



REQUEST FOR PROPOSALS

April 19, 2004

State Alignment Grant for Improving Transition Outcomes for Youth with Disabilities through the Use of Intermediaries

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Email or Fax Letter of Intent to Apply by:	May 21, 2004
Proposals must be postmarked no later than:	July 9, 2004
Proposals will be reviewed by:	August 16, 2004
Notification of Awards by:	August 31, 2004
Contracts will be effective:	October 1, 2004

All inquiries concerning this RFP should be made to Barb McClannahan at 515-281-0264.

I. INTRODUCTION

**A. ISSUING AGENCY: Iowa Department of Education
Division of Vocational Rehabilitation Services (DVRS)
510 East 12th Street, Des Moines, Iowa 50319.**

The Department of Labor, Office of Disability and Employment Policy (ODEP) awarded the State Alignment Grant to Iowa DVRS for the purpose of improving transition outcomes for youth with disabilities through blending and/or braiding of community resources and the use of local Intermediary organizations.

Development, implementation, and evaluation of this project involves a close collaboration between the Division of Vocational Rehabilitation Services (DVRS), the Bureau of Children, Family and Communities and the Bureau of Community Colleges in the Department of Education, the Department of Workforce Development, the Department of Human Services, the Department of Human Rights, Department for the Blind and the Governor's Developmental Disabilities Council. These Partner agencies are committed to work collaboratively through a Governance Board of administrators to strengthen employment services to Iowans with disabilities. This Board meets quarterly to monitor collaborative initiatives and to evaluate outcomes.

B. BACKGROUND

According to the U.S. Department of Education, national high school graduation rates for students with disabilities lag considerably below that of youth without disabilities. Nearly nine-tenths or 88% of students without disabilities graduate as compared to only 62% of those with disabilities.¹ Moreover, students with disabilities experience a school drop out rate that is three times greater than that for youth without disabilities – 31% vs. 11%. Youth with emotional disabilities experience an even higher drop out rate of 54%.

Computing the graduation rate for people with disabilities in Iowa varies depending on the definitions and data collection methodologies used. One source that provides data for comparison is the Department of Education's Biennial Performance Report for 2000-2001. This report states that for students without disabilities graduation rates with regular diplomas are 93% and drop out rates are 1.35%. In comparison, graduation rates with regular diplomas for students with disabilities are 64.6% and drop rates are 3.17%. The remaining percentages in each group receive something other than a regular diploma. An unknown percent of the drop outs will eventually receive a GED.

It is estimated that only one-third of young people with disabilities who need job training receive it. Young people with disabilities also have significantly lower rates of participation in post-secondary education. Finally, the Social Security Administration has found that many young people with disabilities entering the Supplementary Security Income (SSI)/Social Security Disability Insurance (SSDI) rolls are likely to remain on the program rolls for their entire lives.

¹ U.S. Department of Education, National Center on Education Statistics. The Condition of Education 2000 in Brief, Jeanne H. Nathanson NCES 2001-045 Washington, DC; U.S. Government Printing Office, 2001 U.S. Department of Education, Office of Special Education and Rehabilitation Services, Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Act, Washington, DC, U.S. Government Printing Office, 2000.

Increasing the number of youth making a successful transition to work is integral to accomplishing the employment-related objectives of President Bush's New Freedom Initiative and is one of the U.S Department of Labor's top priorities. Additionally, the Rehabilitation Act, as amended in 1998 requires that rehabilitation and education agencies undertake actions to facilitate transition and it promotes the coordination of transition and rehabilitation services.

This grant allows funding to support the research and analysis of **strategies that will more effectively organize and align a wide array of institutions, organizations and family support networks** to better meet the transitional-related needs of young people with disabilities.

C. PURPOSE

Every community in Iowa has many resources that can be mobilized to address transition issues. Through this grant, DVRS and the Partner agencies are interested in working with communities that have already engaged in the process of Resource Mapping to identify the gifts and capacities of individuals, organizations and associations and are now prepared to implement new methods of aligning and mobilizing those resources to build relationships and networks that will address common challenges.

