



DRS Disabilities Discussions

Within the DRS proposal there are many places where the writer is asked to describe disabilities services. This is often a difficult task due to the number of Program Performance Standards related to this issue and the complex nature of disabilities services. While not an exhaustive list, these tips offer strategies for describing disabilities services provided by your program.



Strategy 1: Watch for Key Words in the Grant Criteria

It is important to discuss the different aspects of your disabilities services plan and procedures for disabilities services. These are two words used frequently in the grant application criteria. Good resources to pull out while you are writing this section of your narrative is your work plan for disabilities services, disabilities policies and procedures and agreements with disabilities services providers. Use these documents to describe;

- Your process for developing the disabilities plan and any disabilities agreements (including when they are updated)
- Your procedures for assessing children with suspected disabilities including the assessments used, who completes the assessments, when they are completed (initially and throughout the year) and how referrals and follow-up processes are facilitated.

Strategy 2: Include the Types of Resources Available for Families and Children

Be certain to include additional details about your collaborative partners, the types of disabilities services that they provide, how you coordinate with the community, and who is responsible for the oversight of disabilities services in your program. These are important in explaining the systemic efforts of your disabilities services.

Strategy 3: Describe the two T's: Training and Transitions

Staff, families, and children are all supported in a strong disabilities service system. Make sure to describe the different types of trainings you provide to staff about disabilities services, how parents are provided information about disabilities services, and how transitions for children with disabilities services are different than those provided to children without disabilities. Another important aspect to describe is how you also meet the needs of parents who have limited English proficiency during the disabilities services process.

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