

Unfortunately, non-elderly adults with disabilities comprise only 19 percent of all Section 8 voucher holders—far less than their relative need for assistance. Congress provided no funding for new vouchers in FY 2010 and the President’s FY 2011 budget proposes no new funding for these vouchers (The ARC, AAIDD, AUCD, UCP, NACDD and SABE Fact Sheet 4/13/09).

As Priced Out clearly illustrates, rental housing in the community is completely out of reach for people with disabilities unless a permanent rental subsidy—such as a Section 8 Housing Choice Voucher can be obtained. Unfortunately, because of the scarcity of vouchers, people wait five or even ten years before receiving one.

The 1999 *Olmstead v. L.C.* Supreme Court decision and recent federal initiatives have encouraged many states and communities to develop plans for people with disabilities to move from restrictive settings.

Recent cost studies illustrating the cost-effectiveness of community-based approaches reinforce that changes in disability housing and service policies are long overdue. There are several approaches that could work to accomplish this goal. For example, facility-based SSI state supplements could be converted to community-based rental subsidies through “pilot” or “demonstration” programs created as substandard Board and Care facilities are closed.

Other innovative ideas could emerge from serious planning efforts at the state level. But these efforts will be futile without a firm commitment from states to: 1) reduce reliance on unnecessary and segregated custodial settings that may violate the ADA; and 2) redirect the savings into community-based housing and supports.

Ohio Interagency Council on Homelessness and Affordable Housing Permanent Supportive Housing Policy Framework Report states the following: “The State of Ohio must be prepared to act boldly and decisively with innovative and feasible Permanent Supportive Housing (PSH) policies and collaborations, an alignment of state resources, and the leadership and local partnerships that can ensure the creation of PSH at scale across the state.”

On January 4, 2011, President Barack Obama signed the Frank Melville Supportive Housing Investment Act of 2010 into law. This groundbreaking legislation will reinvigorate and modernize a U.S. Department of Housing and Urban Development (HUD) program—the Section 811 Supportive Housing for Persons with Disabilities program. Section 811 provides critically important affordable housing linked with community-based supportive services for the most vulnerable people with disabilities. By leveraging other sources of capital funding, such as federal Low-Income Housing Tax Credits, the reformed Section 811 program will now develop thousands more units of supportive housing every year and—for the first time create integrated supportive housing units within affordable housing properties.

The legislation also permanently transfers Section 811 funded vouchers to the Housing Choice Voucher program and ensures that other Housing Choice Vouchers appropriated by Congress for non-elderly people with disabilities continue to be used for that purpose. The Ohio Developmental Disabilities Council would like to build upon the work that President Obama is promoting through the Frank Melville Supportive Housing Investment Act of 2010 by investing in a multifaceted housing project by piloting a demonstration grant that will create financing models for housing by collaborating and creating partnerships between provider agencies, landlords, people with disabilities, families, and other stakeholders. The end result would be a replicable model of financing or other creative option(s) that can be used statewide to obtain existing

or create new housing. This can include but not be limited to: configurations of four to six accessible single units in buildings a minimum of 100 units for people with disabilities to live safely. This project would/ could also incorporate the use of technology and innovative approaches to improving and maintaining the individual's quality of life based on their needs.

This project should concentrate on the following issues which include but are limited to:

1. Creating a bridge between the housing developers and the DD community. The grantee could incorporate tax credits in this line item; the bridge is between the tax credit developer and the DD community. An example could be "Create a bridge between the tax credit developer and the DD Community".
2. Creation of a model working with multiple local entities, landlords, local partnerships and local housing specialist to serve people with disabilities by creating 100 housing units.
3. Work collaboratively with the Ohio Department of Development and the Ohio Housing Finance Agency.
4. The project should focus on the financial aspects of the housing project and work in conjunction with the Melville Act which is leveraging capital dollars.
5. Provide technical assistance and guidance to housing corps on the Low Income Housing Tax Credit program.
6. People with disabilities should always be allowed to choose with whom they wish to live with and not be forced to live with people for the convenience of the funding source. However, when the choice is made utilizing waiver funds, the process of shared support should be reevaluated, so if someone wants to move out the other person(s) affected will not be forced to move as well. This could be resolved by working with the Ohio Department of Developmental Disabilities on re-writing the rules and/or evaluating and reworking the waiver system to address the high cost of individuals not sharing supports. Regardless of the location of the housing, the partnership between private and public entities will afford individuals with disabilities and opportunity to interface with his/her local community supports network on an ongoing basis. They should have the ability to access and interface with their local place of worship.

Additional Council beliefs and insights regarding this project are:

1. This project should strive to maximize independence through clean, safe, decent, affordable and accessible housing which minimizes cost through the use of technology.
2. Only programs and projects that Council believes have the potential to be replicated and sustainable are invested in by this Council.
3. Council invests only in programs and projects, which has a substantial amount of collaboration and leveraging of dollars.
4. Creative independent living in the community may include but not be limited to more integrated housing opportunities that include people with and without disabilities to live in extended family households or building units with support staff.
5. These creative housing options may include intentional community living such as you may find in more rural locations or more traditional housing as you may find in the more urban settings.
6. The "wants" as well as the needs of people with developmental disabilities must be considered.

Possible questions to be answered through this project:

1. Which segments of the DD population is this configuration of housing most supportive and successful?
2. What technology is both cost effective and improves desired outcomes of supports for individuals in their home and community?
3. What socioeconomic relationships can be established to facilitate these developments? Should providers and real estate management have an organization to create a communication network to work together and meet the respective needs of each?

RESOURCES TO BE INVESTED

Federal:	\$200,000.00
Matching Funds:	<u>\$66,666.67</u>
Total:	\$266,666.67

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

OHIO STATEWIDE SYSTEM OF SERVICES FOR EARLY INTERVENTION

DD ACT 2000 42 USC 15021 SEC, 121. PURPOSE

(2) Contribute to a coordinated, consumer - and family-centered, consumer and family-directed, comprehensive system of community services, individualized supports, and other forms of assistance that enable individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life.

GOAL

To assist Part C eligible children and their families in Ohio to access and receive quality early intervention services regardless of where families reside.

SCOPE OF PROJECT AND COUNCIL INTENT

IDEA Part C federal statute states the requirement for a statewide system “ensures appropriate early intervention services based on scientifically based research, to the extent practicable, are available to all infants and toddlers with disabilities and their families,” (Title 1/C/635/a/2).

In 2010, the Ohio Early Childhood Cabinet directed a review of the current Part C policies, practices, outcomes and funding to determine the program’s future direction. The purpose of the review was specifically stated to ensure compliance with federal regulations, leveraging resources, and providing appropriate services to families and their children.

Two of the eight recommendations from the Part C Early Intervention Workgroup of the Ohio Early Childhood Cabinet speak clearly to the need for a system of early intervention services that can be accessed by ALL children and families in Ohio. The two recommendations referenced are:

- The Part C lead agency will assure that every family and their child who is eligible for Part C/EI services shall have access to federally mandated, evidence-based EI services through a core team of professionals
- The Ohio Part C program will develop a statewide system to ensure family accessibility to core team services, regardless of the political subdivision where families reside. A core team is defined at a minimum, to include a service coordinator, family support, and the following additional professionals:
 - Early Intervention Specialist (Special Instruction)
 - Occupational Therapist
 - Physical Therapist
 - Speech/Language Pathologist

To this end, Council will fund a project demonstrating system change in three (3) or more areas of the state where children and families have little to no availability to Early Intervention services by a core team as defined above. (See attached compiled data from a CBDD Superintendents initiated 2010 EI survey on page 52.)

