

**RFA Title: Leadership and Advocacy Training by a Local Self-Advocacy Organization****RFA Number: 2020-08****Application Deadline: June 15, 2020****Questions and Answers**

**Question 1:** Can this self-advocacy grant focus on a specific group (autism, etc.) or serve all disabilities in a general way?

**Answer:** The RFA indicates that “training participants may include people with disabilities, students with developmental disabilities (DD), people living in institutions, family members of people with disabilities, and other community members.” Therefore, a grant project may focus on specific disabilities or a non-specific set of disabilities. The group that provides the leadership and advocacy training should be an existing self-advocacy organization. The organization can consist of people with a certain type of disability or people with various types of disabilities.

**Question 2:** Does the grant need to focus on a certain age group of participants? How young of a participant can the training be geared towards?

**Answer:** Participants are not required to be in one specific age group and there is no minimum or maximum age for potential training participants. Trainings should be conducted and information should be shared in a manner so that trainees learn about disability-related issues and become active in creating change in their communities.

**Question 3:** Do you need to submit the curriculum you wish to use with the grant request, or will that be something that will be decided on later?

**Answer:** No, applicants are not required to submit the curriculum they plan to use. However, if the applicant will be using an existing curriculum, they may include the name, references, and/or link. The grantee may also propose to develop a new curriculum with these funds and should include a detailed description in the application.

Question 4:	Can you share any examples of things that might be considered or what has been successful in the past?
Answer:	TCDD has funded many successful leadership and advocacy training projects. Examples can be found in the <a href="#">Projects</a> section of the TCDD website. Another example is <a href="#">Texas Partners in Policymaking</a> , which is an advanced leadership and advocacy training program that TCDD coordinates.
Question 5:	Have advocacy grants been awarded previously through TCDD?
Answer:	TCDD funds leadership development and advocacy skills training projects so people with disabilities, family members, and others have the knowledge and skills they need to impact the communities they live in and the systems that are designed to serve them. Previous and currently funded leadership development and advocacy skills training projects can be found in the <a href="#">Projects</a> section of the TCDD website.
Question 6:	Can you clarify a little about what makes this grant different than those [previous leadership development and advocacy skills training RFAs]?
Answer:	This RFA is different than previously released leadership development and advocacy skills training RFAs in that, for this RFA, members of a self-advocacy organization will lead the project. Self-advocates will take the lead on the project, conduct the trainings, and be positioned as community leaders. Previous RFAs included self-advocates, but this RFA requires that self-advocates take the lead on the project.
Question 7:	Is this really the type of grant small non-profits should consider applying for?
Answer:	Eligible applicants for this RFA are limited to local self-advocacy groups and organizations. However, if the self-advocacy group or organization does not have the capacity to perform all the administrative functions required in the RFA – including receiving funds – it can partner with an organization that can perform fiscal and administrative functions.

**Question 8:** Is the intent for the program to have high level, long-term commitment from the participants (like an 8-week class) or more general education?

**Answer:** Trainees will learn about disability-related issues and become active in creating change in their communities. Training must include:

- history and philosophy of the disability rights movement;
- principles of self-determination;
- strategies to find and access necessary services and supports;
- activities to develop self-advocacy skills; and
- activities to promote interaction between participants and peer support.

Project outcomes should have a sustained long-term impact that benefits people with developmental disabilities. This may include things such as:

- changing or creating at least one policy, procedure, statute, and/or regulation;
- educating and sharing information with decision-makers or others in the community;
- training, supporting, and/or organizing people with DD to advocate for themselves and/or serve in leadership positions;
- creating new partnerships that increase the capacity of the community to support individuals with DD;
- creating a new program, model, or technology that continues to be available after the grant funding ends;
- producing a product that will be of value beyond the life of the grant; and/or
- enabling more people to have access to services and supports.

Applications should ensure that trainings and the commitment from trainees are in line with the information above. In other words, the outcome is what it's important. The applicant can determine what it thinks is the best way to achieve the desired outcomes outlined in the RFA.

Question 9: Due to the pandemic, can electronic delivery be an option?

Answer: Yes, applications can take the COVID-19 pandemic into consideration and include online activities.

Question 10: Do parents count as participants?

Answer: Parents can count as training participants; however, projects can also include other audiences throughout the community.