Single programs/services are not comprehensive enough to address all the transition challenges faced by youth. If transition outcomes of youth with disabilities are to improve, communities must work together to effectively leverage their resources. Through this grant Iowa plans to **demonstrate innovative, effective strategies that promote the integration of *Evidence-Based Transition Operating Principles* into local transition service delivery and to evaluate the role that Intermediaries* can play in effecting improved transition outcomes.** (*Intermediary is defined in Section IV)

A review by ODEP of effective practices that span education, employment and training, youth development, and disability services shows that in order for all youth to transition successfully from school to adult life, they need a carefully sequenced and integrated set of the following seven services, supports and opportunities:

1. Access to high quality standards-based education regardless of the setting;
2. Information about career options;
3. Exposure to the world of work;
4. Opportunities to develop social, civic, and leadership skills;
5. Strong connections to caring adults;
6. Access to safe places to interact with their peers, and
7. Support Services to allow them to become independent adults.

This grant also supports positive Youth Development principles. This philosophy maintains that to become healthy and productive adults, all youth must develop the attitudes, behaviors, competencies and skills that allow them to succeed as parents, citizens and workers. Youth who do not have opportunities to develop these attributes and test them in a supportive environment are at risk of a variety of poor outcomes.

Therefore this request for proposal is being released to solicit applications from communities representing collaboratives of regional and/or local partners who:

- **have been engaged in community Resource Mapping** and have the ability to build upon existing capacity to insure that youth with disabilities are engaged in positive Youth Development
- are prepared to demonstrate how Intermediary organizations can best be used to ensure that youth with disabilities obtain transition services, supports and opportunities consistent with ODEP's Evidence-Based Transition Operating Principles, and
- can document, consistent with Federal requirements, the impact such strategies have on improving transition outcomes for youth with disabilities

Outcomes of the funded projects should result in model approaches to **create a community-wide system of inclusion, support, and engagement for school age youth with disabilities as they transition into their adult roles in the community.** Successful applications will be ones that demonstrate the capacity to:

1. Increase academic achievement among school-age youth with disabilities linking it more closely to personal goals and interests, enriching the peer and adult role models who can represent academic achievement as desirable, and coordinating it with work experiences.
2. Increase satisfactory, gainful employment among school-age youth with disabilities through a wide variety of employment-related experiences.
3. Increase community involvement in the achievements of school-age youth with disabilities through enriching, coordinating, and expanding the local supports available to them.
4. Increase civic involvement of school-age youth with disabilities through more effectively engaging them in work, civic, and self-advocating activities in conjunction with community wide resource systems and
5. Increase community-wide measures of Social Wealth.

D. TARGET POPULATION

The target population of these demonstrations should be individuals with disabilities (age 14-24) who, with intervention and service provision, could successfully work and live in the community without long-term public support.

E. ELIGIBLE APPLICANTS

An eligible applicant can be a county or other unit of local government, education agencies, community-based organizations, faith-based organizations, or other local public or private agencies. It is anticipated that the lead agency will apply on behalf of a collaborative of parties who have entered into an agreement to seek this state award. The collaborative for this grant application **must demonstrate, at a minimum, participation from the following partners in the development of the proposal:**

- local **Division of Vocational Rehabilitation Services** office
- local **School District, AEA, and/or Post Secondary Institutions**
- **WIA Youth Program**
- **youth with disabilities ages 14-24**
- **parents or family members of youth with disabilities or adults with disabilities who live in the community**
- local **businesses or business representatives** (i.e. Chamber of Commerce)

Other suggested partners might include:

- local **associations or clubs** (i.e. formal organizations such as Boy/Girl Scouts, 4-H/Extension and Faith-based groups and/or informal groups such as Cooking, Fishing, Quilting, Bowling)
- local **service providers** (i.e. Goodwill, Easter Seals, other Community Rehabilitation Programs, Centers for Independent Living)
- local **public and/or private health** services (i.e. Public Health office, local clinic/hospital, mental health center, school nurse)

F. INTENT TO APPLY

“Intent to Apply” form **must be submitted by May 21, 2004** for an application to be considered. Community entities are encouraged to hold discussions among partners and key youth serving sectors, and identify one agency or organization to submit the “Intent to Apply” form (provided in the Appendix) on behalf of the community. The contact person/agency submitting the “Intent to Apply” form does not necessarily have to be the entity ultimately identified by the community as the lead agency for the grant, as long as DVRS is notified of the change. **The “Intent to Apply” form must be emailed barb.mcclannahan@iowa.gov, faxed (515-281-4150) mailed via the postal service or hand-delivered to Barb McClannahan, 510 East 12th Street Des Moines, Iowa 50319. All “Intent to Apply” forms must arrive no later than May 21, 2004.** If more than one “Intent to Apply” form is received from a given geographic area, each contact person will be notified. Communities will be encouraged to merge their efforts and submit one proposal.