Council funds will:

- Demonstrate a system of service to improve access to federally mandated, evidence-based services in natural environments, and to equalize service availability and quality
- Demonstrate that IFSP's outcomes reflect the provision of adequate core team services using additional resources where needed
- Counties/regions will be encouraged to share and pool resources, thereby maximizing financial resources as well as workforce resources
- Provide through the utilization of various technologies such as Telehealth for virtual based early intervention services and conferencing for core team meetings
- Measure the accessibility to core team services by families. Data will be collected to measure baseline and outcomes of project activities
- Provide guidance in the form of a white paper and other documentation outlining replicable models for use in other areas in Ohio to further a statewide system of EI service delivery

RESOURCES TO BE INVESTED

Federal:	\$166,000.00
Matching Funds:	\$55,333.33
Total:	<u>\$221,333.33</u>

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

PROMOTING DIRECT SUPPORT PROFESSIONALS

PUBLIC LAW 106-402 - OCT. 30, : 2000-114 STAT. 1705

The Council may support and conduct activities to enhance coordination of services with - (iii) Other groups interested in advocacy, capacity building, and systemic change activities to benefit individuals with disabilities.

GOAL

Direct Support Professionals will be supported in receiving training and supports through utilizing state of the art curriculum, on-line training and finding ways to network.

SCOPE OF PROJECT AND COUNCIL INTENT

“This society has made a clear commitment to the presence and participation of people with developmental disabilities in its communities, schools, and workplaces. That commitment is in jeopardy. Demographic shifts depleting the numbers of young adults, economic growth resulting in more available jobs, increasing wages, human service expansion, and other factors are making it increasingly difficult to maintain current levels of staff available to meet needs stemming from future growth. There is a crisis in the community that derives from what has been an adequate attention to the intractable connection between community living for people with disabilities and community supports provided by direct support workers” (AAMR, 1998).

In 2001, the Ohio Alliance for Direct Support Professionals (OADSP) was funded for six years to design a volunteer credentialing program for direct support professionals working with people with disabilities in collaboration with other disability organizations, especially the Ohio Department of Developmental Disabilities in a selected region of Ohio. A multi-county pilot was created to demonstrate a representative model of how to train and credential DD direct support professionals.

They successfully completed that task and this Volunteer Credentialing Program is called: The Ohio’s Professional Advancement through Training and Education in Human Services (Ohio PATHS). Ohio Paths credentialing program came into being. In 2007, Council funded the OADSP to engage in sustainability planning, so the PATHS credentialing program for direct support professionals will be sustained statewide through consumer and employer demand. While that task is on-going, Council would like to direct its limited resources in supporting DSPs which includes but is not limited to:

- Receive funding for classroom training and or on line training
- To attend conferences
- To create opportunities for networking
- Webinars

Below are additional Council beliefs and insight regarding this issue:

- Council funds can be used to support DSPs in innovative and creative ways
- The changes in behavior of the people who work in the system, and the changes in conditions that make up the system are the best measures of systems change
- Council invests only in programs and projects, which has a substantial amount of collaboration and leveraging of dollars
- Council invests in projects that incorporate a sustainability plan

RESOURCES TO BE INVESTED

Federal:	\$20,000.00
Matching Funds:	<u>\$6,666.67</u>
Total:	\$26,666.67

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

PUBLIC AWARENESS: PRODUCTS AND ACTIVITIES

PUBLIC LAW 106-402c OCT. 30, 2000 - 114 STAT. 1704 (E) SUPPORTING AND EDUCATING, COMMUNITIES

The Council may support and conduct activities to assist neighborhoods and communities to respond positively to individuals with developmental disabilities and their families.

GOAL

To change and influence both perceptions and attitudes toward people with developmental disabilities and their family and highlight Council's image as a premier advocacy organization through products and activities.

SCOPE OF PROJECT AND COUNCIL INTENT

It is the charge of the ODDC to promote Public Awareness, by working with the grantee in selecting information/products that will make the public aware of insensitivity towards people with developmental disabilities and their families and how these insensitivities adversely affect accessibility levels in society.

Council's products must educate, train and provide valuable information important to and about people with developmental disabilities and their families. It is imperative that Council's products promote access issues in ways that the public can easily relate to and understand. Products developed so that the public recognizes the value of people with disabilities as contributors to our shared communities.

Products must also address the superstitions and beliefs of various cultures to change and influence both perceptions and attitudes toward people with developmental disabilities and their family. Additionally, all products will highlight the strengths, capabilities, preferences and values of people with developmental disabilities and their families.

The ODDC Public Awareness campaign will be developed and implemented so that:

- The public understands the role Council plays in creating visions, piloting new approaches to services and supports for individuals with developmental disabilities, and changing service systems
- The public recognizes Council as a premier advocacy organization on issues that affect people with developmental disabilities and their families
- The public has a clear understanding of the major disability issues addressed by Council
- The public understands the strengths, capabilities, preferences, and needs of individuals with developmental disabilities and recognizes the value of people with disabilities as contributors to our shared community

Activities will include, but are not limited to, the following:

- Prepare, print and disseminate bi-lingual materials, such as brochures, booklets, posters and other products. This includes the annual Executive Summary of State Plan Initiatives and ODDC information tool kit
- Provide assistance and creation of documents/products to Council partners as approved by Council and/or Council public awareness staff
- Work with Council public awareness staff on website translation issues
- Submit relevant materials in an accessible format to Council Webmaster for inclusion on Council's website
- Activities and products will coordinate with Council's current visual identity program (i.e.: logo, color, etc.) and user-friendly style—readable and legible with respectful content

RESOURCES TO BE INVESTED

Federal:	\$60,000.00
Non-Federal funds:	\$20,000.00
Total:	\$80,000.00

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

SELF DETERMINATION IN EMPLOYMENT MICRO ENTERPRISES

PUBLIC LAW 106-402 OCT. 30, 2000 - 114 STAT. 1700

(G) INDIVIDUALIZED SERVICES - The plan shall provide assurances that any direct services provided to individuals with developmental disabilities and funded under the plan will be provided in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of such individual.

GOAL

To increase non-traditional opportunities to produce income for people with developmental disabilities to obtain jobs of their choice, allowing them to receive and maintain jobs of their choice.

SCOPE OF PROJECT AND COUNCIL INTENT

According to payment documents from the Department of Developmental Disabilities from February 28th, 2011, there are over 1513 providers in the State of Ohio providing Adult Day, Supported Employment—enclaves, Vocational Hab and Adult Day/vocational habilitation combos. There are approximately 81,000 people in the State of Ohio with developmental disabilities.

Currently, people served through certain counties are limited in who they can contract with for employment services. Traditional employment services often are ineffective, allowing for the low community employment rate for people with disabilities. In addition, traditionally less than one percent of all persons with significant disabilities have successfully used a generic job service to become employed.

This grant will demonstrate an alternative to traditional employment that could be included but not limited to: supported employment, self-employment, supported entrepreneurship, job carving and restructuring, development of micro-boards, micro-enterprises, paying employers to provide supported employment, and the use of personal agents, individual vouchers, training accounts, and personal budgets.

