strategies for first jobs that will lead to second jobs and ultimate career paths. Research should include assessments of current practices and of necessary supports, such as transportation, adaptive technology, and personal assistance services.

Collaborative linkages among service/ support providers should be explored as well as matches with individuals with developmental disabilities and those without developmental disabilities in job settings. Strategies for success should include and stress consumer choice and empowerment as essential approaches in the development and implementation of projects that will be culturally competent, ongoing, and have measurable outcomes.

The strategy should include the following components:

- The identification of the barriers encountered in putting young people to work and strategies found effective in doing so.
- The development of model memoranda of understanding among schools, businesses, and agencies at the local level as called for in the Schoolto-Work Opportunities Act of 1994.
- The development of policy recommendations on transitions from school-to-work.
- The development of recommendations on needed technical assistance at local and State levels.
- The development of recommendations on what roles Developmental Disabilities Councils, University Affiliated Programs, and Protection and Advocacy systems can play in increasing school-to-work opportunities.

• The evaluation of whether job sharing among young people with and without disabilities is an effective strategy for increasing the employment opportunities for both groups.

As a general guide, ADD will expect to fund only those applications for projects that incorporate the following elements:

- Consumer/self-advocate orientation and participation.
- Key project personnel with direct life, parental, or familial experience with living with a disability.
- Strong advisory components that consist of 51% individuals with disabilities and a structure where individuals with disabilities make real decisions that determine the outcome of the grant
- Research reflecting the principles of participatory action.
  - Cultural competency.
- A description of how individuals with disabilities and their families will be involved in all aspects of the design,

- implementation, and evaluation of the project.
- Attention to unserved and inadequately served individuals, having a range of disabilities from mild to severe, from multicultural backgrounds, rural and inner-city areas, and migrant, homeless, and refugee families.
- Compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 as amended by the Rehabilitation Act amendments of 1992 (Pub. L. 102–569).
- Collaboration through partnerships and coalitions.
- Development of the capacity to communicate and disseminate information and technical assistance through e-mail and other effective, affordable, and accessible forms of electronic communication.
  - A community-based approach.
- Responsiveness through systems change.
- Identification of barriers and strategies for overcoming barriers.
  - Outcome orientation.
- Measurement and ongoing evaluation, including the participation of individuals with disabilities in formulation and implementation.
- Development and establishment of practices and programs beyond project period.
- Dissemination of models, products, best practices, and strategies for distribution between the networks and beyond. A plan describing initial activities is needed between funded projects as well as at the end of the project period. These activities should maintain and share ongoing information, existing resources of consultants/experts, and curriculum/materials with funded projects and within the network.
- Project Duration: This announcement is soliciting applications for project periods up to three years under this priority area. Awards, on a competitive basis, will be for a one-year budget period, although project periods may be for three years. Applications for continuation grants funded under this priority area beyond the one-year budget period, but within the three-year project period, will be entertained in subsequent years on a non-competitive basis, subject to the availability of funds, satisfactory progress of the grantee and determination that continued funding would be in the best interest of the Government.
- Federal Share of Project Costs: The maximum Federal share is not to exceed \$100,000 for the first 12-month budget period or a maximum of \$300,000 for a three-year project period.

- Matching Requirement: Grantees must provide at least 25 percent of the total approved cost of the project. The total approved cost of the project is the sum of the ACF share and the non-Federal share. The non-Federal share may be met by cash or in-kind contributions, although applicants are encouraged to meet their match requirements through cash contributions. Therefore, a project requesting \$100,000 in Federal funds (based on an award of \$100,000 per budget period) must include a match of at least \$33,333 (25% total project cost).
- Anticipated Number of Projects to be Funded: It is anticipated that up to two (2) projects will be funded. Subject to availability of additional resources in FY 1996 and the number of acceptable applications received as a result of this program announcement, the ADD Commissioner may elect to select recipients for the FY 1996 cohort of programs out of the pool of applications submitted for FY 1995 funds.
- *CFDA*: ADD's CFDA (Code of Federal Domestic Assistance) number is 93.631—Developmental Disabilities—Projects of National Significance. This information is needed to complete item 10 on the SF 424.

Fiscal Year 1995 Priority Area 4: Child Care and Early Intervention: Linkages for Successful Inclusion of Young Children with Disabilities

- *Eligible Applicants*: State agencies, public and private nonprofit organizations, institutions or agencies.
- Purpose: ADD will award demonstration grant funds for projects which will increase the capacity of child care and development programs to meet the needs of young children with disabilities. Child care services need to be included among the essential partner agencies in the provision of early, continuous, intensive, and comprehensive child development and family support services to children with disabilities and their families. The primary goals of projects would be increasing access to quality child care services for children with disabilities birth through age 5 and increasing the delivery of early intervention and related services to children in natural and inclusive environments.
- Background Information: Although inclusion of children with disabilities within child care is not a new occurrence, few formal mechanisms support effective coordination between the child care and disability communities. These systems remain separate and apart even as they are called upon to provide services to the same children and families. Families of