G. CONTRACT CONDITIONS

1. Funding Levels:

We anticipate awarding a total of \$300,000 to support the funding of demonstration projects. Each proposal will be evaluated according to the viability of the project and the projected budget to support the efforts. If a project is recommended for funding, but the budget appears excessive or details of the program need to be clarified or revised the applicant will be requested to submit a modified proposal.

2. Contract Period:

Initial contracts will be effective on October 1, 2004, and will expire September 29, 2005*. Depending on performance and availability of funding, applicants may request continuation of funding. The continuation request must be submitted by July 15, 2005. At the conclusion of the grant period the identified improvements should be self-sustaining.

The Division of Vocational Rehabilitation Services, at its discretion and based on review of contractor’s performance and availability of funding, may discontinue the funding by giving thirty days notice.

**Costs incurred prior to the execution of the contract are not reimbursable.*

3. Responsibilities of the Local Project:

- provide general program leadership
- provide fiscal responsibility for the contract
- participate in orientation and other scheduled meetings with grant personnel

- track the budget and produce necessary documentation for program and financial reviews
- participate in annual program and financial reviews
- enroll participants in the WIA youth program for the purpose of tracking outcomes
- submit certificates of insurance, as applicable, which indicate the types and amounts of coverage held for any entity providing direct services
- participate in program evaluation activities including but not limited to the following:
 - ✓ provide regular reports on data and project progress
 - ✓ use reporting and tracking forms that support the methodologies developed by the grant team
 - ✓ access other data collected by the community (i.e. school data)
 - ✓ track youth with disabilities and the services they access through the project's activities
 - ✓ provide examples of outcomes
 - ✓ monitor successful strategies in coordination with DVRS project team and make recommendations on State and Federal system improvements
 - ✓ participate in follow-up interviews with the external federal evaluators of this grant

4. Responsibilities of DVRS Project Team:

- **Technical Assistance:** The DVRS State Project staff will provide technical assistance in various formats, i.e. 1:1 and conference telephone calls, ICN, e-mail, listserv, web site, newsletters etc. Participation in workshops, meetings, ICNs arranged with advance notice by the DVRS State Project staff are required for contracting personnel
- **Program Evaluation:** DVRS State Project Staff coordinates and conducts the evaluation of each program's procedures and outcomes. ODEP (Office of Disability and Employment Policy) will work with the project team and ETA (Employment and Training Administration) in an attempt to secure a waiver of WIA performance measures for participants in this project. Technical assistance will be provided to projects regarding how they should conduct qualitative and quantitative evaluations, the instruments to use, and the data collection methodology the demonstration projects should follow
- **Contract Monitoring:**
 - ✓ approve contract claim vouchers for payment
 - ✓ perform financial reviews on an annual basis
 - ✓ review approved contract at least twice a year for compliance with goals and objectives
 - ✓ make recommendations for continuation or termination of contracts

II. PROPOSAL REQUIREMENTS: Requirements for Completing Narrative

Local partners are encouraged to collaborate on one application to meet project proposal criteria.

The application packet must include a narrative specifically addressing the six sections outlined in this section. One of the sponsoring organizations must assume full contract responsibility and complete the Face Sheet (see sample found in the Appendix) for all organizations involved. **Two face sheets with original signatures** must be completed, signed and attached as the cover sheets for the application.

Handwritten applications are not acceptable. Please double space and do not type in a font smaller than twelve. Applications must provide all information requested and be presented in the order prescribed by this Request for Proposal. Incomplete information and insufficient signatures and documentation may result in disqualification of the application.

To facilitate the review process, the following information must be included and presented in the order prescribed:

A. Evidence of Collaboration and Approach (20 points):

Applicants must demonstrate the capacity to engage in comprehensive planning in partnership with the state.