The project will provide people with developmental disabilities non-traditional opportunities to produce income. Grant activities may include but are not limited to: demonstration, training, advocacy and research. Further Council belief encourages a tremendous amount of collaboration whenever possible among agencies. The grantee will have to adhere to the Social Security Administration Ticket to Work and the Ohio Medicaid Buy-In rules and regulations.

RESOURCES TO BE INVESTED

Federal:	\$ 75,000.00
Matching Funds:	<u>\$25,000.00</u>
Total:	\$100,000.00

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

SICKLE CELL PROJECT

PUBLIC LAW 106-402-OCT. 30, 2000 - 114 STAT. 1704

(B) OUTREACH - The Council may support and conduct outreach activities to identify individuals with developmental disabilities and their families who otherwise might not come to the attention of the Council and assist and enable the individuals and families to obtain services, individualized supports, and other forms of assistance, including access to special adaptation of generic community services or specialized services.

GOAL

The goal of a statewide marketing proposal would be to increase the visibility of the sickle cell condition as well as the knowledge of how the conditions much like other disabilities should be recognized and treated.

SCOPE OF PROJECT AND COUNCIL INTENT

The purpose of developing a statewide marketing campaign is to dispel the myths of this condition and mobilize people to understand sickle cell and influence social behaviors and change the environment that will benefit emerging populations as well as the general public, health professionals, allied health professionals, legislative community, etc. the target audience and general society. In Ohio, this opportunity is not yet available but the need is to develop a project that will also collect data on sickle cell and build relationships with treatment centers, health providers, academic institutions, organizations and coalitions at the national, state, and local levels.

Marketing strategies should include documented approaches of media outlets, products, and techniques used to accomplish objectives. Shall include, but is not limited to: general public, health providers, schools, employers, and etc. Council will look for documented numbers of people contacted that received information. Reports to Council on personal presentations, contact with public administrators and legislators. Project shall make available what information is presently available concerning Sickle Cell and with what organizations versus what new information the grantee can bring to Council's attention that the grantee may not have known existed.

RESOURCES TO BE INVESTED

Federal:	\$20,000.00*
Matching Funds:	\$6,666.67
Total:	\$26,666.67

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

PUBLIC LAW 106-402-OCT. 30, 2000 - 114 STAT. 1705

(J) INFORMING POLICYMAKERS - The Council may support and conduct activities to provide information to policy-makers by supporting and conducting studies and analyses, gathering information, and developing and disseminating model policies and procedures, information, approaches, strategies, findings, conclusions, and recommendations. The Council may provide the information directly to Federal, State, and local policymakers, including Congress, the Federal executive branch, the Governors, State legislatures, and State agencies, in order to increase the ability of such policymakers to offer opportunities and to enhance or adapt generic services to meet the needs of, or provide specialized services to, individuals with developmental disabilities and their families.

GOAL

To improve the coordination of public policy and advocacy activities of Council through strategic planning, collaboration and communications. System change and capacity building activities of Council which result in the need for public policy advocacy will be identified and integrated into policy messages, training and public awareness campaigns that promote improved outcomes in their issue area.

SCOPE OF PROJECT AND COUNCIL INTENT

For 15 years, the Council has supported grassroots advocacy training and development at state and local levels with mixed success. This model provided direct funding to multiple independent agencies and organizations to provide their own public policy training and advocacy development with guidance and support from Council.

In 2008, Council participated in an Organizational Review and Program Audit, which included recommendations for Council to take steps to improve its frequency and quality of communications with the public and strengthen its public policy presence.

To improve public perceptions of Council and its mission and goals at the community and public policy level, Council will undertake a new approach to advocacy development, support and training. The Strategic Messaging and Advocacy Resource Training (SMART) Grant will serve as a resource to Council, disability agencies and organizations in Ohio, and advocates. The SMART Grant will work in conjunction with two other Public Policy grants to provide a comprehensive approach to identifying key areas where systems change and capacity building can be achieved through the following activities:

- Providing advocacy training to organizations identified by either the grantee or the Council. Recipients of the training will include state and local agencies serving people with developmental disabilities and their families, non-profit organizations or associations dedicated to promoting disability issues in Ohio and advocacy groups established to support individuals with disabilities and their families
- Developing advocacy strategies and campaigns for Council, including writing talking points for advocates, press releases, sample white papers or media messages based on the reports and policy briefs developed by the Data and Policy Research Grant of Council. Subsequent to the first year of

the project, the grantee will be responsible for continuing to train advocates and professionals on effective advocacy techniques in addition to policy positions developed through the grant

- Supporting the Legislative Advocacy Day Coordinator Grant of Council by helping to create an agenda or policy message that should be included in the event. Special emphasis should be given to any system change or capacity building outcome that is already supported by the release of a report or policy brief of the Data and Policy Research Grant
- Creating a mechanism by which the grantee can monitor or track active involvement of advocates and or organizations in the promotion of identified advocacy campaigns

The SMART Grantee must have prior experience in successful advocacy techniques, policy creation, message development, media relations and advocacy communication and tracking. The role of the grant is to provide consultation, guidance and training. The SMART Grantee is prohibited from communicating directly with policymakers related to the advocacy positions created or developed by the grant or Council.

ADVOCACY SUPPORT FUND

Funding to support advocacy involvement, such as transportation, direct support, child care, translation services, event space and other costs will be provided as part of this grant. The SMART grantee may subgrant Advocacy Support funds to organizations or agencies hosting advocacy trainings and/or activities related to Council (e.g. Legislative Advocacy Day). Subgrant awards to support advocacy involvement must be delineated in writing and include terms that incorporate appropriate use of funds, time frames, oversight and accountability. No more than 10 percent of these funds may be used for administrative costs by a subgrant awardee.

Advocacy Support funds may also be used to support advocate’s participation in legislative hearings where the subject matter is germane to Council or SMART Grant objectives. Members of Council and individuals who have served on Council in the previous 12 months are not eligible to receive funding under this grant to participate in legislative hearings. No more than 10 percent of these funds may be used for administrative costs by the grantee.

RESOURCES TO BE INVESTED

SMART Grant

	FY12	FY13	FY14	FY15	FY16
Federal:	\$25,000	\$70,000*	\$100,000*	\$100,000*	\$100,000*
Matching:	<u>\$ 8,333</u>	<u>\$23,333</u>	<u>\$ 33,333</u>	<u>\$ 33,333</u>	<u>\$ 33,333</u>
Total:	\$33,333	\$93,333	\$133,333	\$133,333	\$133,333

Advocacy Support Fund

	FY12	FY13	FY14	FY15	FY16
Federal:	\$50,000	\$50,000*	\$50,000*	\$50,000*	\$50,000*
Matching:	<u>\$16,666</u>	<u>\$16,666</u>	<u>\$16,666</u>	<u>\$16,666</u>	<u>\$16,666</u>
Total:	\$66,666	\$66,666	\$66,666	\$66,666	\$66,666

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

STATE OF OHIO SELF ADVOCACY ORGANIZATION

PUBLIC LAW 106-402-OCT. 30, 2000 - 114 STAT. 1680

(I) Establish or strengthen a program for the direct funding of a State self advocacy organization led by individuals with developmental disabilities.

GOAL

Establish or strengthen a program for the direct funding of a State Self-Advocacy organization led by individuals with developmental disabilities.

SCOPE OF PROJECT AND COUNCIL INTENT

The DD Act, as reauthorized, includes a requirement that every Developmental Disabilities Council address the establishing or strengthening a program for the direct funding of a State Self Advocacy organization led by individuals with developmental disabilities.

According to the 2009 U.S. Census Bureau there are 1,518,041 Ohioans or 13.4 percent who have a disability. Therefore, there is a need for collaboration among agencies to establish or strengthen a program for the direct funding of a State Self Advocacy organization led by individuals with developmental disabilities.

This could be any organization which has the capability of creating a statewide program. There are several programs that address the establishing or strengthening a program for the direct funding of a state self advocacy organization led by individuals with developmental disabilities.

RESOURCES TO BE INVESTED

Federal:	\$38,750.00
Matching Funds:	\$12,916.67
Total:	\$51,666.67

**Continued funding will be contingent upon the availability of funds.*

FUNDING METHOD: Competitive

GRANTEE: To be determined

**SUPPORT OPPORTUNITIES IN PROVIDING LEADERSHIP
TRAINING TO INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES**

PUBLIC LAW 106-402-OCT. 30, 2000 - 114 STAT. 1680

(II) Support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders.

GOAL

Support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders.

SCOPE OF PROJECT AND COUNCIL INTENT

The DD Act, as reauthorized, includes a requirement that every Developmental Disabilities Council address the support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders.

According to the 2009 U.S. Census Bureau there are 1,518,041 Ohioans or 13.4 percent who have a disability. Therefore, there is a need for collaboration among agencies to provide an organization for individuals with developmental disabilities that will also provide leadership training to the individuals with developmental disabilities so that they may become leaders. This could be any organization which has the capability of creating a statewide program.

There are several programs that allow the individuals to receive training to become leaders. Replication of these trainings would work to meet the requirements of the DD Act.

RESOURCES TO BE INVESTED:

*Federal	*\$38,750.00
Matching Funds	<u>\$12,916.67</u>
Total	\$51,666.67

*Continued funding will be contingent upon the availability of funds.

FUNDING METHOD: Competitive

GRANTEE: To be determined

SUPPLEMENTAL RESOURCES





REACH OUT *e-Diversity News*



as Published in June 2008 Edition, Volume 2, Issue 6

Successful Outreach Strategies to Underserved Populations

by Edwin J. Lopez-Soto, Work Incentive Support Center

Ray Cebula, Cornell Extension Center

Cornell University (March 2008)

Adapted from Promising Practices



Achieving an effective and inclusive community outreach program takes time, energy, and commitment. These efforts should be driven by an internal desire to see all people with disabilities served in the most effective manner. This requires building trust and investing many hours of staff time to successfully reach out to underserved communities. It is essential that your organization begin by identifying the barriers that exist. Some of the barriers may include but are not limited to: education levels, language, poverty, misunderstanding of cultural values, and mistrust of government.

The following are outreach strategies that have resulted in increased involvement of underserved populations. Form partnerships with agencies and organizations within the

communities your target populations reside; this begins to create your organization's credibility.

- Translate program flyers and registration materials into the primary language that your target populations use to communicate.
- Schedule neighborhood events that are easily accessible via public transportation. Consider transportation costs as potential burdens for economically disadvantaged groups.
- Develop a mailing list of providers and invite them to participate in programs run by your organization especially those targeting the underserved populations you serve.

- Schedule training times to fit day care providers' schedules. Saturdays or evenings are usually preferred.
- Recognize the culture of the targeted group and serve specific foods or dishes that demonstrate your acknowledgement of their cultural preferences.
- Use food as a way to get to know key participants better.
- Utilize bilingual staff and or interpreters. Enlist bicultural and bilingual individuals who are native speakers and are aware of cultural implications.
- Place a representative from the targeted population on your organization's Advisory Committee or Board to make them aware of your efforts and to engage them in ensuring the organization provides services and programs that meet their needs.
- Conduct diversity training with staff members in an effort to broaden their knowledge and involve them in more programming that is culturally and linguistically appropriate.
- Repeatedly visit and make calls to providers and leaders in the targeted populations' community to show a constant presence.

- Use the Internet to search for sources.
- Be aware of time cultural differences and be ready to be flexible. Depending on the targeted group be prepared to start a little late or run over the established time.
- Be aware of cultural differences such as personal space, eye contact and different gestures that may inhibit or strain communication. Depending upon the cultural group, select the appropriate communication method; for example oral, visual, or both.

While we may need to consider altering our approach and interaction with persons from diverse communities, we must be mindful that grouping people into categories can also be misleading. We must be careful to avoid making broad assumptions about people based solely on appearances or ethnic or racial affiliation. ■



as Published in June 2008 Edition, Volume 2, Issue 6

Checklist for Enhancing the Participation and Input of People with Disabilities

by Helen Roth, M.A.

ILRU Community Living Partnership: National State-to-State Technical Assistance Center
Houston, TX
<http://www.ilru.org>

Introduction

In many ways, consumers are the best experts on their disabling conditions, including their own needs for support and the effectiveness and quality of programs designed to support them. As a result, obtaining consumer participation and input at all stages of program design, implementation, evaluation and quality assurance is important. Effectively and efficiently involving consumers and obtaining their input, however, requires organizations to use creative and innovative methods. While Advisory Councils are probably the most common method for obtaining consumer input, other strategies may also meet the purpose, especially given the challenges states can face in staffing an advisory group.

Alternative approaches include:

- Focus groups
- Small committees organized to consider specific issues
- Periodic surveys
- Other unique methods

It is up to the planning organization to figure out what best fits its purposes and needs. Still, “nothing about us without us” is a consumer phrase to remember in determining when and how to involve consumers in program planning. Successful consumer involvement requires elimination of the barriers that prevent people with disabilities from full participation. People with various types of

disabilities encounter various types of barriers. It is important to contact each participating person with a disability individually to determine what specific barriers interfere with his/her participation and what specific accommodations are needed. The items on this checklist are designed to assist in identifying and eliminating barriers for people with mobility, sensory, cognitive and various other types of disabilities. Accommodation needs may be individual; nonetheless, one significant shared characteristic is that the environment is often replete with barriers that interfere with the civil rights of people with disabilities and their full participation in life.

The following checklist will help you to enhance the full participation of people with disabilities in giving input to your programs and policies.

General Access Guidelines

- ___ 1. Does your workplace culture truly value the input of people with disabilities and consider them as colleagues, as well as service recipients?
- ___ 2. Do your workplace participants understand that consumers are the experts on their own functioning and needs while professionals are the experts on existing practices and resources, and that it is important that they learn from one another?
- ___ 3. Do your workplace participants use “people first” and positive portrayal language when referring to people with disabilities and disability issues?
- ___ 4. Do your workplace participants refrain from using acronyms and “ingroup” language when speaking to or writing documents for people with disabilities?
- ___ 5. Are funds available to pay for accommodations to eliminate barriers that limit the participation of people with disabilities?
- ___ 6. Is accessible transportation and parking available to enable on-site attendance?
- ___ 7. Does your telephone equipment allow everyone to be heard, so that those off-site can participate as well?
- ___ 8. Are meeting participants informed of procedures for running a meeting and how to get recognized to make comments, especially those with physical or verbal disabilities?
- ___ 9. Do meeting chairs understand accessibility guidelines and the importance of encouraging the input of all participants with disabilities?
- ___ 10. Are meeting agendas and related materials distributed at least a week before a meeting and do they explain the purpose

of agenda items and what is expected of participants on each item?