- Please describe your community’s history of collaboration (i.e. with youth, employers, service providers, community associations, families, education)

It is expected that applicants will be prepared to “add value” to community resources that are already present within the community and to move the transition activities to a higher level of collaboration and implementation.

- describe what work has been done around Resource Mapping within the community and explain the findings (identifying strengths and weaknesses) of the Resource Mapping and/or environmental scanning
- describe how this project may build, not start over, in planning for improved transition outcomes
- describe how Intermediaries are currently being utilized
- describe how youth have been engaged in the planning of this project

B. Plan of Operation (25 points)

This part of the proposal must provide sufficient information for the reviewer to understand what activities will be undertaken, how the participants will be involved and how the project will manage the data collection.

Explain the following details of your plan of operation:

- what you plan to do (what strategies you intend to implement) to impact transition outcomes
- what specific activities will occur
- list the key team members that will be performing the various functions of the project. Include such things as administration, training, services as well as which entities will be providing the space, utilities materials etc.

- within what type of timeline the activities will occur
- how team members will collect the data related to the outcomes of academic achievement, employment-related experiences, community involvement, civic involvement and social wealth

C. Relationship of Project to Evidence-Based Principles (20 points)

Identify which **Evidence-Based Transition Operating Principles** you intend to address. Describe how the project team will evaluate the outcomes. The description must be specific to the project, measurable and must include the number of youth with disabilities that you anticipate will be impacted.

D. Sustainability (15 points)

Describe the ability for the project to sustain the effective strategies.

E. Budget and Narrative (15 points)

This section should include a budget and a budget narrative of how the funds will be used in the allowable categories (see Appendix). The budget narrative should clearly define the cost of the project in relationship to the goals, objectives and design of the project. Please specify the methods used to determine the costs (see budget narrative and sample budget in Appendix). Subcontracting under this grant is only allowed with prior written approval from DVRS.

F. Letters of Commitment (5 Points)

Letters of commitment must include a statement about how key team members will carry out their agreed-upon responsibilities for the project described in the plan of operation. At a minimum, letters of commitment should be submitted from:

- DVRS Area Office Supervisor
- local School District, AEA, or Post Secondary Institution
- WIA Youth Program
- local businesses or representatives (i.e. Chamber of Commerce)

III. PROPOSAL PROCESS

A. TIMETABLE:

RFP's Available Upon Request	April 19, 2004
Letter of Intent to Apply no later than	May 21, 2004
Proposals postmarked no later than	July 9, 2004
Proposals Reviewed By	August 16, 2004
Notification of Awards By	August 31, 2004
Contracts Effective*	October 1, 2004

*Costs incurred prior to the execution of the contract are not reimbursable.

B. EVALUATION:

All proposals meeting submission requirements stated in Section II of this RFP will be evaluated according to the criteria. Applicants may be contacted for clarifications and revisions. Projects will be funded on the basis of merit and as funds

become available. In the event that grant applications receive an equal number of points or the number of acceptable grant applications exceeds the funds available, a further determination of grant recipients will be made through a second review conducted by DVRS administration. Project proposals will be evaluated upon the consideration of the following criteria:

- Evidence of Collaboration and Approach (Maximum of 20 points)
- Plan of Operation (Maximum 25 points)
- Relationship of Proposal to Evidence-based Practices (Maximum of 20 points)
- Sustainability (Maximum 15 points)
- Budget and Narrative (Maximum of 15 points)
- Letters of Commitment (Maximum of 5 points)

DVRS reserves the right to retract the RFP in whole or in part at its sole discretion. DVRS acts as the final authority in all of the State Alignment Grant matters. Only mailed or hand-delivered applications will be accepted. **Faxed applications will not be considered eligible, nor will hand-written applications.**

Submit two original Application packets and two copies to:
Barb McClannahan, Project Manager
Division of Vocational Rehabilitation Services
510 East 12th Street
Des Moines, Iowa 50319

All inquiries concerning this RFP should be made to: Barb McClannahan 515-281-0264.

IV. APPENDIX

A. DEFINITION OF TERMS:

Blended Funding: Mechanisms that pool dollars from multiple sources and make them in some ways indistinguishable.