____ 11. Are participants with disabilities given clear information concerning how to contact a person (including TTY or relay information) regarding accommodations and questions?

____ 12. For those individuals who do not bring their own staff, do you provide personal assistants (other than colleagues) during meetings or events to assist with handling materials, refreshments, and other needs?

____ 13. Do you contact each participant with a disability individually to determine their specific barriers to full participation?

Mobility Access Guidelines

____ 14. Does the size and arrangement of space for meetings or events accommodate both the stationing and flow of expected wheelchairs?

____ 15. Are travel routes to the activity readily accessible (including elevators) and clearly marked with signage?

Visual Access Guidelines

____ 16. Are all distributed written materials in accessible format for those that need it? It is no longer acceptable to simply apologize that materials are not accessible.

____ 17. Are all important, last minute, unformatted documents read and/or described aloud for everyone, and not distributed until later, after they are available in alternate format for those that need it?

____ 18. Are visual materials, such as PowerPoint, tables or charts, read and/or described aloud in their entirety, as well as made available in an accessible format for those that need it?

____ 19. Do you individually determine what accessible format each participant needs (large print, computer disc, audio, Braille?)

NOTE: *Braille printing requires specialized knowledge and Braille printers can often be found through university disability offices.*

Auditory Access Guidelines

____ 20. Do you determine what specific accommodations each participant needs in order to fully participate, including the type of sign language used?

____ 21. Do you have a source for assisted listening devices and qualified interpreters for various types of sign language, when needed?

NOTE: *Your state office on deafness and hard of hearing should be helpful.*

____ 22. Are participants provided a TTY number to contact staff as needed, and do those who answer the number know how to use a TTY? If not, are participants aware of the state relay service and number?

Cognitive Access Guidelines

___ 23. Is the comprehension level of all written materials assessed to ensure it is appropriate for the participants?

___ 24. Do you refrain from making more than two or three points per page of written material and from distributing more than one or two pages on any given subject?

___ 25. At any given meeting, do you address only the most important items and limit the number of major items to two or three, possibly four?

___ 26. Do you meet more frequently rather than hold long meetings in order to cover all the important items? This is an important accommodation for frail adults as well.

Speech Access Guidelines

___ 27. Are the workplace participants fully aware that speech impairments are not indicative of cognitive disabilities?

___ 28. Are speech translators available for those whose speech is difficult to understand?

NOTE: *Often the person with this disability knows people who can understand their speech and translate for them.*

___ 29. Do you consult with a person who uses an electronic speech device or speech board to find out the most effective way for them to participate in meetings?

Other Access Guidelines

___ 30. Are hidden disabilities, such as diabetes and food allergies or Multiple Chemical Sensitivities, assessed and accommodated? ■

Additional Resources

Home and Community-Based Services Resource Network. (2003). Making Accessibility Real: A Guide for Planning Meetings, Conferences and Gatherings. Accessed June 27, 2006 from http://www.hcbs.org/files/2/73/hcbs_brochure.pdf.

Kailes, J., & Jones, D. (1993). A Guide to Planning Accessible Meetings. Houston, Texas: Independent Living Research Utilization Research & Training Center on Independent Living at TIRR.



PLANNING ACCESSIBLE MEETINGS: PART 1

Preparing to plan a meeting where everyone can attend and participate

as published in *AXIS Newsletter*, SPRING 2000

Whether you have a disability, work with people with disabilities, or simply plan meetings for the general public, you need to make sure your meetings are accessible so that all people can attend and participate.

Why “accessible” meetings?

To most people, planning a meeting is one thing, but planning a meeting that anyone can attend is another. Whether a private meeting or a public event, anyone who chooses to attend should be able to access and use the space. It also is their right to be able to use materials and participate in the presentation. Not only is this a considerate way of planning, it's the law.

The Americans with Disabilities Act (ADA), passed in 1990, protects the rights of people with disabilities to participate in public events.

What are disabilities?

Disabilities present themselves in many forms. They may be permanent or temporary; developmental or physical; severe or mild; for the young or the old; or any combination of impairments. A person can be born with a disability or someone could become injured and have a disability in an instant. More than ten percent of Americans have a disability. Some are visible and many are invisible.

Since you never know who may want to attend your event, you must plan for all people.

Who's responsible?

You, the meeting planner, are responsible for holding meetings at sites or facilities that are accessible and barrier free.

Facility staff are responsible for insuring their site is in compliance with the ADA. And since it is your choice on where you hold your meeting, it's best to select a facility that complies.

In the end, it's both the responsibility of the meeting planner and facility management to provide an accessible environment. Both parties can be held liable in the event that a consumer files a complaint for discrimination based on a disability.

Where do you start?

The planning process should be comprehensive-covering all parts of the event. But before any specific decisions are made, your organization needs to develop a policy that documents its positive attitude toward accessible meetings; that you only will hold meetings, conferences, seminars, trainings, annual meetings, and special events that are accessible.

Why have a policy?

A policy shows that your organization welcomes everyone, regardless of age, size, wheelchair, broken bones, hearing or vision loss, learning disabilities or any other disabilities.

A policy sets a direction for your organization's planners to follow. A policy will help your organization be prepared.

Policies evolve. The concept of a policy is permanent, but the policy itself progressively changes and is an evolving goal. In other words, you always strive to hold accessible meetings, but circumstances may cause them to be adapted to meet an immediate need.

For example, you are working with a facility that does not have Braille signs. The facility has not budgeted for these signs before your scheduled event. However, the facility does offer an accommodation. It will place temporary Braille signs in the area of your meeting space and agrees to install permanent Braille signs before your next event. This accommodation will meet your immediate need and lays the groundwork for improving accessibility of this facility for future activities.

*For more information, see the next two issues of *AXIS*, and these resources:*

A Guide to Planning Accessible Meetings by June Kaites and Darrell Jones, \$25.00. ILRU, 2323 South Shepherd, Ste. 1000, Houston, TX 77019; (713) 520-0232.

Accommodating All Guests: The Americans with Disabilities Act and the Lodging Industry by John Salmen, AIA, \$7.00. The American Hotel and Motel Association 1201 New York Avenue, NW, Washington D.C. 20005; (202) 289-3100.

Access for All: An illustrated handbook of Barrier Free Design for Ohio by Schooley Caldwell Associates and the Ohio Governor's Council on People with Disabilities, 1994. Free while quantities last. Contact *AXIS* or Governor's Council, (614) 438-1371.

PLANNING ACCESSIBLE MEETINGS: PART 2

Selecting a site in which everyone can participate

as published in AXIS Newsletter, SUMMER 2000

Whether you have a disability, work with people who have disabilities, or simply plan meetings for the general public, you need to make sure your meetings, seminars, conferences, trainings and other events are accessible. In this second in a series of articles, we'll focus on selecting a site.

In our third article, we'll discuss how to make your presentations and materials accessible.

Give yourself time

Planning a successful meeting is a lengthy process—the bigger the meeting, the more time you need. One of the most important factors is selecting the site.

A major, multiple-day event may take 6-12 months to plan. Selecting a site may take several weeks, depending on what's available—or not available—in your community. While planning small events may require less planning time, selecting a site is still a major step in the plan.

Determine your needs

Before you can look for a site, you need to determine the needs of the people you're inviting and the type of meeting you'll be holding. Ask yourself the following:

- Where are your participants coming from? Will they be flying, driving or using public transportation to get to the meeting? Do you need to be close to an

airport or on a bus line?

- How long is your meeting? Will your guests need overnight accommodations, meals, or refreshments?

- What format is your meeting and what kind of space do you need? Will you have one speaker, or will you need breakout rooms for multiple speakers or workshops?

Knowing the answers to these and other specific questions about your event will help narrow the search for a facility.

Request bids

Small meetings may be held at your office space; others will require an off-site facility with more space. Whatever site you select, make sure it meets your meeting requirements and accessibility requirements. In the end, you as well as the site owner/operator will be held responsible if the site does not meet ADA (Americans with Disabilities Act) guidelines.

An efficient way to gather information about meeting facilities is to send out a request for bids to several facilities to see which ones can accommodate you and give you the best value for your money. Your request spells out exactly what you will need. You should provide at least the following information in your request:

- Date of event
- Number of participants

- Size and space needs
- Meals needed
- Audiovisual needs
- Number of sleeping rooms needed, if any

While it's not required to list accessibility in your request for a bid because facilities are supposed to be accessible, it makes sense—and saves time and energy—to indicate that you need an accessible facility.

Bids you receive from facilities will recommend ways to set up rooms and list costs for meals, hotel rooms, equipment rental and other specifics.

Hopefully, you'll receive more than one bid. If not, be prepared to go back and look at your meeting plan. Can you change the date or other logistics, so that more facilities can bid on your event? It's best to be able to select the most appropriate site, not simply the only one available.

Inspect the site

After reviewing bids, select ones that you feel best meet your requirements and budget. Then arrange on-site visits. If possible, ask the facility sales manager or conference manager to have a walk-through with you. At this time you can ask specific questions and point out problem areas.

Even though your request for bid indicated that you needed an accessible site, you need to determine

PLANNING ACCESSIBLE MEETINGS: PART 2

(Continued)

if the facility is truly offering this. Too often the term “accessible” does not mean the same thing to all people. Do not sign a contract until you have made a site visit.

If you or other members of your planning team have never checked all aspects of a facility’s accessibility, it’s a good idea to get some help. One way, is to obtain a copy of a good reference guide, such as one from the list of resources included at end of this article. Keep your guide handy, and refer to it often. Take a checklist with you to survey the site.

A second way to learn about checking sites is to invite a qualified person to go with you. Contact an Independent Living Center, Governor’s Council, AXIS or other disability organization and ask for their assistance.

Highlighted in the box at right are examples of things to look for and questions you may ask personnel during a site inspection to be sure the meeting space is accessible. The questions are a sampling of those outlined in the “Readily Achievable Self Evaluation Checklist” found in *Accommodating All Guests*. Keep in mind every facility is different and must be evaluated on a case-by-case basis.

Parking & pathways

- Are there adequate accessible parking spaces near the accessible entrance? Are spaces clearly marked with international symbol of accessibility? Are there van accessible spaces?
- Is there an accessible route from parking/drop-off to entrance? Is sidewalk 36” wide minimum at all points? Is there a curb ramp at changes in elevation?

Entrance & doors

- Is main entry level or ramped at 1:12 or less?
- Does entrance door have opening of at least 32” of clear width?
- Do non-accessible entrances have signs giving directions to the accessible entrance? Is there an automatic door? Or is pull force on door 5 lbs. or less?

Public areas

- Does registration area have a lowered counter?
- Is there a text telephone (TTY)?
- Are all accessible routes free of protruding objects?
- Are all elevator call buttons located at 42” or below? Is there raised letter and Braille signage on door jambs designating each floor?

Public restrooms

- Are the restrooms located along an accessible route of travel?
- Is there signage at inaccessible restrooms directing people to accessible restrooms?
- Does door to restroom provide a minimum of 32” clear opening width?
- Does restroom have levered handles?
- Does stall have adequate space to close door? Is toilet seat 17 to 19 inches above floor? Are there appropriate grab bars?
- Does lavatory provide knee clearance of 29”? Are soap, towels and amenities located at or below 48”?

Meeting rooms

- Are meeting rooms on accessible route of travel?
- Do doors provide at least 32” clear width?
- Does stage have an accessible ramp?
- Is there an assistive listening system available?
- Does room have movable seating? Does room have tables?

Emergency

- Are exits clearly identified?
- Do fire and emergency alarms have both audible and visual signals?

Other facility areas to check if needed for your conference or for participants free time

- Restaurants
- Sleeping rooms
- Vending machines
- Recreation facilities
- Retail stores and services

PLANNING ACCESSIBLE MEETINGS: PART 2

(Continued)

Ask for readily achievable changes

When you find a facility not to be usable, it is important to communicate the reasons to the owners and to estimate the amount of business they will be losing. It is also important to explain that if certain alterations were made, then your organization would be open to bringing business to the facility and would refer other organizations to the site.

The more frequently meeting planners clearly request site modifications, the easier it will become to find accessible meeting sites. Therefore, summarize your findings in a written report to the meeting facility. If it's not possible to negotiate permanent access remedies for your immediate meeting, negotiate temporary remedies. Outline your recommendations for "readily achievable" changes—those that are easy to do and can be done without much difficulty or expense.

While permanent changes to make a facility barrier-free are most desirable, they are not always necessary. For example:

- If your event needs at least 40 accessible parking spaces and the meeting facility has only 15, a temporary change could be made; mark off extra spaces with temporary signs for your event. Include spaces for vans.

- If drinking fountains are not accessible, ask for paper cups to be available on an adjacent table.
- If permanent signage is not available, ask to have temporary signs to indicate accessible restrooms, etc.
- If a pay telephone with TTY access is not available, add a text telephone at registration or front desk.

Agree to contract

The facility probably sent you a tentative contract in response to your bid that included all prices and other details. Once you have reached an agreement about the facility, arrangements and terms, including temporary or permanent access remedies, all items must be spelled out in a final contract. Some things that should be included are:

- Reservation policies
- Parking fees
- Meeting space charges
- Exhibit setup, audiovisual equipment rental, and electrical hook-up charges
- Banquet/catering services
- Complimentary accommodations
- Cancellation clause

(Review carefully. Your organization may want to carry cancellation insurance.)

- Liability insurance (Your organization may choose to carry

its own personal injury or property loss insurance.)

- Access remedies, including time frame deadlines

Carefully review the contract and have the appropriate person in your organization sign it.

In our next issue, look for information on making your materials and presentation accessible, including room set-up and alternate formats.

For more information, refer to these resources:

A Guide to Planning Accessible Meetings

June Kailes and Darrell Jones

168-page binder provides latest information that conference planners might need. Includes "Checklist for Existing Facilities," \$25. IILRU, 2323 South Shepherd. Ste. 1000, Houston, TX 77019; (713) 520-0232.

Accommodating All Guests: The Americans with Disabilities Act and the Lodging Industry

John Slamen, AIA. 74-page, easy-to-use guide, explains main issues of the ADA. Includes "Readily Achievable Self-evaluation Checklist," \$7. The American Hotel and Motel Association, 1201 New York Avenue, NW, Washington, D.C. 200005; (202) 289-3100.

Access for All: An illustrated handbook of Barrier Free Design for Ohio, Schooley Caldwell Associates and the Ohio Governor's Council on People with Disabilities, 1994. Comprehensive publication intended to provide guidance to those interested in eliminating attitudinal and architectural barriers. Contains extensive charts, diagrams and photos. Free while quantities last. Contact AXIS or Ohio Governor's Council, (614) 438-1391.

FCC ADOPTS ACCESSIBILITY RULING

A broad range of products and services should become more accessible as a result of a ruling by the Federal Communications Commission (FCC). The ruling requires manufacturers of telecommunications equipment and providers of telecommunications services to ensure that such equipment and services are accessible to and usable by people with disabilities, if readily achievable. These rules will give access to telephones, cell phones, pagers, call-waiting, and operators services.

Determinations as to what is readily achievable will be made on a case-by-case basis. Adopted rules require manufacturers and service providers to develop a process to evaluate accessibility, usability and compatibility of covered services and equipment, and to incorporate the evaluation throughout the product design. Rules also require that information provided to customers is accessible.

FCC offers electronic information

The FCC's Disability Issues Task Force announced a new electronic information service to the public—DITFINFO. This is an e-mail service that provides subscribers with up-to-date information about FCC activities that have a potential to impact the disability community.

Subscription is free and available to anyone. To subscribe, send an e-mail to subscribe@info.fcc.gov. Include this text in your message: *subscribe ditfinfo first-name last-name*.

as published in AXIS Newsletter, SUMMER 2000

PLANNING ACCESSIBLE MEETINGS: PART 3

Making your presentations and materials accessible

as published in AXIS Newsletter, FALL 2000

In the past two issues, you have learned the importance of accessible meetings, how you commit your organization to hold meetings where everyone can attend, and how to insure your meeting site is accessible.

In this issue you'll learn how to set up meeting rooms to accommodate everyone, prepare speakers to present information in a way that everyone can understand, and insure all conference materials are offered in alternate formats.

This article does not address the accessibility of overnight/hotel or restaurant accommodations.

Show that your conference is accessible.

Use the appropriate standardized symbols on all conference promotion, registration forms, information materials, and facility signage. These symbols may be downloaded from the Graphic Artists Guild, www.gag.org

Registration materials

Determine the needs of the people attending so you can plan your space, materials and meals accordingly.

In addition to obtaining personal information (name, address, phone, etc.), you should get information about the materials

and services that registrants need. On the registration form, you may simply ask what accommodations are needed to participate, or you may include a list with such accommodations as listed below.

Sample registration questions

I will need the following accommodations in order to participate:

- Interpreter
- Note-taker
- Assistive listening device
- Open captioning
- Large print
- Braille
- Audio cassette
- Disk. List format: _____
- Wheelchair access
- Orientation to facility
- Special diet. List: _____

An assistant will be accompanying me.

- Yes
- No

When setting registration fees, your committee should have decided whether or not personal care assistants would have to pay. If they are expected to pay, the registration form needs to state this, and that a separate registration form needs to be completed. If they are not expected to pay, you still will need to have assistants

register, so you can have an accurate meal and attendance count.

The registration materials should include information about transportation available and parking. Maps are helpful, especially if you are expecting people from out of town. And include the phone number of the facility.

Prepare the speakers

Many types of speakers may be asked to speak at your meeting — some will be familiar with accommodating everyone's needs, other will not. Send a letter spelling out your accessibility policies. In the letter, give speakers guidelines to help them implement the policies in their own presentations. Suggestions for your letter:

- Describe all visuals verbally
- Print visual aids in as large a size as possible
- Caption films, slide shows and video tapes
- Provide a copy of speech or notes so that people with hearing disabilities can refer to it during the presentation and interpreters can familiarize themselves with the material
- Always use the amplification system provided
- Face audience when speaking and keep hands away from mouth so those who read lips can understand you; do not speak

PLANNING ACCESSIBLE MEETINGS: PART 3

(Continued)

while facing and writing on a flip chart

- Repeat all questions asked by the audience before answering if a microphone is not available to the audience

Prior to mailing speaker information, conference committee should decide who will be responsible for creating handouts in alternate formats speakers or conference committee. Describe this in your letter.

If it's going to be the committee, then include a deadline that the speaker has to have information to you for conversions. It's not the end of the world if you have to send participants their handouts after the conference, however every effort should be made to provide all alternate formats at the time everyone else gets their handouts.

Ask speakers to give you a list of the types of equipment they will need: overhead, screen, projector, flip chart, etc. Also ask how they intend to give their presentation: seated, at a table, behind a podium, walking around the room, etc.

Set up meeting rooms

Setting up the rooms is easy after you get the information about your attendees and your speakers.

A helpful rule to follow when determining room size is to plan for 20-30 percent additional

space to accommodate people with disabilities, especially those with mobility devices.

Meeting room tables should have a 30-inch clearance between the floor and table apron.

Aisles should be at least 36 inches, but preferably 62 inches. Provide ample space between chairs and tables to enable people with mobility devices to maneuver. Do not provide disability seating only in one area, as people should be able to sit where they choose and with whomever they choose.

Setting up a room will largely depend on your group size, the type of presentation, and the activity of the audience. Basic styles include:

- Theater style
- Classroom style
- Round table style
- Circular seating
- Hollow/closed square/rectangle seating

Generally it is helpful to have tables for guests to lay their materials, take notes, and set coffee cups.

If using a speaker's platform and any of your presenters needs a ramp, make sure the facility provides a safe ramp with railings that connects to the platform.

Microphones

All speakers should use a microphone, no matter the size of

the meeting room. Lapel microphones are most convenient but if the facility does not offer this, request those that are cordless. Request table top stands for speakers who will be sitting to speak and cannot hold a microphone easily, and floor stands for those who will stand to speak.

Encourage the use of microphones in the audience if there is a question/answer portion of the presentation. Not only is it courteous to others to be able to hear the question, it also helps people using assistive listening devices hear the question.

Participant orientation

Based on the needs requested in registration forms, offer orientation to those who requested it. Instruct your meeting staff, volunteers, and hotel personnel on how to greet and orient guests with visual, cognitive, and/or environmental disabilities.

Orientation should include location of meeting rooms, restrooms, emergency exits, etc. as well as assistance with registration forms, procedures, and emergency procedures.

Meeting site personnel orientation

Members of the planning committee should meet with facility personnel prior to your event. Review arrangements with

PLANNING ACCESSIBLE MEETINGS: PART 3

(Continued)

each department head. Get a list of names and extension numbers for all staff you may need to reach during your meeting. Take a final walk through of the facility.

The following areas should be covered with staff:

- **Registration:** If the registration desk is higher than 36", provide lap pillows, clip boards, or a separate table. Pens and paper should be available to use to communicate with people who are deaf or hard of hearing. Have TTY available and facility staff should know how to use it.
- **Personnel:** Everyone should know where accessibility features are located: TTY's, restrooms, ramps, accessible parking, dog relief area, emergency exits, etc. Be aware of often overlooked barriers like vehicles blocking ramps, items blocking hallways, trash cans in front of paper towel dispenser. Be prepared for weather related barriers: eliminate snow and ice on walkways, curb ramps and parking areas; install large, flat mats near entrances to absorb dripping water.
- **Emergencies:** Emergency evacuation plans should be devised before the meeting and thoroughly discussed with all staff and meeting personnel
- **Catering:** Provide drinking straws and cups on all meal and

refreshment tables. Tables should be no higher than 34 inches, and two-tiered tables should not be used unless all items are available on both levels. During receptions, provide tables and chairs for those who may need to sit. Buffet-style meals are not recommended because it is difficult for people with disabilities to reach the food, and carry the plate and drinks to the table.