Braided Funding: Uses similar mechanisms to Blended Funding, but the funding streams remain visible and are used in common to produce greater strength, efficiency, and/or effectiveness.

Disability: The broadest definition of disability can be found in the Americans With Disabilities Act:

An individual is considered to have a disability if that individual either (1) has a physical or mental impairment which substantially limits one or more of the person's major life activities, (2) has a record of such an impairment, or, (3) is perceived by others as having such an impairment.

Employment: Regular engagement in skilled or unskilled labor or service activities for payment.

Employment Outcomes: Entering or retaining full-time, or if appropriate, part-time competitive employment in the integrated labor market; satisfying the vocational outcome of supported employment; or satisfying any other approved appropriate vocational

outcome such as self-employment, telecommuting or business ownership. (This does not include sheltered employment)

Evidence-Based Transition Operating Principles:

1. Access to high quality standards-based education regardless of the setting;
2. Information about career options;
3. Exposure to the world of work;
4. Opportunities to develop social, civic, and leadership skills;
5. Strong connections to caring adults;
6. Access to safe places to interact with their peers; and
7. Support Services to allow them to become independent adults

Intermediary: An agent that convenes local leadership and broker relationships with multiple partners across multiple funding streams; brings together workforce development systems, vocational rehabilitation providers, business labor unions, educational institutions, social service organizations, transportation entities, health providers, and other Federal, State and community resources, which youth with disabilities need to transition to employment successfully. (i.e. community-based non-profit organizations, community colleges, community rehabilitation programs, etc.)

Resource: A source of aid or support that may be drawn upon when needed. Resources can include in-kind and paid services, opportunities, places to go and caring adults.

- **Services:** Formal and informal programs, usually provided by government agencies and nonprofit organizations that address the recreation, education, mental health, crisis intervention, family support, health, spiritual and other needs of young people
- **Opportunities:** Formal and informal chances to learn, develop new skills, help others, serve the community and be employed both inside and outside of organizations
- **Places to Go:** Locations within a community that provide safe and fun places for young people to meet one another
- **Caring Adults:** Any adult community resident who is trustworthy, understanding and caring, to whom young people can go for advice, help and mentoring

Resource Mapping: Methodology to link and align resource use with organizational goals, strategies, and expected outcomes. It refers to the identification of available assets and resources within the States' youth service delivery infrastructure and evaluation as whether and/or to what extent that system is currently serving youth with disabilities consistent with the evidence-based operative principles.

Social Wealth: Social wealth pertains to measurements of citizens' engagement in activities the community finds constructive. This includes activities such as voting; being actively involved in school, civic, and faith-based organizations; working; paying taxes; and supporting other individuals and families.

Support Services: Those services that youth may need to transition successfully. Such services may include mental and physical health services, transportation, and tutoring, as well as post-program supports structured arrangements with post-secondary institutions

and adult-serving agencies. In the case of youth with disabilities there may be a need for additional support services including, but not limited to, access to and acquisition of assistive technology, benefits counseling, independent living centers and other consumer-driven community-based support service agencies, and personal assistance services, including readers, interpreters and other personal assistance services.

Transition: The movement of youth into employment, post-secondary training, independent living, and community participation.

Transition Services: A coordinated set of activities for a student with a disability that (A) is designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, employment (including supported employment) continuing and adult education, adult services, independent living, or community participation; (B) is based upon the individual student's needs, taking into account the student's preferences and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

Youth Development: A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems.

FACE SHEET

Name of Organization Representing the Consortium _____
Address: _____ City _____ State _____ ZIP _____
Telephone Number _____

Describe area represented by Applicant:

Describe specific area to be served by Project, if different from above:

Key Individuals:

Administrator of Applying Organization

Officer (person in charge of daily operation of project, if funded)

Name:
Title:
Phone:
Signature: _____

Name:
Title:
Phone:
Signature: _____

Fiscal Agent for Project (if funded)

Supervisor of Vocational Rehabilitation Office(s) collaborating in project, if funded

Name:
Title:
Phone:
Signature: _____

Name:
Area:
Phone:
Signature: _____

ASSURANCES

The applying entity hereby assures and certifies that it possesses legal authority to apply for and control the project and that requirements of the applying entity authorizing the filing of the application, including all understandings and assurances contained herein and directing the authorizing person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required, have been met.

Applicant further agrees to develop the proposed project as required in this application package.

Applicant also affirms that the organization represented does not discriminate in its Employment practices with regard to race, color, religion, sex, marital status, political affiliation, national origin, or Disability.

Signature of Authorized Person

Title: _____

Date: _____

SAMPLE BUDGET NARRATIVE

1. Personnel:

a. Salary:

- i. Project Coordinator (.4 FTE) is a full time position which will work 40% of his/her time in this project and 60% on other projects. Time sheets will be kept for this position to track the amount of time actually spent working on the project.
- ii. Assistant to Project Coordinator is a full time position charged 100% to this project.
- iii. Payroll documentation will be available to support the staff charged to the project and the amount paid to each employee.

b. Fringe Benefits:

- i. The benefits charged to this project are: FICA, IPERS (or TIAA/CREF), Health Insurance, Dental Insurance, Workers Compensation, Life Insurance, Unemployment Insurance and Long Term Disability.
- ii. Payroll documentation will be available to support the staff charged to the project and the calculations used to determine the amounts claimed.

2. Operating Expenses/Monthly:

- a. Travel: Staff travel will be paid at rate of .29 cents per mile. Meals and lodging will be claimed at state rates: \$5 for breakfast, \$6 for lunch, \$12 for supper, \$45 plus applicable tax for lodging.
- b. Supplies: Printer cartridges, computer disks, printer paper, batteries, printing, and other office supplies. **Invoices for all supply items purchased will be maintained as documentation** to support the amounts claimed under this category.
- c. Postage: The postage is necessary for correspondence and marketing. At the end of each month the total amount of postage used for the project will be listed.
- d. Phone: Only the charges directly attributable to the project will be claimed. Phone billings received from the phone company will be used to determine the charges.
- e. Rent: The project office will be located in the Chamber of Commerce Building. The Chamber will charge \$250/month rent. **Invoices** will be used for documentation of this expense.

3. Equipment: Any items \$5,000 or more are listed under equipment. List each item individually. Items less than \$5,000 are listed under Supplies.

- a. The project coordinator will obtain three bids for any item over \$5,000. The bids may be taken by phone. A record will be kept which documents each company contacted, make and model, price of the item; date of quote, and the company contact. Once the bids are obtained, the award will be made to the lowest bidder. Once purchased the invoice will be used to document the charge.
- b. Property records will be maintained that include a description of the property, a serial number or other identification number, the source of property, the acquisition data, cost of the property, and percentage of federal participation in the cost of the property, the location, use and condition of the property, and the ultimate disposition data including the date of disposal and sale price of the property. Equipment purchased becomes the property of the contracting party.

SAMPLE BUDGET FORMAT

A. PERSONNEL:

 Salaries **\$XXXX.XX**

 Fringe Benefits **\$XXXX.XX**

TOTAL SALARIES **\$XXXX.XX**

B. OPERATING EXPENSES:

 1. TRAVEL **\$XXXX.XX**

 2. SUPPLIES **\$XXXX.XX**

 3. POSTAGE **\$XXXX.XX**

 4. PHONES **\$XXXX.XX**

 5. RENT **\$XXXX.XX**

TOTAL OPERATING EXPENSES: **\$XXXX.XX**

C. EQUIPMENT

(list and describe each item and estimated cost per item)

TOTAL EQUIPMENT **\$XXXX.XX**

D. TOTAL BUDGET: **\$XXXX.XX**

ALLOWABLE COSTS

**Allowable Item
Per A21, A87, or A122**

All charges must be documented with invoices. This document contains DVRS guidelines. It is not an exhaustive list. For a complete list and explanation, see OMB circulars A21 (Cost Principles for Educational Institutions), A87 (Cost Principles for State and Local Government), or A122 (Cost Principles for Non-Profit Organizations).