- **Maintenance:** Scented cleaners, pesticides and other chemicals should not be used right before or during your conference for the comfort and safety of people with environmental illness or chemical sensitivities. Painting, laying of new carpets, wallpapering and painting also should be avoided.

Welcome

On the day of your meeting, have everything and everyone in place before starting time. As guests begin arriving, welcome them and make sure they have their materials and directions. Offer assistance to anyone who asks or who may seem to need it. Do not assume that everyone with a visible disability wants help, but it's OK to ask.

For more information on planning accessible meetings, specific dimensions and layouts, preparing alternate formats, sample letters and checklists, and much more, consult these resources:

A Guide to Planning Accessible Meetings
June Kailes and Darrell Jones, \$25.
ILRU, 2323 S. Shepherd, Ste. 1000,
Houston TX 77019; (713) 520-0232.

Accommodating All Guests: The Americans with Disabilities Act and the Lodging Industry

John Slamen, AIA, \$7. The American Hotel and Motel Association, 1201 New York Ave, NW, Washington D.C. 20005; (202) 289-3100.

Access for All: An Illustrated Handbook of Barrier Free Design for Ohio

Schooley Caldwell Associates and the Ohio Governor's Council on People with Disabilities, 1994. Free while quantities last. Contact AXIS or Governor's Council, (614) 438-1371.

Call AXIS with questions about making conferences accessible, (800) 231-2947 v/tty. Or visit: www.axiscenter.org to print an order form for these additional resources:

Effective Presentation Techniques: How to develop and deliver a successful presentation, AXIS Center, \$5

Tape Talk: Audio recordings of printed messages, AXIS Center, \$2

Person First: A language guide to help you put the person first when communicating about people with disabilities, AXIS Center, 1-25 copies, free.

OHIO DEVELOPMENTAL DISABILITIES COUNCIL

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PROGRAM

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Responsibilities: Community Living, 5-Year State Plan Coordinator

Projects: Maximizing Resources Including Technology for Housing for Adults with Disabilities
Promoting Direct Support Professionals
Accessible & Affordable Transportation for People with Disabilities Anytime

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Projects: Coordinating Center of Excellence in Dual Diagnosis for Individuals with MI/DD
Choice of Employment
Self Determination Employment MICRO ENTERPRISES
State of Ohio Self Advocacy Organization
Supporting Opportunities in Providing Leadership Training to Individuals with DD

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Responsibilities: Children's Issues

Projects: Ohio Statewide System of Services for Early Intervention

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Projects: Data & Policy Research Grant
Legislative Advocacy Day Coordinator
SMART Grant

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Meeting Arrangements
Out-of-State Travel Reimbursement
Personal Care Attendants
Stipends

FISCAL

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Executive
Health & Employment
Leadership Development

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Responsibilities: Fiscal Contact for projects originating from the following committees:
Children's Issues
Outreach
Public Policy

NOTES

A series of horizontal teal lines for writing notes, with a dark blue vertical bar on the left side.



USING PERSON FIRST LANGUAGE

Put the person first in word and thought.

Emphasize the person rather than the disability. (For example, say, “person with a disability,” rather than “disabled person.”)

Remember, most people with a disability want to be thought of as ordinary people.

Be accurate and non-judgmental.

If you’re unsure about how to describe a disability, ask someone who knows. (For example, ask the person with the disability).

Emphasize abilities.

(For example, say, “uses a wheelchair” instead of “is confined to a wheelchair.”)

**REMEMBER:
LANGUAGE SHAPES
ATTITUDE!**

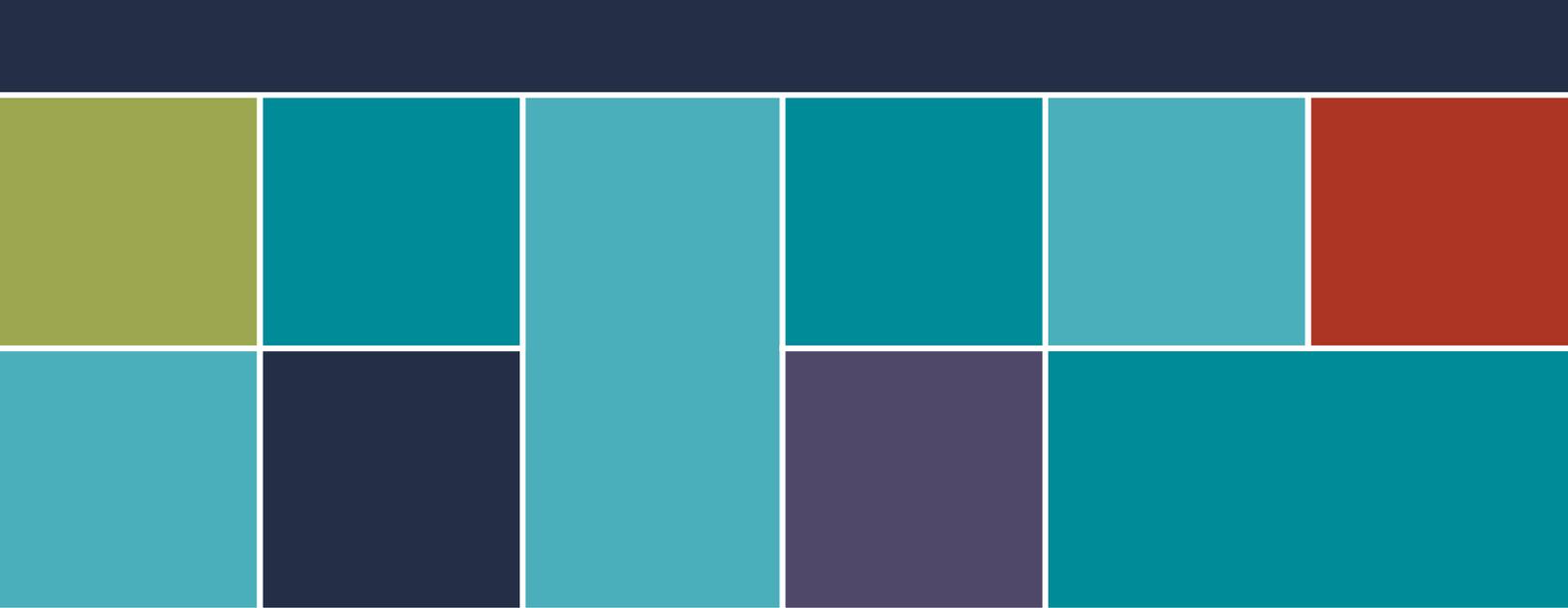


EXAMPLES OF PERSON FIRST LANGUAGE

Use...	Instead of...
congenital disability	birth defect
uses a wheelchair	wheelchair bound
has a disability	handicapped or disabled
deaf, hard of hearing	hearing impaired
Down Syndrome	Mongol or Mongoloid
person of small/short stature	dwarf or midget
mental illness, or the specific diagnosis	crazy, maniac or lunatic
person with epilepsy	epileptic



www.ddc.ohio.gov



Ohio
Developmental
Disabilities Council