Accounting	The cost of establishing and maintaining accounting and other information systems is allowable.
Advertising and Public Relations	Advertising is allowable for recruitment of personnel, procurement of goods or services, or disposal of surplus materials. Public relations costs are allowable for communicating with the public and press pertaining to specific activities of the sponsored agreement.
Communications	The costs of telephone, mail messenger, and similar communications services are allowable. Costs must be directly attributable to the project.
Compensation for Personnel Services	The costs for personnel services are allowable if directly related to the project and are reasonable. A21 allows the use of estimates for distributing personnel charges among multiple projects or activities. A87 and A122 require detailed timesheets for support of all personnel expenses. The recommended practice for outcome-based contracts is to maintain timesheets to assist future contract negotiations.
Conferences	The direct costs for participating in meetings or training conferences are allowable with prior DVRS approval.
Equipment	Equipment is allowable when approved by DVRS for items of more than \$5,000.
Fringe Benefits	Fringe Benefit costs are allowable provided they are distributed in accordance with salaries and wages chargeable to the project.
Insurance	The costs of insurance required or approved and maintained, pursuant to the Federal award, are allowable. Professional Liability Insurance is required for entities that provide direct services to clients.
Materials and Supplies	The costs of materials and supplies directly attributable to the project are allowable.
Memberships, Organization Dues, Subscriptions	CARF fees are allowable if certification is pertinent to the objectives and services of the project, the charges relate to the year of the contract with actual invoice, and costs are distributed in reasonable proportion to all related activities. Organizational subscriptions to professional, business and technical periodicals must be directly tied to the project goals and activities.
Professional Service Costs	Professional service costs are allowable when reasonable in relation to direct services rendered.
Rent	Rent is allowable for actual charges distributed to the project based on either of the following methods: <ol style="list-style-type: none"> 1. square footage of project space; or 2. a proportional charge based on number of employees on the project compared to the total number of employees (do not base on number of clients served; this method is not sufficiently stable).
Staff Training	Staff training is allowable when directly related to the goals, objectives and outcomes of the project.
Travel	Travel costs are allowable for actual expenses for transportation, lodging, and meals incurred by project personnel traveling on official business. Reimbursement rates are: mileage (29¢ per mile), breakfast (\$5.00), lunch (\$6.00), dinner (\$12.00), lodging (\$45.00 plus applicable taxes).

FEDERAL CERTIFICATIONS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying” and 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31, of the U.S. Code and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.100, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement:
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

- A. The applicant certifies that it and its principals:
 - (1) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or agency;

- (2) Have not within a three year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (3) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph A(2) of this certification; and
- (4) Have not within a three year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (2) Establishing an ongoing drug-free awareness program to inform employees about:
 - (a) The dangers of drug abuse in the workplace;
 - (b) The grantee's policy of maintaining a drug-free workplace;
 - (c) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (d) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (3) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (1);
 - (4) Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the grant, the employee will:
 - (a) Abide by the terms of the statement; and
 - (b) Notifying the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

- (5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Ave., S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.
- (6) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4)(b), with respect to any employee who is convicted;
 - (a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (b) Requiring such employees to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health, law enforcement, or other appropriate agency;
- (7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (1), (2), (3), (4), (5), and (6).

Assurance: the contracting party and the dvrs, by their signatures affixed below, assure that each contracting party is operating in compliance with all applicable federal, state, and local statutes, rules and regulations.

INTENT TO APPLY FORM

State Alignment Grant for Improving Transition Outcomes for Youth with Disabilities
through the Use of Intermediaries

Please indicate your community's intent to submit a proposal for a demonstration grant to improve Transition outcomes by completing and returning this form by May 21, 2004. The "Intent to Apply" form must be emailed, barb.mcclannahan@iowa.gov, faxed (515-281-4150) mailed via the postal service or hand-delivered to Barb McClannahan, 510 East 12th Street Des Moines, Iowa 50319. All "Intent to Apply" forms must be received no later than May 21, 2004. Final Proposals are due July 9, 2004.

Please provide the geographic area or community for which the proposal will be developed and the name of the existing collaborative group(s) that will lead the initiative in the community (if applicable). Please also designate a contact person for the community. Include contact person(s) name, title, organization, address, email address, phone number and fax.

Community/Geographic Area: _____

Name of Collaborative Group(s): _____

Designated Contact Person: _____

Title: _____

Organization: _____

Address: _____

Email Address: _____

Phone: _____

Fax: _____

Please note other major organizations/partners that will be involved in the project:

